

BHARATHIDASAN UNIVERSITY

DEPARTMENT OF HISTORY- TIRUCHIRAPPALLI

MASTER OF ARTS IN HISTORY

CHOICE BASED CREDIT SYSTEM for Candidates 2018-2019 onwards

Semester - I Credits-25	Course	Instruct ion Hours	Credit	Marks		Total
				Internal	External	
	1. Evolution of Ideas and Institutions in Ancient India [HIS1CC1] (including Map study)	6	5	25	75	100
	2. Evolution of Ideas and Institutions in Medieval India [HIS1CC2] (including Map study)	6	5	25	75	100
	3. Colonialism and Nationalism in Modern India [HIS1CC3]	6	5	25	75	100
	4. Political History of Tamil Nadu from Early times to 1565 [HIS1CC4]	6	5	25	75	100
	5. History of Contemporary India: Challenges and Perspectives [HIS1CC5]	6	6	25	75	100
Semester - II Credits-22	6. Research Methods in History [HIS2CC6]	6	5	25	75	100
	7. Revolutions in Europe 1914-1991 [HIS2CC7]	6	5	25	75	100
	8. Colonialism and Nationalism in Tamil Nadu [HIS2CC8]	6	5	25	75	100
	9. Elective (Major Based) Elective Paper [HIS2EC1]	6	5	25	75	100
	10. Elective (Non-Major Based) Constitution for Competitive Examination [HIS2EDC1]	3	2	25	75	100

Semester - III Credits-22	11. History of Science and Technology [HIS3CC9]	6	5	25	75	100
	12. Elective (Major Based) Elective Paper [HIS3EC2]	6	5	25	75	100
	13. Elective (Non-Major Based) Science, Technology and Society [HIS3EDC2]	3	2	25	75	100
	14. Project Work		10	25	75	100
Semester - IV Credits-21	15. Human Rights [HIS4CC10]	6	5	25	75	100
	16. International Relations [HIS4CC11]	6	5	25	75	100
	17. Environmental History [HIS4CC12]	6	5	25	75	100
	18. Indian Constitution [HIS4CC13]	6	5	25	75	100
90	Total	96	90	450	1350	1800

List of Elective Papers

Historiography
 History of Contemporary India Since Rajiv Years
 History of Ideas
 Theories of Administration

Question Pattern

Written (University) Examination

Section - A

Five Questions out of Eight **5 x 3 = 15 marks**
 Short notes type questions

Section - B

Essay type Questions with internal choice (Questions in either/or Model) Choosing two questions from each unit.
 5 Questions to be asked **5 x 12 = 60 Marks**

MASTER OF ARTS IN HISTORY

CHOICE BASED CREDIT SYSTEM for Candidates 2017 onwards

The Structure of the M.A Syllabus Changed. Herewith the M.A Structure for Candidates 2018 onwards attached.

Core Course CC	-	13	
		(12x5) + (1x6)	= 66
Core Elective	-	2 x5	= 10
Non Major Elective	-	2 x 2	= 4
Project	-	1 x 10	= 10
		Total	-----
			90

QUESTION PATTERN:

Written (University) Examination

Section - A

Five Questions out of Eight **5 x 3 = 15 marks**

Short notes type questions/ Map Questions

Section - B

Essay type Questions with internal choice (Questions in either / or Model) Choosing two questions from each unit.

5 Questions to be asked **5 x12 =60 Marks**

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C B C S M.A. HISTORY SYLLABUS (for candidates 2018-2019 onwards)

Course Code: HIS1CC1

Semester-I

Course Credits: 5

EVOLUTION OF IDEAS AND INSTITUTIONS IN ANCIENT INDIA

Course Objectives

This Course imparts following skills and knowledge to the students:

- The course intends to provide an understanding of the social, economic and institutional bases of Ancient India.
- It is based on the premise that an understanding of Ancient Indian history is crucial to understand Indian history as a whole.
- To identify pre-historic sites, tools, monuments and sculptures of various dynasties.
- To make a comparative study of Harappan culture and Vedic culture.
- To study about social transformation from Magadha empire to Guptas.
- To study about the cultural evolution of various dynasties.

Unit I : Defining Ancient India and Nature of sources

- a) Bharathavarsha
- b) Archaeology and the study of ancient Indian history
- c) Literary sources
- d) Sanskrit sources: religious, non-religious, court
- e) Foreign accounts
- e) Sangam literature

Unit II: The nature of pre-historic societies

- a) Prehistoric sites in India (special reference to Neolithic sites in the Peninsula)
- b) The Indus Valley civilization: town planning, spread, decline, the Aryan debate

Unit III: Vedic and post Vedic societies

- a) Lineage society
- b) The emergence of caste based societies, marginalization and subordination
- c) Social protest and the emergence of new social and religious forms

Unit IV: State formation

- a) Evolution of the institution of kingship
- b) The *Saptanga* theory of state, its changes
- c) *Mahajanapadas*
- d) The Mauryan State

Unit V : Post – Mauryan developments

- a) The Gupta Empire
- b) The emergence of states in the Deccan - the Satavahanas

Unit-VI: (Advance topics not for final examination)

Debates on feudalism in Ancient India-ancient history current politics-ancient history as a national heritage-engagement between ancient religion and contemporary society- continuity of past in the present-fresh archeological discoveries in Indus valley and regional archeology.

References:

Claessen, H.J.M and Skalnik, P, (ed.), *The Early State*, The Hague, 1978 Jha,

D.N., *Early India A Concise History*, Manohar

Parasher-Sen, Alok (ed.), *Subordinate and Marginal Groups in Early India*, Oxford India Paperbacks, Second Edition, 2007

Sharma, R.S., *Aspects of Ancient Indian Political Ideas and Institutions*, Manohar, reprint, 1999.

Sharma, R.S., *Sudras in Ancient India*, New Delhi, 1998.

Thapar, R., *Ancient Indian Social History: Some Interpretations*, Orient Longman, reprint, 1996.

Thapar, R., *From Lineage to State*, Oxford India Paperbacks, 1990 Thapar, R., *Interpreting Early India*, Delhi, 1995.

Thapar, R., *Narratives and the Writing of History*, Delhi, 2000.

Sastri, K.A.N., *History of South India*, Oxford University Press, 1975.

Course Outcome:

- Knowledge on the evolution culture of is visible
- Displaying knowledge on the development of India as civilization since from pre-history
- acquired knowledge on the cultural interactions and tensions between various social and communal groups
- Knowledge on political process in the given period of history is displayed
- Assess the significance of Mauryan administration
- Highlight the significance of Buddhism
- Assess the significance of Mauryan administration
- Highlight the contribution of ancient India to science and technology

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C B C S M.A. HISTORY SYLLABUS (for candidates 2018-2019 onwards)

Course Code: HIS1CC2

Semester - I

Course Credits: 5

EVOLUTION OF IDEAS AND INSTITUTIONS IN MEDIEVAL INDIA

Course Objectives

This Course imparts following skills and knowledge to the students:

- To provide knowledge on the rich cultural contribution of Muslim rulers.
- To encourage students to undertake research in the unexplored areas of medieval history.
- To instruct the moral values given by Bhakti Saints.
- To understand the impact of Mughal Rule in India.
- To realize the general development during the Mughal period.

Unit I Defining medieval India and Nature of Sources

- a) The Transition to the Medieval
- b) 'Medievalism',
- c) Historiography of the study of Medieval India
- d) Sources (Persian) and Non-Indian sources

Unit II The state in medieval India: perceptions and practice

- a) Modern theories of the medieval state: Theocracy, Autocracy, Feudal, Segmentary, Patrimonial-Bureaucratic
- b) Theory of Institution under Balban - Public works of Firoz Shah Tughlaq
- c) Mughal in Medieval India: Land Revenue System of Sher Shah - Concept of State under Akbar - Mansabdari System.

Unit III Medieval Indian Society and Economic Institutions

- a) Social Mobility and Stratification in medieval India
- b) The emergence of new classes
- c) Administrative, agrarian and mercantile classes in medieval India
- d) Bhakti and social change
- e) Agrarian systems, north and south India
- f) Trade, internal and external
- g) Currency

Unit IV Religious ideas and institutions

- a) Bhakti movement
- b) Sufism
- c) Towards a composite culture (Art, Architecture and Music)

Unit V Political and Social formations in the South

Unit-VI (Advance topics not for final examination)

Discussion on Science and Technology in Medieval India-Islam as new culture- Inter-cultural borrowings and conflicts-emergence of larger empires-Indo-Islamic Cultural hybridity-reinterpretation and contestations-medievalism in modern times.

References:

- Alam, Muzaffar and Subrahmanyam, Sanjay, *The Mughal State*, Oxford India Paperbacks, 2000
- Alavi, Seema (ed.), *The Eighteenth Century in India*, OUP, New Delhi, 2002.
- Anderson, P., *Passages from Antiquity to Feudalism*, London, 1981.
- Chandra, Satish, *Medieval India* (2 vols.), Har-Anand Publications Pvt. Ltd., Third Edition, 2006 (also available in Hindi)
- Chitnis, K.N., *Aspects of Society and Economy in Medieval India*, Pune, 1979.
- Habib, I., *Essays in Indian History - Towards a Marxist Perspective*, Tulika, 1995.
- Hasan, S. Nurul, *Religion, State and society in Medieval India*, Oxford University Press, 2005
- Jha, D.N. (ed.), *The Feudal Order*, Manohar Publications, 2002 Kulke, H. (ed.), *The State in India, 1000-1700*, OUP, 1997.
- Marshall, P.J. (ed.), *The Eighteenth Century in Indian History: Evolution or Revolution?*, OUP, New Delhi, 2003
- Mukhia, H., *Perspectives on Medieval India*, Delhi, 1994.
- Sharma, R.S., *Early Medieval Indian Society: A Study in Feudalisation*, Sangam Books Ltd., 2001

Course Outcome:

- Knowledge of political transformations in medieval India is visible
- capable of the analysing the theory of theocratic state in the medieval India understand the cultural amalgamation resulting out from various communal groups
- assess the contribution made to the overall architectural development in the said period
- asses the new interaction between the new knowledge systems, especially, Hindu, Muslim, Buddhist, jain and newly entered European
- highlight the importance of din-e-ilahi
- Highlight the significance of Muslim administration
- elaborate on the religious reforms in medieval India

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C B C S M.A. HISTORY SYLLABUS (for candidates 2018-2019 onwards)

Course Code: HIS1CC3

Semester –I

Course Credits: 5

COLONIALISM AND NATIONALISM IN MODERN INDIA

Course Objectives

This Course imparts following skills and knowledge to the students:

- The purpose of this course is to help the students understand India's colonial past.
- The importance and relevance of understanding this past is the fact that the roots of many political institutions and ideas, social and economic structures that are central to politics in India today can be traced back to this past.
- The course seeks to achieve this understanding by studying colonialism in India from different perspectives that reveal different facets of colonialism in India: social-economic, political, religious, legal, and educational.
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Unit I. Colonialism and Nationalism

Colonial State – Stage of Colonialism - Representation for Indians in Council 1858-1919-
.Extension of Government 1919-1939.

Unit II. Early Nationalism And Agitational Politics:1799-1916

Poligar Mutiny in Tamil Nadu - Vellore Mutiny in 1806- Foundation of the Congress-
Congress and Communalism – Swadesi Movement – Emergence of Communalism - Revolutionary
Movement.

Unit III. Gandhian Era – Mass Nationalism 1917-1925

Gandhi's initial Movements – Non - Co-operation and Hindu – Muslim rupture – Swaraj
Party – Temple entry Movements.

Unit IV. Nationalist Advances : 1928-1939.

Simon Commission and Nehru Report - Labour upsurge and the Peasant Movement –
Tribal Movement – Left in the Congress.

Unit V. Towards Freedom and Partition 1939-1947.

The Tripuri Crisis 1939 -1942. The Muslim League and demand for Pakistan -Quit India
Movement - Communists and people's War 1945-1946 - INA - RIN Mutiny-1946-Communal
Holocaust - Calcutta Noakhali, Bihar, Punjab - Partition and Independence.

UNIT-VI: (Advance topics not for final examination)

Nationalism and colonialism at present: Nationalism in post-colonial India; colonialism as source of nationalism; Nationalism and its variations; Regionalism and sub-nationalism; New nationalism from peripheries; re-interpretation of nationalism

Reference:

Baker, Johnson, Seal. (eds.) *Power, Profit and Politics: Essays on Imperialism, Nationalism and Change in 20th Century India*, Cambridge, 1981.

Bamford, P.C. *Histories of the Non-Co-Operation and Khilafat Movement*. New Delhi: Deep, 1974. Reprint.

Brown Judith. *Gandhi's Rise to Power Indian Politics 1915-1922*. Cambridge, 1972.

Chandra, Bipin. *Nationalism and Colonialism in Modern India*. New Delhi, 1984.

----- . *The Rise and Growth of Economic Nationalism in India*. New Delhi, 1966.

Desai, A.R. *Social Background to Indian Nationalism*. Delhi: Vikas, 1978.

Kumar, Kapil. *Peasants in Revolt-Tenants Landlords Congress and the Raj in Oudh, 1886-1922*. New Delhi: Manohar, 1984.

Kumar, Ravindra. *Development of the Congress Constitution*. New Delhi, 1949.

----- . *Essays on Gandhian Politics: The Rowlatt Satyagraha of 1919*. Oxford, 1971.

Low, D.A. (ed). *Congress and the Raj*. London, 1977.

McLane J.R. *Indian Nationalism and the Early Congress* Princeton, 1977.

Mehrotra, S.R. *The Emergence of the Indian National Congress*. Delhi, 1971.

----- *Towards India's Freedom and Partition*. New Delhi, 1979.

Majumdar, R.C. (ed) *History and Culture of Indian People*. Bombay: Bharatiya Vidya Bhavan, 1960. Relevant Vol.

Nanda, B.R. and V.C. Joshi. *Studies in Modern Indian History*, Bombay: Orient Longman, 1972.

Rajendran, N. *Nationalist Movement in Tamil Nadu, 1905-1914*. Oup, 1994.

Seal, Anil. *The Emergence of Indian Nationalism*. Cambridge, 1968.

Sumit, Sarkar. *Modern India 1885-1947*. Delhi: Macmillan, 1983.

Tomilson, B.R. *The Indian National Congress and the Raj 1929-1942*. London: Macmillan, 1976.

Course Outcome:

- Understand the nature of colonialism in India
- Assess the ways and means of the exploitation of India by colonial government
- Understands the states of colonialism
- Determine the reasons for the raise of nationalism and its complexities
- Understand the methods and means of achieving independence
- Understand the internal tensions existing within nationalism
- Highlight the significance of swadeshi movement
- Assess the significance of poligar rebellion

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C B C S M.A. HISTORY SYLLABUS (for candidates 2018-2019 onwards)

Course Code: HIS1CC4

Semester-I

Course Credits: 5

POLITICAL HISTORY OF TAMIL NADU FROM EARLY TIMES TO 1565

Course Objectives

This Course imparts following skills and knowledge to the students:

- To analyse the physical boundary of ancient Tamilagam.
- Political system existing in Sangam Age.
- To study the origin of Kalabhras and Pallavas.
- To compare and contrast the achievement of the Pandyas and Cholas.
- To study the social and political background of the emergence of Nayaks.

UNIT- I

Physical features of Tamil Nadu – The Sangam age - Political Conditions: Pallavas, Pandiyas and Cholas - The Kalabras.

UNIT- II

The Pallavas: Career and Achievements of Mahendra Varma –Narashima Varma – Raja Simhan.

UNIT - III

First Pandyan Empire – Kadungon – Varaguna I – Career and Achievements of Shri Mara Shrivallabha– Decline of the First Pandyan Empire.

UNIT - IV

Rise of the Imperial Cholas – Vijayalaya Chola – Career and Achievements of Raja Raja I – Rajendra Chola and his conquests – Achievements of Kulothunga Chola I – Chola Administration – Causes for the decline of the Cholas.

UNIT - V

The Second Pandyan Empire – Achievements of Maravarma Sudara Pandya I – Career and Achievement of Jatavarma Sudara Pandya I – Account of Marco Polo – Muslim Invasions – Tamil Nadu under Vijayanagar Rule.

Unit-VI: (Advance topics not for final examination)

Sangam literature as culture heritage-engagement between Tamil ancient past with present-inter-religious engagement-temples as symbols of Tamil architectural traditions and historical source-

References:

Hall,Kenneth.R. *Trade and Statecraft in the Age of the Cholas*. New Delhi:1980.

Mahalingam, T.V. *Economic Life in the Vijayanagar Empire*. Madras. Madras Uni.,1951.

-----, *South Indian Polity*. Madras . Uni., of Madras,1967.

-----, *Kanchipuram in Early south Indian history*. Madras: Asia Publ.,1969.

Meenakshi, C. *Administration and social life under the Pallavas*. Madras: MadrasUni.,1977.

- Nilakanta Sastri, K.A. *Social History of South India*. Madras: OUP, 1980.
- , *The Cholas*. Madras: Madras Uni., 1978.
- Pillay, K.K. *Social History of the Tamils*. Madras: Madras Uni., 1975.
- Sathyanatha Aiyar, R. *History of the Nayaks of Madura*. Madras: OUP, 1924.
- Shanmugam, P. *The Revenue System Under the Cholas*. Madras: New Era, 1988.
- Srinivasa Iyengar, P.T. *History of Tamils*. Madras: C. Coomaraswamy and Sons, 1929.
- Srinivasan, K.R. *Temples of South India*. New Delhi: NBT, 1995. Rew. Edi.
- Subbarayalu, Y. *Political Geography of the Chola Country*. Madras: Tamil Nadu State Department of Archaeology, 1973.
- Subramanian, N. *Sangam Polity*. Madras: Asia Publ. House, 1966.
- Stein, Burton. *Peasant State and Society in Medieval South India*. Delhi: OUP, 1994.
- Zvelebil, Kamil. *The Smile of Murugan*. Leiden: E.J. Brill, 1973.

Course out Come:

- Assess the evolution of Tamil culture
- Assess the role of Tamil literature and its reciprocity with the society
- Understand the evolution of political institutions in Tamil Nadu till nayaks
- Determine the merits of the regional cultural significance
- Assess the role of the aristocracy in the flourishing of the culture in Tamil Nadu
- Understand the existing social variations among the various communities in Tamil Nadu
- Assess the growth of literature
- point out the regional political conflicts

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CBCS M.A. HISTORY SYLLABUS (for candidates 2018-2019 onwards)

Course Code: HIS1CC5

Semester-I

Course Credits: 5

HISTORY OF CONTEMPORARY INDIA: CHALLENGES AND PERSPECTIVES

Course Objectives

This Course imparts following skills and knowledge to the students:

- The course describes the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states.
- It gives a picture of how India's political and economic agenda and basics of foreign policy were evolved and developed since independence.
- It also focuses on the development of education, science and technology and dwells on the consolidation of the nation, examining contemporary issues related to religion, caste and politics in India.

UNIT- I : Republican constitution of 1950 -Integration of Indian states -Re-organization of States-Planned Economy of India -Five year plans and New Economical Policy.

UNIT- II: Foreign Policy of Nehru and aftermath - India and U.N.O, SAARC, NAM, ASIAN - Blue Star Operation - JPN Movement.

UNIT- III : Defense Organization:- Central Armed Police Forces : Assam Rifles (AR) - Border Security Force(BSF)-Central Industrial Security Force (CISF) - Central Reserve Police Force (CRPF) -Indo Tibetan Border Police (ITBP) - National Security Guard (NSG) - Sashastra Seema Bal (SSB), Indian special forces: MARCOS - Para Commandos -Garud Commando Force - Ghatak Force - National Security Guard (Or) Black Cats - COBRA (Commando Battalion for Resolute Action) - Special Frontier Force - Force One.

UNIT- IV: Educational and Welfare Policy: Welfare of SC and ST, Minorities and Constitutional Safeguards - Elementary Education -Secondary Education -University Education - Technical education -Women's education - Poverty in India -Population of India.

UNIT V : Transport and Communication: Road - Railway -Shipping - Civil Aviation - Coastal network - Tele-Communication - Information technology -Sports in India.

UNIT VI (Advance topics not for final examination)

Birth of New India-national integration and unification-constitutional democracy as life line-Internal conflicts and adjustments-Beginning of new chapters (Science and technology)-New image of India-new political formations – Role of Indian Political Parties in Democracy.

References:

- Khilnani, Sunil 1998. *The Idea of India* New Delhi, Penguin.
- Menon, Nivedita, 2001 *Gender and Politics in India*. New Delhi, Oxford University Press.
- Schwartzberg, J.E. (ed.) 1978 *A Historical Atlas of South Asia*. University of Chicago Press
- Thapar, Romila. (ed.) 2000 *India : Another Millennium*, New Delhi, Penguin.
- Wolpert, Stanely 1993 *A New History of India*. O.U.P.
- Chandra, Bipin 1984 *Communalism in Modern India*. Vikas, New Delhi.
- Chatterjee, Partha 1994 *The Nation and Its Fragments*, O.U.P.
- Das, Veena 1995 *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.
- Kaviraj, S. (ed.) *Politics in India*. OUP – selected chapters
- Acharya, K.R. & et.al *Perspectives on Indian Government and Politics*, New Delhi: Chand & Co., 1993.
- Basu, D.D. *Contemporary on the Constitution of India*. Vol.1&2., New Delhi: Tata-Mcgraw Hill, 1990.
- Bose, D.M., S.N. Sen and B.V. Subbarayappa.eds. *A Concise History of Science in India*. New Delhi: Indian National Science Academy, reprint 1989.
- Chandra, Bipan and et.al. *Indian After Independence*. New Delhi: Penguin, 1997.
- Saberwal, Satish, *Roots of Crisis: Interpreting Contemporary Indian Society*. New Delhi: Sage, 1996.
- Thakur, Ramesh. *The Government and Politics of India*. Houndenville: Macmillan,1995.
- Venkatesan.G, *Contemporary India*, E&T.

Course outcome:

- Assess the new political formations after independence
- Understand the process of building new nation
- Determine the factors contributing to the growth of democratic institutions
- Asses the contribution of Nehru on various spheres of the nation
- Assess the significance of secularism in India
- Determine the role of political leadership in integrating India into single nation
- Highlight the significance of Green Revolution
- Assess the importance of planned economy

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C B C S M.A. HISTORY SYLLABUS (for candidates 2018-2019 onwards)

Course Code: HIS2CC6

Semester-II

Course Credits: 5

RESEARCH METHODS IN HISTORY

UNIT-I - Significance and Scope of Research - Approaches in Research: Analytical and Scientific.

UNIT -II - Objectivity – Subjectivity – Causation in History.

UNIT-III - Historical Research: Essential Qualities- Choice of Research Topic-Criteria for Selecting a Topic - Scientific Enquiry-Limitations of Historical Research-Requisites for a Research Scholar.

UNIT-IV -Methods of Historical Research: Research Procedures-Collection of Evidences-Critical Evaluation of Sources-Methods of Criticism–External Criticism-Internal Criticism – Historical Methods.

UNIT –V -Documentation - Footnotes - Bibliography - Tables and Charts – Preparation of Thesis.

REFERENCES:

Ali, Sheik B. *History: Its Theory and Method*, Delhi, 1978.

Bridget Somekh and Cathy Lewin. *Research Methods in the Social Sciences*, (New Delhi: Vistaar Publications, 2005).

Carr, E.H. *What is History*, London, 1969.

Floud,Roderick.(1983).*An Introduction to Quantitative Methods for Historians*, London: Methuen(R.P).

Majumdar, R.C. *Historiography in Modern India*, Bombay, 1970.

Manickam, S. *Theory of History and Methods of Research*, Madurai, 2000.

Malcolm Williams, *Science and Social Science: An Introduction*, (London and New York: Routledge, 2000).

Martin Hollis.*The Philosophy of Social Science: An Introduction*, (New Delhi: Cambridge University Press, 2000).

M.L.A. *Hand Book for Researchers Thesis & Assignment Writing* (1990) New Delhi: Wily Eastern.

Rajayyan, K. *Historiography*, Madurai, 1999.

Sreedharan, E. *A Text book of Historiography 500 B.C. to 2000 A.D.*, Delhi, 2004

Topolski, Jerzy (1976) .*Methodology of History*, Holland: Reidal Publishing Co.

Watson, George (1987). *Writing a thesis: A Guide to Long Essays and Dissertations*, Longman, London.

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C B C S M.A. HISTORY SYLLABUS (for candidates 2018-2019 onwards)

Course Code: HIS2CC7

Semester -II

Course Credits: 5

HISTORY OF MODERN EUROPE, 1789- 1945 C.E

- I. The French Revolution and Napoleonic Era (1789-1815). Their significance in World History- Vienna Congress, 1815- Revolutions of 1830 and 1848.
- II. Industrial Revolution- Stages of Industrial Revolution in Europe- Socialist and Labour Movements in Europe.
- III. Napoleon III--The Unification of Italy and the founding of the German Empire – The European powers and the Ottoman Empire (1815-1914).
- IV. The Russian Revolution, 1917 - The First World War - The Economic and Social impact of the War - The Peace of Paris, 1919- League of Nations-- Collective Security.
- V. Great Depression of 1929-32. Totalitarianism in Europe:- Fascism in Italy, Nazism in Germany. Origins and impact of Second World War- UNO.

References:

Davis, H.A. Revised by D.H.C. Blount. (1968) An Outline History of the World. New Delhi: OUP.

Hobsbawm, E.J. (1977) The Age of Revolution, 1789-1848 .London.

----- , The Age of Capital, 1848-1875. London.

----- , The Age of Empire, 1875-1914, London.

----- , The Age of Extremes: The Short Twentieth Century, 1914-1991. London.

Ketelbey, C.D.M. (1973) A History of Modern Times [from 1789] London: OUP, 5th edition.

Mckinley, Albert E., Arthur C. Howland & Matthew L. Dawn. (1994) World History Vol I & II .New Delhi: Atlantic Publishers.

New Cambridge Modern History Vols. 9-12. (1970) Cambridge: Cambridge University Press.

Swain, J.E. (1970) A History of World Civilization New Delhi: Eurasia Publishers, 2nd Reprint.

Thomson, David. (1966) Europe since Napoleon. London: Penguin, Reprint.

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C B C S M.A. HISTORY SYLLABUS (for candidates 2018-2019 onwards)

Course Code: HIS2CC8

Semester II

Course Credits: 5

SOCIO-CULTURAL HISTORY OF TAMIL NADU, 1800-1967 C.E.

Unit I.

Sources : archival- institutional papers -Private papers -literature-folklore- newspapers and journals . Social Conditions: Caste system origin and growth - Castes conflicts. Family: Emigrations-Joint family-break up- position of women-sati-child marriage-devadasi system- infanticide-changes in the 19th and 20th centuries. Social beliefs and social practices : social ceremonies - festivals-entertainments- superstitions. Religion: Saivism: St. Ramalingar - Vaishnavism : the Schism- village gods and deities -Christianity: Policy of the Company- growth and impact- Islam: growth and impact-Village Gods and deities .

Unit II.

Land systems: - Zamindari to Ryotwari-General economic conditions: agriculture and industry during colonial and post-colonial periods- Landlords-Peasants - small tenant-serfdom-trading classes. Rise of indigenous commercial Elite- the Dubashies.

Unit III.

Indigenous institutions of learning-Introduction of Western education- Missionary and Government education-Munro's Scheme of Education- Professional and Technical education- education of Depressed Classes-Muslim education - Female education- rise of Administrative Elite-Professional Elite.

Unit IV.

Modern socio-religious movements: Theosophical and Ramakrishna Mission. Radical social reform movements : Concept of Dravidian culture- Non-Brahmin Movement-Periyar E.V.R and Self-Respect Movement-Temple Entry Movement : Dalit Movement : Ayothidhasar-M.C.Raja-Erattamalai Srinivasan.

Unit V

Music: folk and classical- Tamil Literature: Subramania Bharathi-Bharathidasan-Namakal Ramalingam Pillai-Kavimani Desika Vinayakam Pillai- Maraimalai Adigal-Film : impact on society and politics.

References:

- Arnald, David, Police Power
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Course Code: HIS2EC1

Semester - II

Course Credits: 5

HISTORIOGRAPHY

UNIT-I- Evolution of the discipline of History: Greco-Roman History – Herodotus-Thucydides – Livy - Church Historiography - St. Augustine -Medieval Arab Historiography: Ibn Khaldun.

UNIT –II- Ancient Indian Historiographers: Bana, Kalhana – Medieval Indian Historiography: Alberuni, Barani.

UNIT –III- Modern Indian Historians: K.P. Jayaswal, R.C. Dutt, J.N. Sarkar, D.D. Kosambi, R.S. Sharma - A.L. Basham.

UNIT -IV - French Historiography: Annales and Mentalities – Mark Bloch- Fernand Braudel - British Marxist Historians – E.P. Thomson – Eric Hobsbawm

UNIT–V- Impact of Modernism:Namier-Structuralism:Claude Levi Straus-Postmodernism:Jacques Derrida, Michel Foucault- Subaltern Studies-Women Historiography-Dalit Historiography.

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Dictionary of the History of Ideas Vol.I II, III, New York; Charles Scribner's Sons Arvind Sharma (1993) Our Religions, New York: Harper Collins Floud, Roderick. (1983)

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Writing a thesis: A Guide to Long Essays and Dissertations, Longman, London.

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Course Code: HIS2EDC1

Semester II

Course Credits: 2

CONSTITUTION FOR COMPETITIVE EXAMINATIONS

Unit I

Constitutional Development and making of the Constitution: Regulating Act, 1773- Pitt's India Act, 1784- Charter Acts 1793, 1813, 1833 and 1853- Government of India Act of 1858- First Council Act of 1861- Second Council Act of 1892-Morley- Minto Act, 1909- Montagu- Chelmsford Act, 1919- Nehru Report- Round Table Conferences- Government India Act of 1935- Making of the Constitution: Constituent Assembly - Preamble-Salient features of the Constitution.

Unit II

Rights and Duties: Fundamental Rights - Directive Principles of State Policy – Fundamental Duties-Emergency Provision.

Unit-III

Government: Union Government: President, Vice- President, Cabinet- Parliament. State Government: Governor- Cabinet- State Assembly- Centre-State Relationship.

Unit-IV

Judiciary: Supreme Court- High Court.

Unit-V

Other aspects of Constitution: Election Commission - Language Issues - Finance Commission- Contingency Fund of India- Consolidate Fund of India- UPSC- Panchayat Raj- Constitutional Amendments.

References:

- R.N.Aggarwala, *National Movement and Constitutional Development of India*, Metropolitan Book Co. Private Ltd, 1956.
- G. Austin, *The Indian Constitution: Corner Stone of a Nation*, Oxford University Press, 1966.
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- C. P. Bhambhri, *The Indian State: fifty years*, New Delhi, Shipra, 1997.
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- N. N. Mallya, *Indian Parliament*, New Delhi, National Book Trust, 1970.
- K. M. Munshi, *The President Under the Indian Constitution*, Bombay, Bharatiya Vidya Bhavan, 1963.
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- , *An Introduction to the Constitution of India*, New Delhi, Vikas, 1998.
- A. Ray, *Tension Areas in India's Federal System*, Calcutta, The World Press, 1970.
- M. C. Setalvad, *Union and State Relations under the Indian Constitution*, Calcutta, Eastern Law House, Calcutta, 1975
- L. N. Sharma, *The Indian Prime Minister: Office and Powers of India*, New Delhi, Macmillan, 1976.
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Course Code: HIS3CC9

Semester-III

Course Credits: 5

HISTORY OF SCIENCE AND TECHNOLOGY

Course Objectives

This Course imparts following skills and knowledge to the students:

- To acquaint the student with the scientific progress made by Indians through the ages,
- To analyse the nature of Indian science and technology and its social implications and
- To assess the role of scientific progress in the process of modernisation of India.

I. Science as an Institution: The Emergence and Character of Science - The Methods of Science -The Cumulative Tradition of Science – Interactions of Science and Society.

II. Early Greek Science - Rome and the Decadence of Classical Science - History of Science and Technology in Ancient India - Astronomy, Medicine and Metallurgy.

III. Science in the Age of Faith: Dogma and Science - Islamic Science - Medieval Science -The Revolutions in Science and Society - Science and Ideas in an Age of Transition.

IV. The Birth of Modern Science: The Renaissance(1440-1540) - The New Philosophy - The Character of Science in the Industrial Revolution -The Nineteenth- Century Advances of Science.

V. Science in Colonial India: Colonial Science Policy - Indian response – debate on Big vs Small – People’s Movement on Science and Technology.

VI. (Advance topics not for final examination)

Science as rationaliser of minds and producer of truth-Scientist and de-mystification of mysteries-scientific method as means of understanding reality-science and technology as transformers of society- science and religion as antagonistic forces-popularisation of science and betterment of society-science and technology as tool of power and material wealth.

References:

Anthony H.D, *Science and its Background*, Macmillan & Co.Ltd., London.,(1963)

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 O.P. Jagsi, *History of Science & Technology*, 1-15,Vols.
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 ltd., Nairobi),(1965),
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Course outcome:

- Understand science and technology as tools of societal development
- Assess the relationship between religions find science
- Enumerate the reasons for the birth industrial revolution in Western Europe
- Assess the impact of scientific revolution on the society
- Highlight the role of science and technology in understanding the inner and outer universes
- Understand the variations in science and technology based cultural variations of various societies
- asses the significance of anti-dam movements
- Highlight the role of science in Green Revolution

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Course Code: HIS3EC2

Semester-III

Course Credits: 5

CONTEMPORARY INDIA SINCE RAJIV YEARS

Course Objectives

This Course imparts following skills and knowledge to the students:

- Analyse the Science and Technology under Rajiv Years.
- India's Foreign Policy towards Sri Lanka after 1985.
- Analyse the importance of New Economic Policy
- Explain the Collision Politics.
- Analyse the Nuclear Policy of India.

- I** The Rajiv Years – Foreign Policy of India – Sri Lanka policy: Indian Peace Keeping Force (IPKF) to Sri Lanka - Technological developments - Bofors scandal- Shah Bano Case – Assassination.
- II** 1989 General elections – Formation of Janata Dal - Vishwanath Pratap Singh as Prime Minister of India - recommendations of the Mandal Commission - Chandra Shekhar – Indian Economy, 1984-91.
- III** 1991 General elections - P. V. Narasimha Rao - New Economic Policy - Starting of the National Stock Exchange - National security, foreign policy and crisis management.
- IV** 1996 General election- United Front coalition government - H. D. Deve Gowda – I. K. Gujral- 1998 and 1999 General elections– Vajpayee.
- V** National Democratic Alliance - Atal Bihari Vajpayee - Nuclear Bomb Testing – Bus Diplomacy and Lahore summit - Kargil Invasion: Operation Vijay - National Highway Development Project: Golden Quadrilateral and North-South and East-West Corridors – 2004, 2009 General elections- Manmohan Singh – Globalization. – India's Foreign Policy.
- VI (Only for Discussion not for Examination)**
Emergence of new nation-external actors and internal troubles-New national political parties and their impact on current politics-debates on the deregulation and impact on Indian economy

References:

- Khilnani, Sunil 1998. *The Idea of India* New Delhi, Penguin.
- Menon, Nivedita, 2001 *Gender and Politics in India*. New Delhi, Oxford University Press.
- Schwartzberg, J.E. (ed.) 1978 *A Historical Atlas of South Asia*. University of Chicago Press
- Thapar, Romila. (ed.) 2000 *India : Another Millennium*, New Delhi, Penguin.
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- Chandra, Bipan and et.al. *Indian After Independence*. New Delhi: Penguin, 1997.
- Saberwal, Satish, *Roots of Crisis: Interpreting Contemporary Indian Society*. New Delhi: Sage, 1996.
- Thakur, Ramesh. *The Government and Politics of India*. Houndenville: Macmillan,1995.
- Venkatesan.G, *Contemporary India*, E&T.

Course outcome:

- Political impact of Indian politics after Indira Gandhi.
- Diplomatic relationship with other nations since 1984.
- Assess the significance of secularism in India
- Point out the impact of economic reforms in 1991
- Assess the impact of Mandal Commission on social aspects

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Course Code: HIS3EDC2

Semester - III

Course Credits: 2

SCIENCE, TECHNOLOGY AND SOCIETY

Course Objectives

This Course imparts following skills and knowledge to the students:

- To acquaint the student with the scientific progress made by Indians through the ages,
- To analyse the nature of Indian science and technology and its social implications and
- To assess the role of scientific progress in the process of modernisation of India.

Unit I: Social Functions of Science and Technology-Reciprocity between science, technology and society.

Unit II: Science, technology and Religion, Institutionalization of science and technology-scientific revolution and society.

Unit III: Technology and progress: industrial revolution and society, debates on machines and mechanical culture-alternative technologies.

Unit IV: Scientific Rationalism- Science and Scientist-Scientific Temper.

Unit V: Science, Technology and violence-Big vs Small-Peoples movements on science and technology.

Unit-VI- (Advance topics not for final examination)

Science as rationaliser of minds and producer of truth-Scientist and de-mystification of mysteries-scientific method as means of understanding reality-science and technology as transformers of society- science and religion as antagonistic forces-popularisation of science and betterment of society-science and technology as tool of power and material wealth.

Reference:

Asis Nandy, Science, *Hegemony and Violence: A Requiem for Modernity*, Oxford University Press, New Delhi 1999.

J. D. Bernal. *Science in History*, Four Volumes, Cambridge University Press.

-----, *Social Function of Science*, George Routledge & Sons, London, 1946

W.E Bijker, Thomas P. Huges, Tever K. Pinch: *Social Construction of Technological Systems: New Directions in the Sociology and History of Science*, Massachusetts Institute of Technology Press, Massachusetts,

M.K. Gandhi, *The Hind Swaraj*, Navjeevan Publications,

Jawharlal Nehru, *Discovery of India*, Penguine India, Delhi 2008.

Meera Nanda, Prophet Facing Forward, Critical Quest, New Delhi

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Bhaghat Singh, Why I am Atheist, 1930.

Biku Parek, Albert Einstein, Why Socialism, *Monthly Review*, 1949.

Rebert E. Egner and Lester E. Denonn, (ed.) *Bertrand Russell: Basic Writings of Bertrand Russell*, Routledge, London, 2009.

Course outcome:

- Understand science and technology as tools of societal development
- Assess the relationship between religions and science
- Enumerate the reasons for the birth of industrial revolution in Western Europe
- Assess the impact of scientific revolution on the society
- Highlight the role of science and technology in understanding the inner and outer universes
- Understand the variations in science and technology based cultural variations of various societies
- Assess the significance of anti-dam movements
- Highlight the role of science in Green Revolution

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Semester-III

Credits: 10

PROJECT WORK

Project Work : 75 marks
marks

Viva-Voce : 25

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Course Code: HIS4CC10

Semester-IV

Course Credits: 6

HUMAN RIGHTS

I. Definition of Human Rights- Theories on Human Rights- Historical Development of Human Rights- National Law and National Rights in ancient, medieval and modern periods.

II. The emergence of Human Rights on to the world stage- Human Rights and the U.N.O- Universal Declaration of Human Rights- International Covenants on Civil and Political, Economic, social and cultural Rights- U.N. Human Rights Commission.

III. European Convention on Human Rights- Helsinki Charter.

IV. India and Human Rights: Constitutional provisions- Evolution of Fundamental Rights during Freedom Struggle-Nature of Fundamental Rights-Directive Principles of State Policy-National Human Rights Commission- Main recommendations of the National Human Rights Commission – State Human Rights Commission.

V. Contemporary Human Rights Issues: Women's rights- children's rights- bonded labour- refugees- capital punishment.

References:

Andrews, J.A. & Hines, W.D. International Protection of Human Rights. London : Mansell Publishing Ltd.1987.

Carnston, Maurice, What are Human Rights ? London : The Bodley Head Ltd, 1973.

Desai, A.R. ed. Violations of Democratic Rights in India, Bombay : Popular Prakashan, 1986.

Donnelly, Jack. The Concept of Human Rights. London : Croom Helm, 1985.

Henkin, Louis. The Rights of Man today. London : Stevens & Sons, 1978.

Jois, Rama. M.Human Rights and Indian values. Delhi : NETE, 1997.

Krishna Iyer, V.R. Human Rights And Law. Indore : Vedpal Law House,1984.

----- , Human Rights - A– a Judge’s Miscellany, Delhi : B.R.Publ.1995.

Nimal, C.J. ed., Human Rights in India : Historical, Social and Political Perspectives, New Delhi : OUP, 1999.

Pathak, R.S. ed., Human Rights in the Changing World, New Delhi : International Law Association, 1988.

Sivagami Paramasivam, Studies in Human Rights, Salem.2000.

Sen, Amartya. Development As Freedom. New Delhi: OUP,1999.

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Course Code: HIS4CC11

Semester-IV

Course Credits: 5

INTERNATIONAL RELATIONS

- I. Definition and scope - Theories of international Politics: the Realist Theory, Systems Theory, Decision Making-Game Theory.
- II. Concepts of international Politics: Power - National interest - Balance of power -Collective Security: NATO, CENTO, Warsaw Pact, SEATO, ANZUS. Old and New Diplomacy-practice.
- III. The (post-II World War) foreign policies of the major powers: United States, Soviet Union & China - India and the super Powers-Oil Diplomacy, Palestine-Israel conflicts, Arms race, disarmament and arms control – Global Terrorism.
- IV. New International Economic order; GATT/WTO and its implications. The North-South "Dialogue"– Impact of Globalisation.
- V. Origin and Development of International Organizations: ASEAN, EEC, IBSA, BRICS, SAARC their role in international relations.

References:

- Asher, Robert E.(1957) United Nations and Promotion of the General Welfare, Washington.
- Bhamdhari, C.P.(1977) Foreign Policy of India. New Delhi.
- Brown, W.Norman (1963) The United Nations and India and Pakistan .
- Carr. E.H.(1939) Britain: A Study of Foreign Policy from the Versailles Treaty to the Outbreak of the War .
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- Dutt,V.P. (1984) India's Foreign Policy. New Delhi: Vani Educational Books. Feller, A.H.(1952) United Nations and the World Community, Boston . Indumati, (ed.) (1995) The United Nations (1945-1995). Mysore: University of Mysore.
- McLellan,David S., William C. Olson and Fred A.Sondermann.(1977) The Theory and Practice of International Relations. New Delhi: Printice-Hall of India.
- Paranjpe,Shrikant. (1987) U S Nonproliferation Policy in Action: South Asia. New Delhi: Sterling.
- Priestly, Palmer and Perkins.(1969)International Relations. Calcutta .
- Sprout, Harold and Margaret Sprout. (1964) Foundations of International Politics. New Delhi: Affiliated East West Press Pvt.Ltd.

Journals:

- India Quarterly: A Journal of International Affairs (New Delhi: Indian Council of World Affairs).
- International Studies (Quarterly) New Delhi: J.N.U.
- Pacific Affairs: An International Review of Asia and the Pacific (Quarterly) Vancouver: University of British Columbia. World Focus. New Delhi.

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Course Code: HIS4CC12

Semester-IV

Course Credits: 5

ENVIRONMENTAL HISTORY [With reference to India]

I : Definition - Scope - Bondage between human civilization and Ecology, Bio- diversity - Preservation - Conservation –Global warming.

II: Environment in the Indian Cultural Tradition: - Colonial environment policy - Forest Management.

III: Resistance to Forest Management: Kumaun and Garhwar's region - The Utar and forest Movements of 1921 - Social Protest in U.P., 1921-42 - Impact on Nationalism – Forest satyagraha – Karnataka.

IV: Environmental threats: Water Pollution - Air Pollution- Land Degradation -Hazardous Wastes management.

V: Environmental Movements –Chipko Movement – Protest against Narmada Project – Activists: Babha Amte -Metha Patkar .

References:

Armin Rosencrazz et.al., Environmental Law and Policy in India: Cases, Materials and Status, Bombay, Tripathi, 1991.

Chauhan I.S. and Arun Chauhan, Environmental Degradation: Rawat Pub., New Delhi, 1998

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Goreth Porter and Janet Welsh Prrows, Global Environmental Politics, Westview Press, Oxford, 1991.

Kamal Nath, India's Environmental Concerns, MEF, New Delhi, 1995.

K.C. Roy and Clement A. Tisdeli(Eds.), Economic Development and Environment: A Case Study of India, Oxford University of Press, Calcutta, 1992.

Krantadarshi Yuva Sanga, Chilika: The Voice of the People, Puri, 1992

Le Roy Ladurie, Emmanuel. Times of Feast, Times of Famine: A History of climate since the year 1000 (New York: Doubleday, 1971).

Madhav Gadgil and Ramachandra Guha, The Fissured Land: An Ecological History of India, Oxford, 1992

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Ramachandra Guha, The Unquiet Woods, OUP, Delhi, 1994

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S.K. Agarwal et.al.(Eds.), Biodiversity and Environment, A.P.H. Pub., Corporation, New Delhi, 1996

Vandana Asthana, Politics of Environment, Ashish Pub., New Delhi, 1992

Vandana Shiva, Staying Alive, Zed Books, London, 1989

Vandana Shiva, Ecology and Politics of Survival, Sage Pub. 1990.

Victor Papanx, The Green Imperative: Practical Solutions for a Greener Planet: Ecology and Ethics, Thames and Hudson, London, 1996.

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C B C S M.A. HISTORY SYLLABUS (for candidates 2018-2019 onwards)

Course Code: HIS4CC13

Semester-IV

Course Credits: 5

Indian Constitution

- I** The Making of India's Constitution and its sources - Basic Features of India's Constitution.
- II** Preamble - Fundamental Rights and Duties and the Directive Principles of State Policy.
- III** Union Government: President, Parliament, Cabinet and Prime Minister
- IV** The State Government: Governor, Council of Ministers and the Chief Minister - Centre-State Relations.
- V** Supreme Court and the Constitutional Process – Emergency – Amendments to the Constitution.

References:

- G. Austin, *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.
———, *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.
- D. D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.
- U. Baxi, *The Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.
- C. P. Bhambhri, *The Indian State: fifty years*, New Delhi, Shipra, 1997.
- A. Chanda, *Federalism in India: A Study of Union-State Relations*, London, George Allen & Unwin, 1965.
- S. K. Chaube, *Constituent Assembly of India: Springboard of Revolution*, New Delhi, Peoples' Publishing House, 1973.
- R. L. Hardgrave, *India: Government and Politics in a Developing Nation*, New York, Harcourt, Brace and World, 1965.
- S. Kashyap, *Our Parliament*, New Delhi, National Book Trust, 1992.
- M. P. Krishna Shetty, *Fundamental Rights and Socio-Economic Justice in the Indian Constitution*, Allahabad, Chaitanya Publishing House, 1969.
- N. N. Mallya, *Indian Parliament*, New Delhi, National Book Trust, 1970.
- K. M. Munshi, *The President Under the Indian Constitution*, Bombay, Bharatiya Vidya Bhavan, 1963.
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Elective Paper

HISTORY OF IDEAS

Unit I. - Causation in History - Crisis in History - Determinism in History .

Unit II- Positivism- Evolutionism- Dialectical Materialism – Historicism.

Unit III - Liberalism - Democracy - Nationalism - Socialism – Imperialism -International
Peace - Ethics of Peace : Progress in the Modern Times.

Unit IV – Non-violence and Satyagraha- Communalism – Secularism.

Unit V - Post Structuralism – Post Colonialism - Multi-Culturalism.

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Elective Paper

Theories of Administration

Unit-I Introduction

Concept of Administration – Wilson’s Vision of Public Administration – Evolution of the Discipline and its present status – New Public Administration.

Unit – II Scientific Management

Scientific Management and Scientific Management movement – Classical Theory: Fayal, Luther Gullick and Lyndall Urwick.

Unit- III Bureaucratic Theory

Bureaucratic Theory – Weber’s Model of Bureaucracy – its critique and post-Weberian developments.

Unit – IV Human Relation Theory

Human Relations School (Elton Mayo and others); Functions of the Executive (C.I. Barnard); Simon's Decision-Making Theory; Participative Management (R.Likert, C.Argyris, D.Mc Gregor).

Unit – V Administrative Behaviour

Administrative Behaviour : Process and techniques of decision-making; Communication; Morale; Motivation Theories – Content, Process and Contemporary; Theories of Leadership: Traditional and Modern.

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