

# **DEPARTMENT OF HISTORY**

## **CHOICE BASED CREDIT SYSTEM (CBCS) Learning Outcome-based Curriculum Framework (LOCF) SYLLABUS**

**B.A. HISTORY**

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**2023 - 2024**



**MADRAS CHRISTIAN COLLEGE  
(AUTONOMOUS)**

**Affiliated to University of Madras  
Tambaram  
Chennai – 600 059**

# **MADRAS CHRISTIAN COLLEGE**

## **VISION**

Madras Christian College aspires to be an institution of excellence transforming lives through education with a commitment to service.

## **MISSION**

Madras Christian College (MCC) with the inspiration of the love of God offers to people of all communities education of the whole person, which is congruous with God's revelation in Christ of the true nature of humanity and is appropriate to the needs of India and of the world.

## **Graduate Attributes**

The Madras Christian College defines the philosophy underpinning its academic programmes and student life experience on campus through the Graduate Attributes (GA), that describe the knowledge, competencies, values and skills students imbibe for holistic development and contribution to society. These attributes encompass characteristics that are transferable beyond the domain of study into the national and international realm fostered through curricular, co-curricular and extra-curricular engagements.

### **GA 1: Intellectual Competencies**

- Graduates of MCC have a comprehensive and incisive understanding of their domain of study as well as the capability for cross-disciplinary learning.
- They have the ability to apply the knowledge acquired through the curriculum as well as self-directed learning to a broad spectrum ranging from analytical thinking to synthesise new knowledge through research.
- Forming independent individual opinions regarding academic cores and socially relevant issues

### **GA 2: Professional Ethics**

- Graduates of MCC develop ethical and professional behaviour, which will be demonstrated in their chosen careers and constructive citizenship roles.
- They imbibe intellectual integrity and ethics in scholarly engagement and develop a spirit of inclusiveness through interactions with people of special needs and diversity.

### **GA3: Leadership Qualities**

- Graduates of MCC inculcate leadership qualities & attitudes, and team behaviour along democratic lines through curricular, co-curricular and extra-curricular activities
- They develop managerial and entrepreneurial skills to ideate and create new opportunities along with career readiness and capacity to take up various competitive exams.

### **GA 4: Holistic Skill Development**

- Graduates of MCC develop critical thinking, problem-solving, effective communication, emotional and social skills
- They develop digital competency to live, learn and serve in society.

### **GA 5: Cross-Cultural Competencies**

- Graduates of MCC imbibe cross-cultural competencies through engaging with diverse linguistic, ethnic and religious communities providing scope to understand, accept and appreciate individuals at local, national and international levels.
- They develop a global perspective through contemporary curriculum, culture, language and international exchange programmes.

**GA 6: Service-Oriented Focus**

- Graduates of MCC have sensitivity to social concerns and a conviction toward social justice through a commitment to active social engagement.
- They are endowed with a strong sense of environmental awareness through the curriculum and campus eco-system.

**GA 7: Value-Based Spiritual Development**

- Graduates of MCC are rooted in the principles of ethical responsibility and integrity permeated with Christian values leading to the building of character.
- They develop virtues such as love, courage, unity, brotherhood, industry and uprightness.

## Programme Outcomes

Programme Outcomes (POs) of Madras Christian College define the minimum level that students are expected to do, achieve and/or accomplish in order to graduate from a particular programme. These Outcomes are a framework to assess the nature of learning activity experienced within the programme.

### POs for Under Graduate Programmes

UG Programmes are designed to have the following outcomes:

On successful completion of the Undergraduate programme, the students will be able to

PO	PO	Description of PO	Mapped with GA
PO 1	Language Skills	<ul style="list-style-type: none"><li>• Demonstrate oral and written skills to effectively communicate in English and Languages of their choice</li><li>• Apply reading and listening skills to facilitate access to knowledge resources and understanding</li></ul>	GA1, GA4, GA5
PO 2	Domain Knowledge	<ul style="list-style-type: none"><li>• Acquire knowledge of basic concepts, theories and processes through study of core courses in respective programmes</li><li>• Apply and Analyze domain specific knowledge to emerging areas of academia and industry</li><li>• Assess, adapt and develop domain specific transferrable skills to new/unfamiliar context</li></ul>	GA1, GA3, GA4, GA5
PO 3	Interdisciplinary knowledge	<ul style="list-style-type: none"><li>• Identify and determine relationships across disciplines</li><li>• Acquire and apply interdisciplinary knowledge for holistic academic development</li></ul>	GA1, GA4
PO 4	Digital Skills	<ul style="list-style-type: none"><li>• Acquire computer skills and their application relevant to classroom and self-directed web-based learning</li><li>• Familiarize with and use domain-related software resources, computational skills and digital tools for data analysis, visualization and interpretation</li><li>• Ethically apply digital skills to creatively communicate a wide range of ideas and issues related to academic experiences</li></ul>	GA1, GA2, GA3, GA4, GA6
PO 5	Analytical skills	<ul style="list-style-type: none"><li>• Develop the ability to think critically and relate learning to academic, professional and real-life problem solving</li><li>• Apply empirical knowledge and skills to identify and collect quantitative and qualitative</li></ul>	GA1, GA2, GA4, GA6

		data to analyze and formulate evidence-based suggestions and solutions	
PO 6	Academic writing & Presentation skills	<ul style="list-style-type: none"> <li>• Formulate and document results obtained in laboratory, case studies, project work, field work and internships</li> <li>• Effectively communicate through engaging presentations using methodologies appropriate to the discipline</li> </ul>	GA1, GA4, GA5
PO 7	Innovation and Creativity	<ul style="list-style-type: none"> <li>• Demonstrate transferable capabilities and intrapreneurial skills that are relevant to the industry and other employment opportunities</li> <li>• Develop entrepreneurial skills and generate intellectual property</li> </ul>	GA1, GA2, GA3
PO 8	Social Engagement and Responsibility	<ul style="list-style-type: none"> <li>• Demonstrate the ability to link classroom learning with social concerns through service learning and outreach programmes.</li> <li>• Enhance positive personality traits to adapt to changing circumstances and demonstrate leadership qualities as an individual and a member of cross-cultural and multi-disciplinary teams.</li> <li>• Appreciate environmental consciousness and sustainability</li> <li>• Draw valuable insights from one's own spiritual tradition and that of others for peaceful coexistence and general wellbeing</li> </ul>	GA1, GA2, GA5, GA6, GA7

## PROGRAM SPECIFIC OUTCOMES (PSO's)\*

At the time of graduation they would be able to:

PSO #	Statement	Mapped with PO#
PSO 1	Explain the key concepts, theories and processes in history, and apply historical knowledge to gain an understanding of present day issues (contemporary relevance of history).	PO 2
PSO 2	Apply the concepts of related disciplines to comprehend the political, social, economic, cultural and other aspects of history enabling them to explain the important events in local, regional, national and world histories holistically.	PO 3
PSO 3	Identify and explain the importance of sources for the study of history in general and for the study of Indian history and South Indian history in particular; use and interpret sources in assignments and project work.	PO 5
PSO 4	Demonstrate oral and written skills in academic writings and presentations using digital tools adding employability and entrepreneurial value.	PO 1, PO 4, PO 6, PO 7
PSO 5	Perceive the various social, environmental, human rights and other critical issues faced by humanity through service learning and outreach programmes which would also inculcate positive personality traits and leadership qualities through teamwork.	PO 8

\*Minimum 3 Maximum 5.

## Curriculum Template for (B.A. HISTORY)

(Effective from – 2023-24)

Semester	Part	Course Code	Course title	Instruction Hours per Cycle	Duration of Exam	Marks			Credits
						ICA	ESE	Total	
Semester One	I	201TM1F03	Tamil / Other Languages	4	3	50	50	100	3
	II		English	4	3	50	50	100	3
	III Core Theory	231HI1M01	Historians and Historical Writings	5	3	50	50	100	5
	III Core Theory	231HI1M02	An Outline History of the World	5	3	50	50	100	5
	III Allied Theory	231HI1A01	Contemporary World	6	3	50	50	100	5
	IV GC	231HI1G01	Introduction to Modern World Since 1945 A.D.	4	3	50	50	100	2
	IV VE		Value Education I	2	3	50	50	100	1
			<b>Semester One Total</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24</b>
Semester Two	I	201TM2F01	Tamil / Other Languages	4	3	50	50	100	3
	II		English	4	3	50	50	100	3
	III Core Theory	231HI2M01	History of India – Paper I – Up to 1206 A.D.	5	3	50	50	100	5
	III Core Theory	231HI2M02	History of Madras	5	3	50	50	100	5
	III Allied Theory	231HI2A01	Contemporary Tamil Nadu	6	3	50	50	100	5
	IV GC	231HI2G02	History of Revolutions	4	3	50	50	100	2
	IV VE		Value Education II	2	3	50	50	100	1
			<b>Semester Two Total</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24</b>



Semester Three	I	201TM3F01	Tamil / Other Languages	4	3	50	50	100	3
	II		English	4	3	50	50	100	3
	III Core Theory	231HI3MO1	History of India – Paper II – 1206 to 1707 A.D.	5	3	50	50	100	5
	III Core Theory	231HI3M02	History of South India – Paper I – Prehistory to 1565 A.D.	5	3	50	50	100	5
	III Allied Theory (for Pol. Sc.)	231HI3A01	History of Modern India since A.D.1857	6	3	50	50	100	5
	III Allied Theory (for Phil.)	231HI3A02	Selections from Indian History	6	3	50	50	100	5
	III Allied Theory (for Tamil)	231HI3A03	An Outline History of Ancient South India – Pallavas to Vijayanagar Empire (up to A.D. 1565)	6	3	50	50	100	5
	IV PD		Personality Development	2	-	-	-	-	-
	IV EVS		Environmental Studies	4	3	50	50	100	2
			<b>Semester Three Total</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>23</b>
Semester Four	I	201TM4F01	Tamil / Other Languages	4	3	50	50	100	3
	II		English	4	3	50	50	100	3
	III Core Theory	231HI4M01	History of India – Paper III – 1707 to 1857 A.D.	5	3	50	50	100	5
	III Core Theory	231HI4M02	History of South India – Paper II – 1565 to 1947 A.D.	5	3	50	50	100	5
	III Allied Theory (for Pol. Sc.)	231HI4A01	History of Modern Europe – A.D. 1789 to 1945	6	3	50	50	100	5
	III Allied Theory (for Phil.)	231HI4A02	Rise of the Modern West – A.D. 1453 to 1815	6	3	50	50	100	5

	III Allied Theory (for Tamil)	231HI4A03	An Outline History of Modern Tamil Nadu – A.D. 1806 to 2000	6	3	50	50	100	5
	IV PD		Personality Development	2	3	50	50	100	3
	IV ID	231HI4I01	World Civilizations	4	3	50	50	100	3
			<b>Semester Four Total</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>27</b>
Semester Five	III Core Theory	231HI5M01	History of India – Paper IV – 1858 to 1947 A.D.	6	3	50	50	100	5
	III Core Theory	231HI5M02	History of Europe – Paper I – 1453 to 1815 A.D.	6	3	50	50	100	5
	III Core Theory	231HI5M03	History of U.S.A. – 1865 to 2001 A.D.	6	3	50	50	100	5
	III Core Theory	231HI5M04	Nationalism in South East Asia	6	3	50	50	100	5
	IV CT	231HI5M05	Computer Training	2	3	50	50	100	3
	IV GE	231HI5L01	Indian Culture	4	3	50	50	100	3
			<b>Semester Five Total</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>26</b>
Semester Six	III Core Theory	231HI6M01	Socio, Cultural and Economic History of India – 1947 to 2000 A.D.	6	3	50	50	100	5
	III Core Theory	231HI6M02	History of Europe – Paper II – 1815 to 1945 A.D.	6	3	50	50	100	5
	III Core Theory	231HI6M03	History of West Asia – 1914 to 2000 A.D.	6	3	50	50	100	5
	III Core Theory	231HI6M04	History of China and Japan – 1914 to 2000 A.D.	6	3	50	50	100	5
	III Core Theory	231HI6M04	History of England – 1900 to 2000 A.D.	6	3	50	50	100	5
	V Ext.Act.		Extension Activities	-	-	-	-	-	1
			<b>Semester Six Total</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>26</b>
			<b>Grand Total</b>	<b>180</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>150</b>

<b>Curriculum Overview Table</b>		
<b>Part</b>	<b>Credits</b>	<b>Hours / Cycle</b>
I	12	4
II	12	4
III – Core theory (mandatory)	85	5/6
III – Core Elective	-	-
III – Core Practical*	-	-
III – Internship / Field work	-	-
III – Project	-	-
III – Allied theory	20	6
III – Allied Practical*	-	-
IV – GC	4	4
IV – GE	3	4
IV – ID	3	4
IV – EVS	2	4
IV – Computer Training	3	2
IV – Personality Development / Soft Skill	3	4
IV – Value Education	2	4
V – Extension Activity	1	-
<b>Total</b>	<b>150</b>	<b>180</b>

<b>Weightage for Correlation with POs/PSOs</b>		
<b><math>0 \leq C \leq 5\%</math></b>	<b>No correlation</b>	<b>-</b>
<b><math>5\% &lt; C \leq 40\%</math></b>	<b>Low / Slight</b>	<b>1</b>
<b><math>40\% &lt; C &lt; 60\%</math></b>	<b>Moderate</b>	<b>2</b>
<b><math>60\% \leq C &lt; 100\%</math></b>	<b>Substantial / High</b>	<b>3</b>

## HISTORIANS AND HISTORICAL WRITINGS

<b>Course Code</b>	<b>231HI1MO1</b>		
<b>Credits</b>	<b>5</b>		
<b>Hours / Cycle</b>	<b>5 Hours / Cycle</b>		
<b>Category</b>	<b>Part - III</b>	<b>Core</b>	<b>Theory</b>
<b>Semester</b>	<b>I</b>		
<b>Year of Implementation</b>	<b>From the academic year .....2023-24..... onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To know about famous historians and their contribution.</li> <li>• To understand different Schools of the historians.</li> <li>• To know about select historical writings</li> <li>• To provide a firm grasp on the major historiographic interventions in Indian history through critical and detailed reading of their works.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember the works of major historians	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand writings of historians and their impact on historical writing	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To identify the schools of thought in historical writings	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyse the approaches of historians in interpreting the past	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate sources and historical schools of thought.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<b>Ancient Indian Historical Writings:</b> <b>V.A. Smith</b> – Imperial School – Historical Writings – Extract from the The Oxford History of India;	15	CO 1 CO 2 CO 3	K1, K2, K3, K4, K5

	<p><b>D.D. Kosambi</b> – Marxist School – Historical Writings – Extract from The Culture and Civilization of Ancient India in Historical Outline.</p> <p><b>Romila Thapar</b> – Marxist School – Historical Writings – Extract from History of Early India or Asoka and the Decline of the Mauryas;</p> <p><b>H.D. Sankalia</b> – Historical Writings – Pre and Proto Historic Cultures of India and Pakistan – Stone Age Tools: Their Techniques, Names and Probable Functions;</p> <p><b>J.M. Kenoyer</b> – Experimental &amp; Ethno Archaeology – Historical Writings – Extract from Seal and Sculptures of the Indus Cities – The Indus Seals: An Overview of Iconography and Style.</p>		<p><b>CO 4</b> <b>CO 5</b></p>	
<b>II</b>	<p><b>Medieval Indian Historical Writings:</b></p> <p><b>R.S. Sharma</b> – Historical Writings – Extract from Early Medieval Indian Society: A Study in Feudalisation;</p> <p><b>Sathish Chandra</b> – Historical Writings – Extract from History of the Medieval India</p> <p><b>Ebba Koch</b> – Historical Writings – Extract from Mughal Art and Imperial Ideology</p> <p><b>Pius Malekandathil</b> – Historical Writings – Extract from The Mughals, the Portuguese and the Indian Ocean;</p> <p><b>Audrey Truschke</b> – Historical Writings – Extract from Aurangzeb, Man and the Myth.</p>	15	<p><b>CO 1</b> <b>CO 2</b> <b>CO 3</b> <b>CO 4</b> <b>CO 5</b></p>	<p><b>K1, K2, K3,</b> <b>K4, K5</b></p>
<b>III</b>	<p><b>Modern Indian Historical Writings:</b></p> <p><b>Larry Collins and Dominic Lapierre</b> – Extract from Freedom at Midnight</p> <p><b>Bipan Chandra</b> – Historical Writings – Extract from India's Struggle for Independence</p> <p><b>Irfan Habib</b> – Historical Writings – Extract from The National Movement: Studies in Ideology and History</p> <p><b>Ranajit Guha</b> – Subaltern Studies – Historical Writings – Extract from On Some Aspects of Historiography of Colonial India</p> <p><b>Ramachandra Guha</b> – Historical Writings – Extract from The Makers of Modern India.</p>	15	<p><b>CO 1</b> <b>CO 2</b> <b>CO 3</b> <b>CO 4</b> <b>CO 5</b></p>	<p><b>K1, K2, K3,</b> <b>K4, K5</b></p>
<b>IV</b>	<p><b>South Indian Historical Writings:</b></p> <p><b>Noboru Karashima</b> – Historical Writings – Extract from South Indian History and Society: Studies from Inscriptions, A.D. 850-1800</p> <p><b>Burton Stein</b> – Historical Writings – Extract from The New Cambridge History of India: Vijayanagara</p> <p><b>K.A. Nilakanta Sastri</b> – Historical Writings – Extract from K.A. Nilakanta Sastri – Writing in The Hindu</p> <p><b>A.R. Venkatachalapathy</b> – Historical Writings – Extract from In those days there was no coffee</p> <p><b>M.S.S. Pandian</b> – Historical Writings – Extract from Interpreting the Dravidian Movement.</p>	15	<p><b>CO 1</b> <b>CO 2</b> <b>CO 3</b> <b>CO 4</b> <b>CO 5</b></p>	<p><b>K1, K2, K3,</b> <b>K4, K5</b></p>
<b>V</b>	<p><b>European Historical Writings:</b></p> <p><b>Ranke</b> – Scientific History – Historical Writings – Extract from R.G. Collingwood</p>	15	<p><b>CO 1</b> <b>CO 2</b> <b>CO 3</b></p>	<p><b>K1, K2, K3,</b> <b>K4, K5</b></p>

	<b>A.J.P. Taylor</b> – Military History – Historical Writings – The Struggle for Mastery in Europe, 1848-1919 <b>E.P. Thompson</b> – Social History – Historical Writings – Extract from The Making of the English Working Class <b>Fernand Braudel</b> – Annales School – Historical Writings – Extract from the Mediterranean in the Ancient World <b>Eric Hobsbawm</b> – Marxist School – Historical Writings – Extract from Age of Revolutions		<b>CO 4</b> <b>CO 5</b>	
<b>Prescribed Books/Textbooks</b> Sreedharan E, <i>Text Book of Historiography, 500 BC to 2000 AD</i> , Orient Blackswan, New Delhi, 2008. Hughes-Warrington Marie, <i>Fifty Key Thinkers On History</i> , Routledge, New York, 2008. Upadhyay Shashi Bhushan, <i>Historiography in the Modern World- Western and Indian Perspectives</i> , Oxford University Press, New Delhi, 2016.				
<b>References</b> Ahmed, Manan, <i>A Book of Conquest: The Chachnama and Muslim Origins in South Asia</i> , Harvard University Press, Cambridge, 2016. Alam, Muzaffar, <i>The Languages of Political Islam: India, 1200-1800</i> , University of Chicago Press, Chicago, 2004. Alam, Muzaffar and Sanjay Subrahmanyam, <i>Indo-Persian Travels in the Age of Discoveries, 1400-1800</i> , Cambridge University Press, Cambridge, 2004. Alavi, Seema, <i>Sepoys and the Company : Tradition and Transition in Northern India 1770-1830</i> , Oxford University Press, New Delhi, 1995.				
<b>Suggested Reading</b> Thapar, Romila, <i>Cultural Pasts: Essays in Indian History</i> , Oxford University Press, New Delhi, 2000. Sharma, R. S., <i>Aspects of Political Ideas and Institutions in Ancient India</i> , Delhi: Motilal Banarsidass, Delhi, 2007.				
<b>Web Resources</b> <a href="http://www.cec.nic.in">www.cec.nic.in</a> <a href="http://www.egyankosh.ac.in">www.egyankosh.ac.in</a>				

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

## AN OUTLINE HISTORY OF THE WORLD

<b>Course Code</b>	231HI1M02		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	5 Hours / Cycle		
<b>Category</b>	Part III	Core	Theory
<b>Semester</b>	I		
<b>Year of Implementation</b>	From the academic year 2023-24 onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To enable the students to learn the concepts in human history and apply and understand it with present</li> <li>To impart an understanding of how humans evolved, built civilizations and empires</li> <li>To impart knowledge about developments in politics, society, economy and religion through ages</li> <li>To impart an understanding of urbanisation, industrialisation and modernisation along with its effects like slavery.</li> <li>To impart students to know the concepts of history which will lay foundation for understanding future courses</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	Remember and recall meanings of the terms like Australopithecus, Neanderthal, Home Sapiens, Palaeolithic, Mesolithic, Neolithic, Chalcolithic, Priest-King, Pharaohs, Ziggurats, Pyramids, Cuneiform, Hieroglyphics, Polis, Republic, Hellenism, Feudalism, Capitalism, Socialism, Nationalism, Globalisation and Civil society.	PSO 1 PSO 2	K1
<b>CO 2</b>	Understand the important milestones in history like physical change and adaptation, changes in stone tools, Neolithic revolution, writing, urbanisation, city states, feudal society, crusades, industrial revolution, colonialism and nationalism, changes in 20 <sup>th</sup> century.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	Apply concepts such as evolution, feudalism, colonialism, globalisation and so on to explain the events of that period or construct an argument or a historical narrative with examples.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	Analyze the stages of evolution of humans from stone age to builders of civilization and empires. To evaluate, compare and contrast how state, society, religion and economy existed in different civilizations through ages.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	Evaluate the various stages and aspects of human evolution through ages and compare and contrast with present times. Apply the concepts and understand the present events like colonialism and neo-colonialism and so on.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
<b>I</b>	<b>Ancient Society I</b> <b>Unit I: Ancient Society I</b> Hunter-Gatherer Society: Physical Evolution – Environmental Context – Social and Cultural Adaptations – Migration Theories – Neolithic Revolution – Nature and Size of Settlements – Stone Tools, Pottery and Artefacts – Food Production and Processing – Neolithic Art	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>II</b>	<b>Ancient Society II</b> Copper Age – Urbanization and Trade – Bronze Age Civilizations – Egypt and India – Forms of Kingship, Religion and State – Iron Age: Government, Religion and Science	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>III</b>	<b>Medieval World</b> Rise of Empires – Greek City-States – Roman Empire – Transition from Ancient to Medieval World – Collapse of the Roman Empire – Holy Roman Empire – Religious Life and the Church – Society – Feudalism – Islamic Empire – Crusades – Concept of Time	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>IV</b>	<b>Capitalism and Colonialism</b> Transition from Feudalism to Capitalism – Industrial Revolution – Colonialism and Underdevelopment – Stages of Colonialism – Nationalism in Asia	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>V</b>	<b>Post-Colonial World and Globalization</b> Cold War and the Newly Independent States – Globalization – Civil Society, Economy and Culture	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### Prescribed Books/Text Books

Childe, Gordon, *What Happened in History?*, Aakar Books, Delhi, 2016.

Farooqui, A., *Early Social Formations*, Manak Publications, Delhi, 2001.

#### Reference Books

Blois, L. De and R. J. Van Der Spek. *An Introduction to the Ancient World*, New York, 2008.

Hill, Christopher. *Reformation to Industrial Revolution*, Penguin Books, London, 1969.

Swain, James Edgar, *A History of World Civilization*, Macgraw-Hill Company, New Delhi, 1938.

#### Suggested Reading

Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London, 1983.



Baylis, John and Smith Steve, *The Globalization of World Politics*, Oxford University Press, Delhi, 2011.

Black, Jeremy, *Europe and the World, 1650-1830*, Routledge, London, 2002.

Crone, P. "The Rise of Islam in the World." in The Cambridge Illustrated History of the Islamic World, edited by Francis Robinson and Ira M. Lapidus, pp.2-32. Cambridge University Press, Cambridge, 1999.

Kumar, Rakesh, *Ancient and Medieval World: From Evolutions Humans to the Crisis of Feudalism*, Sage Publications, Delhi, 2018.

Le Goff, J., *Medieval Civilisation 400-1500*, trans. Julia Barrow, Blackwell, Oxford, 1999.

Lawson, Stephanie, *International Relations (Short Introductions)*, Polity Press, 2018.

Norrie, Macqueen, *Colonialism (Short Histories of Big Ideas)*, Routledge, London, 2016.

Sinha, Arvind, *Europe in Transition from Feudalism to Industrialization*, Manohar, Delhi, 2010.

Thapar, Romila, et.al, *On Nationalism*, Aleph, New Delhi, 2016.

### Web Resources

<https://www.britannica.com/browse/World-History>

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

## CONTEMPORARY WORLD

<b>Course Code</b>	231HI1A01		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Allied	Theory
<b>Semester</b>	I		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To impart an understanding of organizations founded post World War II</li> <li>• To impart knowledge of the United Nations Organization as a promoter of world peace.</li> <li>• To understand geo-politics during the Cold War era.</li> <li>• To understand the role of regional associations as balancers</li> <li>• To impart an understanding of post-Cold war issues</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	remember and recall the what, when, where, which, who and why during the post-World War II period	PSO 1 PSO 2	K1
<b>CO 2</b>	understand the important events that shaped geo-politics after Second world War.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	Apply the factors for the emergence of international and regional associations	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	Analyse the nature international conflicts and solutions	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	evaluate the various aspects of Contemporary Issues	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Origin – Principal Organs – Achievements & Failures – India's Role in UN Peace Keeping – Specialized Agencies of UNO: UNICEF – UNESCO – WHO – ILO – Disarmament: Meaning – NPT – SALT – START – CTBT – UN & Disarmament	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Meaning – Emergence of two blocs – Integration of West Europe and US Strategy; Communist East Europe – Truman's Doctrine – Marshall Plan – NATO – SEATO – CENTO – Molotov Plan – Warsaw Pact. Theatres – The Berlin blockade – The Korean War – Cuban Missile Crisis – Emergence of Third World – End of the Cold War	22	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Disintegration of USSR – Gorbechev – Yelstein – Glasnost – Peristroika – Reunification of Germany, Africa: Aparthied to democracy	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	EU: Formation – Constitution and Objectives – NAM – ASEAN: Constitution – Objectives and Achievements. SAARC: Origin – Principles – Objectives and Achievements	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	GATT – WTO – Globalization – Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol – Terrorism: PLO – Al-Qaeda – Insurgency in Kashmir.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Palmer and Perkins, <i>International Relations</i> Third Edition, CBS, 2001. Peter Calvocoressi, <i>World Politics Since 1945</i> , Routledge, London, 2013. Ajit Kumar Sen, <i>International Relations since World War I</i> , S. Chand & Company, Bombay, 1969. Hans J. Morgenthau, <i>Politics Among Nations</i> , Alfred A Knopf, New York, 1948. Vinay Kumar Malhotra, <i>International Relations</i> , Surjeet Publication, New Delhi, 2019.				
<b>References</b> William J Duiker, <i>Contemporary World History</i> , Cengage Learning, USA, 2020. Mellersh HEL., Neville Williams, <i>Chronology of World History</i> , D McKay Co, New York, 2000. Matt Baker and John Andrews, <i>Time Line of World History</i> , Simon Schuster Publisher, USA. 2023				
<b>Suggested Reading</b> Norman Lowe, <i>Mastering Modern World History</i> , Palgrave Macmillan, New Delhi, 2016. John Baylis, Steve Smith, and Patricia Owens, <i>The Globalization of World Politics: An Introduction to International Relations</i> , Oxford University Press, New York, 2020. Kulshreshta, K. K: <i>A Short History of International Relations</i> , S Chand & Company, New Delhi, 1993.				

**Web Resources**

World History Portal / Britannica

Index - World History Encyclopaedia

Globalization (Nationalgeographic.org)

**Correlation of POs/PSOs to each CO**

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

## INTRODUCTION TO MODERN WORLD Since 1945 A.D.

<b>Course Code</b>	231HI1G01		
<b>Credits</b>	2		
<b>Hours / Cycle</b>	4 Hours / Cycle		
<b>Category</b>	Part - IV	General Course	Theory
<b>Semester</b>	I		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of India's stand in upholding peace at International level and the structure and functions, politics and limitations of UN.</li> <li>To impart knowledge of the important developments in the cold war politics</li> <li>To impart knowledge of various regional level organisations in the different parts of the world.</li> <li>To impart an understanding of the concepts of globalisation and its impacts in the contemporary world, politics of Nuclear disarmament and International peace.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	recall the international political affairs during the post world war II period and spell out the terms like NAM, UNO, SEATO, CENTO, NATO, NPT, CTBT, WTO, globalisation and so on.	PSO 1 PSO 2	K1
<b>CO 2</b>	understand the historical development of international relations between the countries and related concepts such as cold war, globalisation, international terrorism, regional cooperation, nuclear disarmament and so on	PSO 1 PSO 2 PSO 3	K2
<b>CO 3</b>	apply concepts such as cold war, globalisation, international terrorism, nuclear disarmament, regional cooperation and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K3
<b>CO 4</b>	analyze the nature, causes, impact and the politics behind cold war, globalisation, international terrorism, regional cooperation, nuclear disarmament and so on	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K4
<b>CO 5</b>	evaluate the attributes of NAM, UNO, SEATO, CENTO, NATO, NPT, CTBT, WTO, cold war, globalisation, international terrorism, regional cooperation, nuclear disarmament and so on	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
U NIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<b>NAM and UNO:</b> <b>NAM:</b> Bandung Conference – Objectives – Nehru's Role – Role of NAM in World Affairs <b>UNO:</b> Structure – Achievements: Congo Crisis – Korean War – Palestine Problem – East Timor	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<b>Cold War:</b> Truman Doctrine – Marshall Plan – NATO – SEATO – WARSAW PACT – CENTO – Berlin Blockade – Cuban Missile Crisis – End of Cold War	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<b>Regional Organisations:</b> <b>EU:</b> Origin – Constitution – Objectives <b>ASEAN:</b> Constitution – Objectives – Achievements <b>SAARC:</b> Origin – Objectives – Achievements	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<b>Nuclear Disarmament and Globalization:</b> <b>Nuclear Disarmament:</b> Non – Proliferation Treaty (NPT) – Comprehensive Test Ban Treaty (CTBT) – IAEA <b>Globalization:</b> General Agreement on Trade and Tariff (GATT) – World Trade Organisation (WTO): Origin – Structure – Objectives	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<b>International Terrorism:</b> Gandhism, Mandela, Apostles of Peace	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### Prescribed Books/Textbooks

Odd Arne Westad, *The Cold War: A world History*, Atlantic Publishers, 2019.  
Adam Getachew, *World Making After Empire: The Rise and Fall of Self-determination*, Princeton University Press, 2020.  
Harpreet Kaur & Gurdeep Kaur, *Politics of Globalization*, Galgotia Publishing Company, 2017.  
Robert Haswell, *Gandhi and Mandella Born in R.S.A*, Independently Published, 2022.

#### Suggested Readings

Geir Lundestad (ed), *International Relations Since the End of the Cold War: New and Old Dimensions*, OUP, 2013.  
Natasia Miskovic (ed), *The Non-Aligned Movement and the Cold War: Delhi - Bandung - Belgrade*, Routledge, 2014.  
Shannon O'Neil, *The Globalization Myth: Why Regions Matter*, New Haven, Conn.: Yale

university Press/Council on Foreign Relations, 2022.

### References

Keir A. Lieber & Daryl G. Press, *The Myth of the Nuclear Revolution: Power Politics in the atomic Age*, Cornell University Press, 2020.

Imraan Coovadia, *Revolutions and Non-Violence in Tolstoy, Gandhi and Mandela*, OUP, 2020.

### Web Resources

<https://www.bbc.co.uk/worldservice/programmes/globalisation/>

<https://digitalarchive.wilsoncenter.org/topics/cold-war-origins>

[https://www.eeas.europa.eu/eeas/south-asian-association-regional-cooperation-saarc\\_en](https://www.eeas.europa.eu/eeas/south-asian-association-regional-cooperation-saarc_en)

<https://www.e-ir.info/2022/03/26/the-cold-war/>

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## HISTORY OF INDIA –PAPER I – UPTO 1206 A.D.

<b>Course Code</b>	231HI2M01		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	5 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	II		
<b>Year of Implementation</b>	From the academic year 2023-24 onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart knowledge about the archaeological and literary sources available for the study of ancient Indian history</li> <li>To impart knowledge about India's pre-historic and proto-historic past and appreciate the Indus Valley Civilisation</li> <li>To impart an understanding about the development of republics, kingdoms and empires and the development of the art of administration</li> <li>To impart understanding about the foundations of Indian plurality and culture due to invasions and exchange of population like the Aryan, Persian, Greek, Scythians, Arab and so on.</li> <li>To impart knowledge about the socio-economic-religious-art &amp; architecture-scientific and technological development through ancient India</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	remember and recall the events in ancient Indian history, its archaeological and literary sources, pre-historic and proto-historic sites, important Indus sites, names of the republics and kingdoms, names of the kings, teachings of Buddha and Mahavira, foreign invasions and so on.	PSO 1 PSO 2	K1
<b>CO 2</b>	understand the concepts and theories like the significance of Indian geography, decline of Indus Valley Civilization, origin of Aryans, urbanisation, Ashoka's dhamma and policy towards Buddhism, Guptan golden age and so on	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	apply the attributes for the rise and decline of empires, rise of new religions, societal changes, invasions and construct a narrative that changed the course of Indian history.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	analyze the changes in the polity, society, and religion in through the ages in ancient India and its impact in Indian history and examine the role of individuals and invasions in changing the course of Indian history.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the contributions and achievements of various rulers, thinkers, movements in ancient India	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5



SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL
I	Geographical features – Sources of Indian History – Pre and Proto History - Neolithic cultures, etc – Indus Valley culture and its special characters	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Origin and the arrival of the Aryans – Early and later Vedic culture – Vedic literature, economy, Social conditions & political organization – Position of women in Vedic culture - Janapadas and Mahajanapadas.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Greco-Roman and Persian contacts with India – Alexander's invasion and resultant influence on India – Mahavira and his teachings – Buddha and his teachings. Mauryan State: Chandragupta, Bindusara and Asoka – Administration – Religious policy – Art and Architecture	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Guptas: Golden Age – administration – art – architecture and literature – Kushans – Hun invasion – Harsha and his times – Hieun Tsang	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Rise of Regional Kingdoms in North India – Rashtrakutas, Prathikaras & Palas– Arab Conquest of Sind – Campaigns of Ghazni – Mohammad Ghor and his assassination in 1206.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### Prescribed Books/Text Books

Romila Thapar, *Early India: From the Origins to AD 1300*, University of California, California, 2004.  
Singh, Upinder, *A History of Ancient and Early Medieval India*, Pearson, Delhi, 2008.  
Jha, D. N., *Ancient India: An Introduction*, Manohar Publishers, New Delhi, 2012.

#### References

Basham, A. L., *The Wonder that was India*, Picador, 2004.  
Habib, Irfan, *A People's History of India (Relevant volumes)*, New Delhi. (Vol. -1, Pre History, 2001, ----Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C., 2002).  
Thapar, Romilla, *Ashoka and the Decline of Mauryas* (2ndEd.), Oxford University Press, New Delhi, 1973.  
Sharma, R. S., *India's Ancient Past*, OUP, New Delhi, 2007.  
Romila Thapar, *A History of India, Vol. I*, Penguin Books, New Delhi, 1990.

#### Suggested Reading

Basham, A. L., *A Cultural History of India*, OUP, New Delhi, 1975.  
Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983

Chakrabarti, D.K, India: An Archaeological History, Delhi, 1999.  
 Chakrabarti, D.K, An Oxford Companion to Indian Archaeology, New Delhi, 2006.  
 Chattopadhyaya, B. D: Studying Early India: Archaeology, Texts and Historical Issues, New Delhi, 2003.  
 Kosambi D.D.: An Introduction to the Study of Indian History (reprint) Bombay : Popular  
 Prakashan,1985  
 Lahiri, Nyanjyot: The Decline and Fall of the Indus Civilization, New Delhi, 2000  
 Allchin, Bridget & Raymond, The Rise of Civilization in India and Pakistan, CUP, New Delhi, 1996.  
 Majumdar, R.C., History and Culture of the Indian People, Vols. I, II & III.

**Web Resources**  
[cec.nic.in/cec/](http://cec.nic.in/cec/)  
[egyankosh.ac.in](http://egyankosh.ac.in)

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## HISTORY OF MADRAS

<b>Course Code</b>	231HI2M02		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	5 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	II		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of the origin and growth of Madras</li> <li>To impart knowledge of the British administration in Madras Presidency</li> <li>To impart an understanding the different institutions and their contributions</li> <li>To impart knowledge on the development of the press, art, culture, film, etc.</li> <li>To impart an understanding on development of transport, port, airport and the trade union.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student would be able to</b>			
<b>CO 1</b>	Remember and recall events, administrators and institutions in Madras	PSO 1 PSO 2	K1
<b>CO 2</b>	understand the development of Madras through the ages	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	Apply attributes of urbanisation, renaissance, various of schools of thoughts in understanding the course of history of Madras.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	Analyse the historical events, role of administration and role of institutions and ideas in shaping the history of Madras.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	Evaluate the historical events, development of transport, Press, trade union, educational and cultural institutions, Films in the making of Madras and its impact	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL
I	Early history of Madras – Establishment of Madras – Madrasapatnam & Chennapatnam	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Consolidation of the British in Madras – Period of agency – Early colonial governors – Thomas Pitt – Elihu Yale – Thomas Munro	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Growth of educational institution – Elementary and higher education – University of Madras – Contribution of the Protestant missionaries and private enterprise in Madras – Madras Christian College – Presidency College – Women's Christian College – Pacchayappa's College – Queen Mary's College	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Development of Press – The Hindu – The Swadeshamitran – Cultural Renaissance in Madras – Rukmani Devi Arundale and the Kalakashetra – KCS Panikker and the Cholamandal – Chennai's Architectural Heritage – Recreation in Madras – Sports – The young Men's Christian Association – Music – Classical – MS Subalakshmi – Entertainment – Films	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Development of Transportation – Tramways – Bus – Chennai Metropolitan Bus Terminus (Koyambedu) – Buckingham Canal – Railways (Chennai: Central, Egmore) – Airways – Anna International Airport – Madras Port Trust – Trade Union movement in Madras.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Srinivasachariar, C.S., <i>History of Madras</i> , T. Varadachary Co. Madras, 1989. Muthiah, S., <i>Madras Discovered</i> , Affiliated East West Press, Madras, 1992. Muthiah, S., <i>Madras Rediscovered</i> , Westland, Madras, 2014.				
<b>References</b> Muthiah, S., Ed., <i>Madras: It's Yesterday's, Today's And Tomorrow's</i> , Affiliated East West Press, Chennai 1990. Raman, K.B. <i>The Early History of Madras Region</i> , Amuda Nilayam, Madras, 1959.				

**Suggested Reading**

Love, Hendry Davison, *Prestigious of Old Madras*, John Murray, Government of India, London, 1911.  
*Madras Tercentenary Celebration*, Committee The Madras Tercentenary Commemoration, Volume, OUP, Madras, 1939.

Hosten, H., *Antiquities from Santhome and Mylapore*, The Diocese of Mylapore, Madras, 1936.

Rajaraman, P., *Chennai Through the Ages*, Poompoghar Publishers, Chennai, 1997.

Sudhakar, G. J. Ed, *Aspects of Madras*, Loyola College, Chennai, 1993.

**Web Resources**

[chennaicorporation.gov.in](http://chennaicorporation.gov.in)

[mcc.edu.in](http://mcc.edu.in)

[www.ts-adyar.org](http://www.ts-adyar.org)

**Correlation of POs/PSOs to each CO**

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

## CONTEMPORARY TAMILNADU

<b>Course Code</b>	231HI2A01		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Allied	Theory
<b>Semester</b>	II		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>● To impart the nature of the Politics, and Socio-Economic development of Tamil Nadu after Independence.</li> <li>● To impart knowledge on prominent icons and their ideas</li> <li>● To impart knowledge on the genesis, growth and impact of the Dravidian movement.</li> <li>● To impart an understanding and significance of emergence of new political parties.</li> <li>● To impart awareness on major issues affecting the interest of Tamil Nadu.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the History of post-independent Tamil Nadu.	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand the role of icons and their achievements in development of Tamil Nadu.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as cultural nationalism, regionalism, state autonomy and concept of welfare state.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyse the regime of Congress and Dravidian parties	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To analyze the major issues like Anti- Hindi agitation, Cauvery water disputes, Sri Lankan Tamil Refugee, reservation policy, caste based politics and film & politics.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Rajaji Ministry (1952 – 54): Kula Kalvi Thittam – Swatantra Party - Kamaraj's Era (1954 – 1963): Mid-day Meals scheme – Achievements – K Plan – M. Bhaktavatsalam as CM.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Origin of Dravidian Movement in Tamil Nadu – Formation of DK – EVR'S campaign against social evils.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	C. N. Annadurai – Origin and growth of DMK – DMK'S Manifesto - M. Karunanidhi as CM – Policies and programmes. MGR as Founder of ADMK – Policies and programmes – J. Jayalalitha as CM.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	PMK – MDMK – Emergence of Dalit Political Parties.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Integration of Tamil Districts — Anti-Hindi Agitation – Film & Politics – Cauvery Water Disputes – Sri Lankan Tamil Refugee issue – Reservation Policy – World Tamil Conference.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Rajayyan, K., <i>Real History of Tamil Nadu</i> , Ratna Publications, Madurai, 2005. Rajmohan Gandhi, <i>Modern South India from Mid-17<sup>th</sup> Century to Present Times</i> , Aleph Book Company, New Delhi, 2018. V. Geetha and S. V. Rajadurai, <i>Towards a Non-Brahmin Millennium from Iyothi Thass to Periyar</i> , Samya, Kolkata, 2011 Narayanan, S., <i>The Dravidian Years: Politics and Welfare in Tamil Nadu</i> , Oxford University Press, New Delhi, 2018. Venkatachalapathy, A.R., <i>Tamil Characters; Personalities, Politics, Culture</i> , Pan Macmillan, New Delhi, 2018.				
<b>References</b> Nambi Aroran, <i>Tamil Renaissance and Dravidian Nationalism</i> , Koodal Publishers, Madurai, 1980. Irschick, F, Eugene., <i>Politics and Social Conflict in South India: The Non-Brahmin Movement and Tamil Separatism</i> , Oxford University Press, Madras, 1969. Pandian, MSS., <i>Brahmin and Non- Brahmin: Genealogies of the Tamil Political Present</i> , Delhi, Permanent Black, 2007.				

**Suggested Reading**

Rajan Kurai Krishnan, Ravindran Sriramachandran, V.M.S. Subagunarajan, *Rule of the Commoner: DMK and Formations of Political in Tamil Nadu 1949-1967*, CUP, New Delhi, 2022.

Rajaraman, P., *The Justice Party, 1916 - 1937*, Poompozhi Publishers, Madras, 1988.

Dirks, Nicholas B., *Castes of Mind: Colonialism and the Making of Modern India*, Princeton University Press, Princeton, 2001.

**Web Resources**

National Digital Library of India - <https://ndl.iitkgp.ac.in/>

<https://www.tamilnadu.ind.in/index.php>

**Correlation of POs/PSOs to each CO**

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43



## HISTORY OF REVOLUTIONS

<b>Course Code</b>	231HI2G02		
<b>Credits</b>	2		
<b>Hours / Cycle</b>	4 Hours / Cycle		
<b>Category</b>	Part - IV	General Course	Theory
<b>Semester</b>	II		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart the knowledge of historical developments and ideas which led to revolutions</li> <li>To impart the knowledge on the course of revolutions in different societies and relate and compare the developments</li> <li>To impart an understanding of role of individuals, institutions and ideas in the outbreak and course of revolution</li> <li>To impart an understanding of the impact of revolution in the changing course of history.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	remember and recall the historical developments of revolutions in different societies throughout the world and spell out the important concepts such as monarchy, democracy, human rights, ideology, capitalism, communism, sovereignty and so on.	PSO 1 PSO 2	K1
<b>CO 2</b>	understand the role of individuals, ideas, events and concepts such as people's movements, liberty, equality and fraternity, religion, sovereignty and so on. in the course of revolution	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	apply concepts such as monarchy, democracy, human rights, ideology, capitalism, communism, sovereignty and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	analyze the nature, causes and impact of the important revolutions in the world and the socio-political, economic and cultural events related to it.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	evaluate the various aspects of different ideologies which defined the revolutions and the impact of it on societies.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

### SYLLABUS

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<b>American Revolution:</b> Causes: Political – Social – Economic – Intellectual – Course – Impact.	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<b>French Revolution:</b> Causes: Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Directory – Consulate – Impact of French Revolution	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<b>Chinese Revolution:</b> Causes – Sun Yat Sen and KMT – Thung-Meng-Hi – End of Monarchy-Impact – Background – Sphere of Influence of Russia – Propaganda of Communist Ideology-Results	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<b>Russian Revolution:</b> Causes: Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War – Impact.	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<b>Iranian Revolution:</b> Background – Reza Shah – White Revolution – Rise of Ayatollah Khomeini – Outbreak of Revolt – Course – Shah's exile – Khomeini return – End of Revolution- Impact	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### Prescribed Books/Text Books

Bailyn Bernard, Davis David Brion et.al, *The Great Republic A History of the American People*, DC Heath and Company, Massachusetts, 2000.  
Thomson David, *Europe Since Napoleon*, Penguin Books, London, 1970.  
Fairbank J.K & Goldman Merle, China: *A New History*, Harvard University Press, Cambridge, 2006.  
Axworthy Michael, *Revolutionary Iran: A History of the Islamic Republic*, Penguin Publications, New Delhi, 2013.

#### Suggested Readings

Barrington, M. Jr. "The American Civil War: The Last Capitalist Revolution." In Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World by M. Barrington Moore Jr. Boston: Beacon Press, 2015.  
Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. I. New Jersey: Prentice-Hall, 1995.  
Hobsbawm, E. J. *Age of Revolution*. London: Weidenfeld and Nicholson 1962; Vintage, New York, 1996.  
Lefebvre, G., *The Coming of the French Revolution*, Princeton University Press, Princeton, 1976.  
Chesneaux, J. et al. *China from the Opium Wars to the 1911 Revolution*, Random House, New York, 1976.  
Hsu, I. C.Y. *The Rise of Modern China*, Oxford University Press, Hong Kong, 1970.

Figes, Orlando. *A People's Tragedy: A History of the Russian Revolution*, Jonathan Cape, London, 1996.

## References

Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*, Oxford University Press, New York, 2001.

Hiro, Dilip, *Iran Under Ayatollahs* (Routledge Revivals), Routledge, New York, 2016.

Zabih, Sepher, *Iran Since the Revolution*, Routledge, New York, 2011.

## Web Resources

<https://www.americanrevolutioninstitute.org/american-revolution-research-online/>

<https://cnu.libguides.com/psfrance/frenchrev>

<https://1917resources.aseees.hcommons.org/>

[https://guides.lib.unc.edu/cul\\_revolution/primary](https://guides.lib.unc.edu/cul_revolution/primary)

<https://libguides.snhu.edu/c.php?g=1184812&p=8902717>

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## HISTORY OF INDIA II (1206-1707 CE)

<b>Course Code</b>	231HI3M01		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	5 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	III		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To Understand the Turkish rule in India.</li> <li>To Analyse the background and the administrative set up of the Sulthanate Period in India.</li> <li>To Evaluate on the conquest and policies of the Mughal rule India..</li> <li>To Understand the expansion of territories and polices implemented by the Mughal rulers.</li> <li>To Examine the social reform movements, society and cultural changes during the Mughal Period.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	<ul style="list-style-type: none"> <li>To Recall and understand the Politics in Medieval India.</li> </ul>	PSO 1 PSO 2	K1
<b>CO 2</b>	<ul style="list-style-type: none"> <li>To Summarize on the consolidation of the expansion of territories in the Delhi Sultanate period.</li> </ul>	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	<ul style="list-style-type: none"> <li>To Examine on the Mughal rule in India.</li> </ul>	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	<ul style="list-style-type: none"> <li>To Evaluate and discern the change in Art and Architecture and the fusion of Hindu-Muslim Culture..</li> </ul>	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	<ul style="list-style-type: none"> <li>To Understand the birth of Bhakti Movements and the administrative changes during the Mughal rule.</li> </ul>	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<b>Slave Dynasty:</b> Qutb-ud-din Aibak – Iltutmish – Raziya Sultana – Balban – consolidation and Mongol Threat – The Khilji Dynasty: Jalal-ud-din – Alau-ud-din – Expansion – Reforms – The Mongol Invasion – The Tughluq: Ghiyas-ud-din – Mohammad-bin Tughluq – Firoz Shah - invasion of Timur & the fall of Tughluqs – the Sayyid and Lodis of Delhi.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Administration – Land Revenue – Market System – The Army and Police – Judiciary – Society: the Ruling Class – Social Life – Slavery – Position of Women – Relations between Hindus and Muslims	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	India on the eve of Babur's Invasion – Babur's Conquests – Humayun: Sher Shah – Akbar – Consolidation and Expansion – Ibadat Khana – Policies of Akbar – Administration.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Jahangir & Nur Jahan – Shah Jahan – Golden Age – Art & Architecture & Wars of Succession – Aurangzeb – Downfall of the Mughal Empire	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	The Bakhti Movement – Kabir, Guru Nanak, Ramanand – Sufis – Din Ilahi. Literature – Architecture – Music and Painting. Administration – Land Revenue System – Army and the Mansabdari System – Law and Justice – The Ruling Classes – Nobility – Merchants – Artisans – Position of Women – Architecture, Painting, Literature and Music.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Satish Chandra, <i>Medieval India</i> , Orient Blackswan, New Delhi, 2009. J.L. Mehta, <i>Advance study in History of Medieval India (1000-1526)</i> , Sterling Publication, New Delhi, Vol. I, 1979. L.P. Sharma, <i>Medieval India</i> , Konark Publication, New Delhi, 1993.				

Krishnamurthi V.M, *Indian History (Political & Cultural)- (Pre-Mughal Period) 1206-1526*, Vijayalakshmi Publications, Neyyoor, Vol. II, 1980.

### References

Habib, Irfan, *Technology in Medieval India c.650-1750*, Tulika Books, 2016.

Qaisar, Ahsan Jan, *The Indian Response to European Technology and Culture (AD 1498-1707)*, Oxford University Press, New Delhi, 2002.

Richards, J. F., *The Mughal Empire: The New Cambridge History of India*, Cambridge University Press, Cambridge, 2002.

Koch, Ebba, *Mughal Architecture: An outline of its History and Development (1526- 1858)*, Primus, Delhi, 2002.

Habib, Irfan, *Technology in Medieval India c.650-1750*, Tulika Books, 2016.

### Suggested Reading

Krishna Reddy, *Indian History*, Tata Mc Graw-Hill, New Delhi, 2017.

Nanda, S.P, *Landmarks in Indian History (part – II From the Advent of Islam to Indian Independence)*, Dominant Publishers and Distributors, New Delhi, 2004.

Bakshi, S. R, *Advanced History of Medieval India*, Anmol Publication, New Delhi, 2002

J.L. Mehta, *Advanced study in History of Medieval India*, Sterling Publication, New Delhi, Vol III, 2016.

Burton Stein, *History of India*, Oxford University Press, New Delhi, 2011

### Web Resources

<https://www.Britannica.com/topic/Slave-dynasty>

<https://www.mapsofindia.com/history/khilji-dynasty.html>

<https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-tughlaq-dynasty-a-complete-overview-1491890278-1>

<https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-lodhi-dynasty-a-complete-overview-1490962660-1>

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	

Overall Mapping of the Course with POs	2.36	Overall Mapping of the Course with PSOs	2.43
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## HISTORY OF SOUTH INDIA – PAPER I – Pre-History - 1565 A.D.

<b>Course Code</b>	231HI3M02		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	5 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	III		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of the nature of the pre-historic events in South India</li> <li>To impart knowledge of the various strands of the political, social, cultural, economic and administrative developments of South Indian History.</li> <li>To impart an understanding of the uniqueness and significance of religious beliefs, cultural traits, Bhakthi movements and its impact.</li> <li>To impart knowledge of the various ruling house such as sangam age, pallavas, cheras, cholas, pandiyas, Madurai sultans, Vijayanagar kings.</li> <li>To impart an understanding of the growth of art, architecture, fine arts, paintings and sculpture in South India.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the what, when, where, which, who and why during the period pre-History to 1565 A.D. and spell out the important concepts such as pre-history proto-history, civilization, culture, Race, and so on.	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand the important events of the South Indian History such as political, social, cultural, economic and administrative developments and so on.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as <i>nadukal</i> , <i>muthumakkal thazhi</i> , <i>Kudavolai</i> , <i>Kottam</i> , <i>sangam</i> , <i>kizhar</i> and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyze the nature, causes and impact of the various strands of the South Indian History such as religious nature and bhakthi movements and the growth of art, architecture, fine arts, paintings and sculpture in South India and other contemporary socio-political events.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the various aspects of South Indian pre-historic and historic events such as political, social, cultural, economic and administrative developments and foreign trade and so on.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6



SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL
I	Geography – Pre & Proto history of South India – Beginning of Civilisation – Sources for the Study of South India – People – Race - Pre Sangam age	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Sangam Age – Historicity – Political & Social Organisation – Economy – Foreign Trade – Religion – Literature – Kalabhra Interregnum – Impact of their rule.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	The Pallavas – Origin: Early Pallavas & Later Pallavas – Political, Social and Economic Conditions – Early Bhakthi Movement – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	The Imperial Cholas – Raja Raja Chola I - Rajendra Chola I – the Later Cholas – Kulothunga the Chalukya-Chola relations– Political History – Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Education – Art and Architecture – Sculpture – Cultural Expansion.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	The second Pandyan Empire (1190-1312 AD) – Triangular contest between Cholas, Pandyas and Hoysalas – Decline of the Pandyan Empire – Social and Economic Life – Muslim Invasions – Madurai Sultanate – Rise of Vijayanagar Empire – Political – Social – Economic history – Art and Architecture.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Manoranjithamoni. C, <i>History of Tamilnadu</i> , Dave-Beryl Publications, Tirunelveli, 2012. Pillai. K.K., <i>Historical Heritage of the Tamils</i> , MJP Publishers, Chennai, 2008. Subbarayalu. Y, <i>South India Under the Cholas</i> , OUP, 2011. S. Selvin Kumar, A History of Madurai Sultanate (A.D. 1334 – 1378), Madurai Kamaraj University Publications, Madurai, 1982. R. Gopalan, History of Pallavas of Kanchi, Hassell Street Press, New Delhi, 2021.				
<b>References</b> Noboru Karashima, <i>A Concise History of South India</i> , OUP, New Delhi, 2014.				

Neelakanta Sastri, K.A., *The Illustrated History of South India – from Pre-History to the fall of Vijayanagar*, OUP, Chennai, 1997.

### Suggested Reading

Mu. Arunachalam, *The Kalabhras in the Pandya Country and their impact in the life and letters there*, University of Madras Publications, Madras, 1979.

Domingo Paes and Fernao Nunes, *The Vijayanagar Empire – Chronicles of Paes and Nunes*, Gyan Publishing House, New Delhi, 2020.

### Web Resources

<https://www.youtube.com/watch?v=3dufGvC3C2U&pp=ygUacyBiYWxha3Jpc2huYW4gb24ga2VlemlhZGk%3D>

<https://www.youtube.com/watch?v=AzU9filsWtQ&pp=ygUacyBiYWxha3Jpc2huYW4gb24ga2VlemlhZGk%3D>

<https://www.youtube.com/watch?v=oG-AFK6qIJE&pp=ygUbc2FuZ2FtIGFnZSBleHBleQgaW50ZXJ2aWV3>

<https://youtu.be/JxkyEcSGLYY>

<https://youtu.be/CnZYdCdJ4bM>

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## HISTORY OF MODERN INDIA SINCE 1857 A.D.

<b>Course Code</b>	231HI3A01		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Allied Offered to Political Science	Theory
<b>Semester</b>	III		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of the nature of the Indian National Movement.</li> <li>To impart knowledge of the various strands of the India's freedom struggle such as moderate movement, extremist movement, role of revolutionary terrorism, Gandhian movement, armed struggle.</li> <li>To impart an understanding of the uniqueness and significance of the Gandhian movement as a non-violent mass movement.</li> <li>To impart knowledge of the socio-religious reform movements, struggle for legislative reform.</li> <li>To impart an understanding of the rise and growth of communalism and events leading to the partition of India.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the what, when, where, which, who and why during the period 1858 to 1947 CE, and spell out the important concepts such as colonialism, nationalism, drain theory, acculturative movements, revivalist movements, ahimsa, satyagraha, communalism, two nation theory and so on.	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand the important events of the Indian National Movement and related concepts such as acculturative movements, drain theory, satyagraha, dyarchy and so on.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as moderate methods, extremism, revolutionary terrorism, Gandhian movement, communalism and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyze the nature, causes and impact of the various strands of the Indian National Movement and other contemporary socio-political events.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the various aspects of India's struggle for independence and the contribution of the important leaders.	PSO 1 PSO 2 PSO 3 PSO 4	K5, K6

		PSO 5	
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SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Queen's Proclamation – Transition from Company to Crown – Socio-religious Reform Movements and National Awakening – Brahmo Samaj – Arya Samaj – Prarthana Samaj – Theosophical Society – Aligarh Movement	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Indian National Movement: INC: Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – Surat Split – Minto-Morley Reforms – Communal Electorate – Home Rule Movement – Montague-Chelmsford Reforms – Dyarchy	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Gandhian Era– Jallianwala Bagh Massacre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Civil Disobedience Movement – Gandhi – Irwin Pact – Round Table Conference and the Communal Award – Government of India Act of 1935 – Provincial Autonomy – 1937 elections – Tripuri Crisis – Cripps Mission	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Rise of the Left in Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Derozio – Jyotiba Phule – Narayana Guru	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Quit India Movement – Subash Chandra Bose and Indian National Army – RIN Mutiny – Rahmat Ali and the Idea of Pakistan – Muhammad Ali Jinnah and Two Nation Theory– Shimla Conference – Cabinet Mission – Mountbatten Plan – Partition of India	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### Prescribed Books/Textbooks

Bipan Chandra, *History of Modern India*, Orient Black Swan Publications, New Delhi, 2012.  
 Bipan Chandra, Amalendu Tripathi and Barun De, *Freedom Struggle*, National Book Trust, New Delhi, 2011.  
 Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016.  
 Sumit Sarkar., *Modern India 1885-1947*, Macmillan India Limited, New Delhi, 2000.  
 B.L. Grover, *A New Look on Modern Indian History*, S. Chand & Co, Delhi, 1977.

#### References

Shekhar Bandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2008.  
 Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Routledge, London, 2011.

Mushirul Hasan., *India's Partition: Process, Strategy and Mobilisation. (Themes in Indian History)*, Oxford University Press, New Delhi, 1997.

A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakasham, Bombay, 1976.

### Suggested Reading

Tara Chand, *History of Indian Freedom Movement*, 4 Volumes, Publications Division, Government of India, New Delhi, 2000.

### Web Resources

[cec.nic.in/cec/](http://cec.nic.in/cec/)

<https://egyankosh.ac.in/handle/123456789/57525/simplesearch?filterquery=History&filtername=subject&filtertype>equals>

<https://unacademy.com/content/railway-exam/study-material/medieval-history-of-india/sufi-and-bhakti-movement/>

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## Selections from Indian History

<b>Course Code</b>	231HI3A02		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Allied Offered to Philosophy	Theory
<b>Semester</b>	III		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of the nature of the Indian National Movement.</li> <li>To impart knowledge of the various strands of the India's freedom struggle such as moderate movement, extremist movement, role of revolutionary terrorism, Gandhian movement, armed struggle.</li> <li>To impart an understanding of the uniqueness and significance of the Gandhian movement as a non-violent mass movement.</li> <li>To impart knowledge of the socio-religious reform movements, struggle for legislative reform.</li> <li>To impart an understanding of the rise and growth of communalism and events leading to the partition of India.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the what, when, where, which, who and why during the period 1858 to 1947 CE, and spell out the important concepts such as colonialism, nationalism, drain theory, acculturative movements, revivalist movements, ahimsa, satyagraha, communalism, two nation theory and so on.	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand the important events of the Indian National Movement and related concepts such as acculturative movements, drain theory, satyagraha, dyarchy and so on.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as moderate methods, extremism, revolutionary terrorism, Gandhian movement, communalism and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyze the nature, causes and impact of the various strands of the Indian National Movement and other contemporary socio-political events.	PSO 1 PSO 2 PSO 3 PSO 4	K4

<b>CO 5</b>	To evaluate the various aspects of India's struggle for independence and the contribution of the important leaders.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6
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<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVEL</b>
<b>I</b>	Indus Valley culture and its special feature – Early and later Vedic culture – Intellectual Awakening: Life of Mahavira and his teachings – Life of Buddha and his teachings – Asoka's Policy of Dhamma.	<b>18</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>II</b>	Mauryan Administration: Chanakya's Arthashastra – Is Gupta Age a Golden Age? – Art and Architecture – Sangam Age.	<b>16</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>III</b>	The Bhakti Movement in the South – Sufi Movement: Chisti and Suhrawadi Silsilahs – The Bhakti Movement: Kabir – Guru Nanak – Ramanand – Akbar's Religious Policy – Art and Architecture of Medieval India.	<b>20</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>IV</b>	Coming of the Europeans and Orientalism – British Imperialism in India: Doctrine of Subsidiary Alliance – Doctrine of Lapse – Stages of Colonialism – Factors responsible for the rise of Indian Nationalism – Socio-religious Reform Movements and its impact on Indian Nationalism.	<b>18</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>V</b>	Indian National Congress: Myth or Reality? – Moderates versus Extremists – Gandhian Idea: Ahimsa and Satyagraha – Communalism and the Idea of Pakistan.	<b>18</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>

#### **Prescribed Books/Textbooks**

Romila Thapar, *Early India: From the Origins to AD 1300*, University of California, California, 2004.  
J.L Mehta, *Advanced Study in the History of Medieval India, Vol I, II & III*, Sterling Publications, New Delhi, 2019.  
Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016.  
B.L. Grover, *A New Look on Modern Indian History*, S. Chand & Co, Delhi, 1977.

#### **References**

Basham, A. L, *The Wonder That Was India*, Picador, London, 2004.  
Rizvi S. A. A. *The Wonder That was India, Vol. 2*, Rupa and Company, 2000.

Shekhar Bandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2008.

A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakasham, Bombay, 1976.

### Suggested Reading

Majumdar, R.C., *History and Culture of the Indian People, Vols. I, II, III, VI, VII & IX-XII*, Bharathiya Vidya Bhavan, Bombay, 1951.

Tara Chand, *Influence of Islam on Indian Culture*, Published by The Indian press, Allahabad, 1936.

Tara Chand, *History of Indian Freedom Movement, 4 Volumes*, Publications Division, Government of India, New Delhi, 2000.

### Web Resources

[cec.nic.in/cec/](http://cec.nic.in/cec/)

<https://egyankosh.ac.in/handle/123456789/57525/simplesearch?filterquery=History&filtername=subject&filtertype>equals>

<https://unacademy.com/content/railway-exam/study-material/medieval-history-of-india/sufi-and-bhakti-movement/>

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43



## An Outline History of Ancient South India – Pallavas to Vijayanagar Empire (up to A.D. 1565)

<b>Course Code</b>	231HI3A03		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part -III	Allied Offered to Tamil	Theory
<b>Semester</b>	III		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To inculcate knowledge of the contribution of Pallavas to art and architecture.</li> <li>To impart knowledge of the various strands of the conflict between Pallavas, Pandyas, and Western Chalukyas.</li> <li>To perceive the uniqueness and significance of the achievements of the Imperial Cholas.</li> <li>To analyze the nature, causes, and impact of the various strands of the Triangular contest between Cholas, Pandyas and Hoysalas</li> <li>To understand the contribution of the Vijayanagar Empire.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the period of Pallavas and their Political, Social, and Economic Conditions.	PSO 1, PSO 4, PSO 5	K1
<b>CO 2</b>	Understand the key historical events and processes of the Triangular conflict between Pallavas, Pandyas, and Western Chalukyas	PSO 1, PSO 5	K2
<b>CO 3</b>	To apply the concepts of The Imperial Cholas – Raja Raja Chola I - Rajendra Chola I. Chalukya-Chola relations– Political History – Administration – Social and Economic life.	PSO 1, PSO 2, PSO 3, PSO 5	K3
<b>CO 4</b>	To analyze the nature, causes, and impact of the various strands of the Triangular contest between Cholas, Pandyas, and Hoysalas – Decline of the Pandyan Empire – Social and Economic Life.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
<b>CO 5</b>	To evaluate the various aspects of the Muslim Invasions – Madurai Sultanate – Rise of Vijayanagar Empire.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I - V	<b>UNIT I:</b> The Pallavas – Origin: Early Pallavas & Later Pallavas – Political, Social and Economic Conditions – Early Bhakti Movement – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine Arts.	18		
	<b>UNIT II:</b> The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas, and Western Chalukyas – Administration – Art and Architecture.	18		
	<b>UNIT III:</b> The Imperial Cholas – Raja Raja Chola I - Rajendra Chola I – the Later Cholas – Kulothunga the Chalukya-Chola relations– Political History – Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Education – Art and Architecture – Sculpture – Cultural Expansion.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
	<b>UNIT IV:</b> The second Pandyan Empire (1190-1312 AD) – Triangular contest between Cholas, Pandyas and Hoysalas – Decline of the Pandyan Empire – Social and Economic Life.	18		
	<b>UNIT V:</b> Muslim Invasions - Madurai Sultanate – Rise of Vijayanagar Empire – Political – Social – Economic history – Art and Architecture.	18		
<b>Prescribed Books/Textbooks</b>  Nilakanda Sastri, K.A <i>History of South India From Pre-Historic Times to the Fall of Vijayanagar</i> , New Delhi: Oxford University Press, 1997.  Minakshi. C, <i>Administration and Social Life under the Pallavas</i> , Naveen Books, Trichy, 2021.				

Percy Brown: Indian Architecture: Buddhist and Hindu, CBS Publisher, Delhi, 2003.  
Edith Tomory: A History of Fine Arts in India and the West, OBS, New Delhi, 1989.

Rajayyan K, *Tamil Nadu – A Real History*, Raj Publishers, Madurai, 1982.

### References

Nilakanta Sastri K.A., A History of South India from Pre-Historic Times to the Fall of Vijayanagar, OUP, Chennai, 1997.

Noboru Karashima, History and Society in South India: The Cholas to Vijayanagar, OUP, New Delhi, 2001.

Pillay K.K., Historical Heritage of Tamil, MJP Publisher, Chennai, 2021.

Edith Tomory: A History of Fine Arts in India and the West, OBS, New Delhi, 1989.

Rajayyan K, *Tamil Nadu – A Real History*, Raj Publishers, Madurai, 1982.

### Suggested Reading

Nilakanta Sastri K.A., The Cholas, UNOM, Chennai, 1956.

Rajayyan K, *Tamil Nadu – A Real History*, Madurai: Raj Publishers, 1982.

Noboru Karashima, History and Society in South India: The Cholas to Vijayanagar, OUP, New Delhi, 2001.

Edith Tomory: A History of Fine Arts in India and the West, OBS, New Delhi, 1989.

Sivaramamurthy.C. South Indian Bronzes, Lalit Kala Akademi, Chennai, 1981.

### Web Resources

[A History of South India: From Prehistoric Times to the Fall of Vijayanagar | INDIAN CULTURE](#)  
[Pallava dynasty | Time Period, Foundation, & Capital | Britannica](#)  
[Three Crowned Kings of Tamilakam \(nationalgeographic.org\)](#)

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

### HISTORY OF INDIA III 1707 -1857 A.D.

<b>Course Code</b>	231HI4M01		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	5 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	III		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To understand the background of the coming of the Europeans.</li> <li>To provide information on the various methods used by the British East Company to colonies India.</li> <li>To sensitize the students on the reign of the Indian rulers &amp; the colonization of the British rule.</li> <li>To create awareness of the different colonial policies and their administrative set up.</li> <li>To examine and understand the early resistance to British rule.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	<ul style="list-style-type: none"> <li>To Understand the exploration and the coming of the Europeans to India</li> </ul>	PSO 1 PSO 2	K1
<b>CO 2</b>	<ul style="list-style-type: none"> <li>To Compare the different policies and methods of the colonial administrators.</li> </ul>	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	<ul style="list-style-type: none"> <li>To Understand various wars fought by the colonizers in India.</li> </ul>	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	<ul style="list-style-type: none"> <li>To Evaluate on the context of social, economic and religious transition of India under British rule,</li> </ul>	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	<ul style="list-style-type: none"> <li>To Reconstruct on the ideas and early resistance against the British Movement.</li> </ul>	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<b>Coming of the Europeans:</b> The Portuguese – The Dutch – Anglo-French Rivalry. British Ascendancy in Bengal: Battle of Plassey – Battle of Buxar.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<b>Company's Rule in India:</b> Robert Clive: Dual Government. Warren Hastings: Reforms & Impeachment– Trial of Nandakumar – Case of Chait Singh – Begums of Oudh – Regulating Act of 1773. Pitts India Act of 1784. Cornwallis: Permanent Settlement – Cornwallis Code & other reforms - Sir John Shore.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Anglo-Mysore Wars: Hyder Ali, Tipu Sultan – Anglo-Maratha Wars – Anglo-Burmese Wars, – Anglo-Sikh Wars.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Wellesley: Subsidiary Alliance System – Hastings & establishment of British Paramountcy: William Bentinck & his reforms – Charles Metcalfe Ranjit Singh – Dalhousie: Doctrine of Lapse.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	1857 Revolt: Causes – Outbreak – Spread – Failure – Impact.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Chandra Bipan, <i>History of Modern India</i> , Orient Blackswan, New Delhi, 2018. Chandra Bipan, <i>Essays on Colonialism</i> , Orient Blackswan, New Delhi, 2010. Bandyopadhyay Sekhar, <i>From Plassey to Partition and After: A History of Modern India</i> , Orient Black Swan, New Delhi, 2015. Dalrymple William, <i>The Anarchy: The East India Company</i> , Corporate Violence and the Pillage of an Empire, Bloomsbury Publishers, New Delhi, 2019.				

Moxham Roy, *The Theft of India: The European Conquests of India - 1498-1765*, Harper Collins Publication, New Delhi, 2016.

### References

Karl Marx, British Rule in India, Article Published in New York Daily Tribune on 25<sup>th</sup> June 185.

Kanai Lal Chattopadhyay. 19 Century Social Reform Movements in India: A Critical Appraisal' Presidential Address, 57<sup>th</sup> Session, Indian History Congress, Madras, 1996.

Nayyar Deepak, 'Globalization, History and Development: A tale of two Centuries', Cambridge Journal of Economics. January 2006.

Brunton, Bruce, The East India Company: Agent of Empire in the Early Modern Capitalist Era, Social Education, National Council for Social Studies, 2013, pp-78-81.

### Suggested Reading

Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakasham, Bombay, 1976.

Grover, B.L., *A New Look on Modern Indian History*, S. Chand & Co, 1977.

Spear Percival, *A History of India*, Volume 2, PenguinBooks, 1976, Cohen S Bernard, *Colonialism and its Forms of Knowledge; The British in India*, Princeton University Press, 1996

Stokes Eric, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, 1980.

Guha Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, Delhi, 1983.

### Web Resources

<https://youtu.be/NtO3xll9Fqg>

<https://youtu.be/kUWEYLVooxU>

[https://youtu.be/0-mw-DfN\\_Lc](https://youtu.be/0-mw-DfN_Lc)

<https://youtu.be/1acazH89H34>

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1

CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

### HISTORY OF SOUTH INDIA – PAPER II – 1565 – 1947 A.D.

Course Code		231HI4M02	
Credits		5	
Hours / Cycle		5 Hours / Cycle	
Category		Part - III	Theory
Semester		IV	
Year of Implementation		From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)	
Course Objectives		<ul style="list-style-type: none"><li>To impart an understanding of the nature of the various ruling kingdoms such as Marathas of Tanjore, Madurai, Senji, Maravas of Ramnad, Nayaks, poligars, Nawabs of Arcot, Europeans, formation of Madras Presidency and British administration in South Indian History.</li><li>To impart knowledge on society, economy and development of literary and fine arts in South Indian History.</li><li>To impart an understanding of the arrival of Europeans, acquisition of power and their administration.</li><li>To impart knowledge of the various strands of South India's freedom struggle such as moderate movement, extremist movement, rational movements role of revolutionary terrorism, Gandhian movement, armed struggle.</li><li>To impart knowledge of the socio-religious reform movements and movements for anti-caste and gender equality.</li></ul>	
CO #	Course Outcome(s)		Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	To remember and recall the what, when, where, which, who and why during the period 1565 to 1947 A.D, and spellout the important historical terms such as nayakdoms, poligars, Nawabs, colonialism, nationalism, sub-nationalism, social hegemony, acculturative process, reform movements, gender equality and so on.		K1

<b>CO 2</b>	To understand the important events of the South Indian History such as political, social, economical, cultural and literary development as well as consciousness in South India since 1565 A.D.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as social hegemony, dravidian ideology, acculturative movements, reform movements, gender equality, anti-caste movements and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyze the nature, causes and impact of the various strands of the South Indian History and other contemporary socio-political events.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the various aspects of South India's struggle for social equality as well as political independence and the contribution of the important personalities in various fields.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVEL</b>
<b>I</b>	Sources - Rise of Nayakdoms in Tamil Nadu - Madurai, Tanjore and Senji - Political, Social, Economic and Cultural contributions.	<b>18</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>II</b>	Tamilagam in the 17 <sup>th</sup> century - The Marava kingdoms of Ramnad and Sivaganga – The Marathas of Tanjore – Raja Serfoji – The Nawab of Arcot - Society & Economy - Literature and Fine Arts - The Poligars & the Poligar System.	<b>20</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>III</b>	The coming of the Europeans - Anglo-French Conflict in the Carnatic - Conquest, Consolidation & Acquisition of Power by the British – The Forming of Madras Presidency - Economic condition in the Presidency - (1800-1850) Revenue Reforms-Sir Thomas Munroe-Ryotwari settlement.	<b>20</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>IV</b>	Rise of Middle class (the elite-19 <sup>th</sup> century Reform Movement in the south India – Verrasalingam Panthulu – Ms. Mary carpenter – Ramalinga Adigal- Formation of Association – MNA, MMS etc. Politics of south India – Beginning of Indian Movement the south – Political Consciousness 1885-1914 – Annie Besant and home Rule 1915-1919 - The justice party and Non-Brahman movement.	<b>14</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>



V	Struggle for freedom 1937-1947. Rajagopalachari & Early Congress Ministry – Tamilnadu's role in the freedom struggle – Bharathiar – Rajaji – Vedaranyam Salt Satyagraha - Dr. Muthulakshmi Reddy.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Rajayyan. K. <i>Rise and Fall of the Poligars of Tamil Nadu</i> , University of Madras, Madras, 1974. Rajayyan, K. <i>South Indian Rebellion: The First War of Independence, 1800-1801</i> , Rao and Raghavan, Mysore, 1971. Manoranjithamoni. C. <i>History of Tamilnadu</i> , Dave-Beryl Publications, Tirunelveli, 2012. Raju, Sarada A. <i>Economic Condition in the Madras Presidency, 1800-1850</i> , Executive Service, Madras, 1988. Rajaraman, P. <i>The Justice Party, A Historical Perspective, 1916-1937</i> , Poompozhil Publishers, Madras, 1988.				
<b>References</b> Rajayyan. K. Early Freedom Fighter of Tamil Nadu, <i>Proceedings of the 5<sup>th</sup> International Tamil Conference- Seminar of Tamil Studies, Section -6, History, Sep.1981</i> , pp. 6-51 - 6-70. Manikumar. K.A. <i>Foreshadowing the Great Rebellion: The Vellore Revolt, 1806</i> , Hyderabad: Orient Blackswan, 2021. Premkumar, G, "Socio- Religious Reforms of St. Ramalinga: A Historical Perspective", <i>Journal of Indian History</i> , Vols. LXXVI-LXXVIII: 81-90, (1997-1999).				
<b>Suggested Reading (2 -5)</b> Rajendran, N. <i>National Movement in Tamil Nadu, Agitational Politics and State Coercion, 1905-1914</i> , OUP, Madras, 1994. Barnett, Marugerie Ross. <i>The Politics of Cultural Nationalism in South India</i> , Princeton University Press, Princeton, 1976.				
<b>Web Resources</b> <a href="https://www.youtube.com/watch?v=N39On46q_Tk&amp;pp=ygUZU1lPVFdBUkkgU1tTVEVNIElOIE1BRFJBUw%3D%3D">https://www.youtube.com/watch?v=N39On46q_Tk&amp;pp=ygUZU1lPVFdBUkkgU1tTVEVNIElOIE1BRFJBUw%3D%3D</a> <a href="https://www.youtube.com/watch?v=W_qJRgHUcsA&amp;pp=ygURUkFNQUxJTkdBIEFESUdBTCA%3D">https://www.youtube.com/watch?v=W_qJRgHUcsA&amp;pp=ygURUkFNQUxJTkdBIEFESUdBTCA%3D</a> <a href="https://youtu.be/uB_W2RWhHoQ">https://youtu.be/uB_W2RWhHoQ</a> <a href="https://www.youtube.com/watch?v=S0rkeMWZuGI&amp;pp=ygUSbXV0aHVsYWtzaG1pIHJlZGR5">https://www.youtube.com/watch?v=S0rkeMWZuGI&amp;pp=ygUSbXV0aHVsYWtzaG1pIHJlZGR5</a> <a href="https://www.youtube.com/watch?v=S9C4Kqk13DI&amp;pp=ygUadmVkJhbnlhbSBzYWx0IHNdHlZ3JhaGE%3D">https://www.youtube.com/watch?v=S9C4Kqk13DI&amp;pp=ygUadmVkJhbnlhbSBzYWx0IHNdHlZ3JhaGE%3D</a> <a href="https://www.mids.ac.in/assets/doc/WP_204.pdf">https://www.mids.ac.in/assets/doc/WP_204.pdf</a> <a href="https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0008763_Justice_party_golden_jubilee_celebration.pdf">https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0008763_Justice_party_golden_jubilee_celebration.pdf</a>				

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	

Overall Mapping of the Course with POs	2.36	Overall Mapping of the Course with PSOs	2.43
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## History of Modern Europe – A.D. 1789 to 1945

<b>Course Code</b>	231HI4A01		
<b>Credits</b>	3		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Allied Offered to Political Science	Theory
<b>Semester</b>	IV		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To inculcate knowledge of major events of 19<sup>th</sup> century Europe from French Revolution to End of First World War.</li> <li>To know about the ideas that shaped 19<sup>th</sup> century Europe</li> <li>To perceive the transition from Revolution to Republic then to Totalitarianism.</li> <li>To know about emergence of new nations such as Italy and Germany.</li> <li>To understand the forces that pushed for First World War and Second World War.</li> <li>To understand the role of UNO in maintaining world peace.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	Remember and recall the sources and historical events from French Revolution to the end of First World War.	PSO 1 PSO 2	K1
<b>CO 2</b>	Understand the key historical events and processes from Late 18 <sup>th</sup> century to 20 <sup>th</sup> century Europe.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	Apply the historiographical approaches and concepts to understand the various debates in Europe, such as the Revolution and Republic, Napoleon's military career and achievements, Metternich system, Revolution in action, Bismarck System of Alliances, Balkan Problem, and so on.	PSO 1 PSO 2 PSO 3 PSO 4	K3

<b>CO 4</b>	To analyse the changes in the polity, society, and economy from Late 18th century to 20th century Europe.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the role of individuals, ideas and institutions in 19 <sup>th</sup> century Europe	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVEL</b>
<b>I</b>	French Revolution: Causes – National Assembly – National Convention – Directory – Napoleon: Early career – Military Exploits – Continental System – Reforms – Code Napoleon – Downfall – Conservative Reaction & Nationalist Aspiration of Europe: The Congress of Vienna - 1815 - Metternich - The Holy and Quadruple. 'Alliance'- Concert of Europe - The Revolution of 1830 and 1848 in France.	<b>21</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>II</b>	Unification of Germany: Bismark's Blood and Iron policy – War with Denmark – Austro-Prussian War – Franco-Prussian War – Unification of Italy: Mazzini – Garibaldi – Count Cavour – Victor Immanuel II.	<b>20</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>III</b>	Eastern Question: Greek War of Independence – Crimean War – Panslavism – The Russo-Turkish War (1878) – The Congress of Berlin, 1878.	<b>14</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>IV</b>	Age of Armed Peace: The Triple Alliance and Triple entente – Balkan Wars – First World War: Causes – Course – US entry into War – Treaty of Versailles – The Russian Revolution	<b>14</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>
<b>V</b>	League of Nations – Mussolini and the Rise of Fascism in Italy – Hitler and Nazism – British Policy of Appeasement – Second World War (1939-1945) – Causes – Course – US entry into the War and Results of the War.	<b>21</b>	<b>CO 1 CO 2 CO 3 CO 4 CO 5</b>	<b>K1, K2, K3, K4, K5</b>

<b>Prescribed Books/Textbooks</b>														
Hobsbawm, Eric, <i>The Age of Revolution 1789-1848</i> , Vintage Books, Random House New York, 1996.														
Hobsbawm, Eric, <i>The Age of Capital 1848-1875</i> , Vintage Books, Random House New York, 1996.														
Hobsbawm, Eric, <i>The Age of Empire 1875-1914</i> , Vintage Books, Random House New York, 1996.														
<b>References</b>														
Mason, David S., <i>A Concise History of Modern Europe Liberty, Equality, Solidarity</i> , The Rowman & Littlefield Publishing Group, London, 2019.														
Merriman, John, <i>A History of Modern Europe from Renaissance to the Present</i> , W. W. Norton & Company; United Kingdom, 2019.														
Pelz, William A., <i>A People's History of Modern Europe</i> , Pluto Press, London, 2016.														
<b>Suggested Reading</b>														
Miller, Stuart T., <i>Mastering Modern European History</i> , Palgrave Macmillan Master Series, UK, 1997.														
Post, Ken., <i>Revolution and the European Experience, 1789–1914</i> , Palgrave Macmillan, UK, 1999.														
T. C. W. Blanning eds., <i>The Oxford History of Modern Europe</i> , UK, 2000.														
<b>Web Resources</b>														
<a href="https://youtu.be/knFNle72xtI">https://youtu.be/knFNle72xtI</a> - History of Modern Europe: An Overview (Part-I)														
<a href="https://youtu.be/RVkyvG9R5aM">https://youtu.be/RVkyvG9R5aM</a> - History of Modern Europe: An Overview (Part-II)														
<a href="https://youtu.be/aEPWNATrBP8">https://youtu.be/aEPWNATrBP8</a> - History of Modern Europe: An Overview (Part-III)														
<a href="https://youtu.be/J1syEBIKFuM">https://youtu.be/J1syEBIKFuM</a> - History of Modern Europe: An Overview (Part-IV)														

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## RISE OF MODERN WEST – A.D. 1453 TO 1815

<b>Course Code</b>	231HI4A02		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Allied offered to Philosophy	Theory
<b>Semester</b>	4		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the political, social and cultural changes that engulfed Europe after the fall of Constantinople</li> <li>• To know about the new philosophical thoughts that emerged in Europe towards science, religion, politics etc.</li> <li>• To learn with examples about political changes in Europe like the modern state, rise of absolute monarchies and Enlightened Despotism</li> <li>• To know about trends that caused the French Revolution and the rise of Napoleon.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember the who, when, where and how in the modern European History	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand concepts like Renaissance, Humanism, Classicism, Reformation, Enlightenment, Absolutism, Enlightened Despotism etc.	PSO 1 PSO 2 PSO 4	K2

<b>CO 3</b>	To identify the various philosophical changes that led to the emergence of an event like Renaissance leading to Humanism; ideas that shaped modern state etc.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyse with examples the changes that take place in political, social and cultural life of modern Europe	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the events that shaped Modern Europe and understanding its effects.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVEL</b>
<b>I</b>	Fall of Constantinople – Invention of Printing Press – Renaissance: Humanism – Literature – Art – Architecture – Geographical Discoveries of Portugal and Spain: Prince Henry – Christopher Columbus – Vasco da gama – Spanish Conquistadors – Impact on Europe – Plantation Economy and Slave Trade.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>II</b>	Protestant Reformation: Martin Luther – Zwingli – Calvin – English Reformation – Counter Reformation: Council of Trent – Inquisition – Ignatius Loyola – Thirty Years War.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>III</b>	Early Modern State and Absolutism: Spain: Charles V – Philip II; France – Richelieu – Mazarin – Louis XIV; England: Elizabeth I; Russia: Peter the Great; Prussia: Frederick the Great Elector.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>IV</b>	Scientific Revolution of the 16 <sup>th</sup> and 17 <sup>th</sup> Centuries: Francis Bacon – Rene Descartes – Institutionalization of Science – Isaac Newton; Mercantilism: Colonial Policy of European Powers; Enlightenment Thought and Enlightened Despotism: Voltaire – Montesquieu – Diderot – Kant – Frederick II of Prussia – Catherine II of Russia – Joseph II of Austria.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>V</b>	French Revolution: Causes – National Assembly – National Convention – Directory; Napoleon: Early career – Military Exploits – Continental System – Reforms – Code Napoleon – Downfall.	15	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5

			<b>CO 5</b>	
<b>Prescribed Books/Textbooks</b>				
Sinha, Arvind, <i>Europe in Transition: From Feudalism to Industrialization</i> , Manohar Publishers, New Delhi, 2010.				
Rao, B.V., <i>History of Europe: 1450 to 1815 A.D.</i> , Sterling Publishers Pvt. Ltd., New Delhi, 2014.				
<b>References</b>				
Burns, Edward MacNall, et.al., <i>World Civilization: Modern, Vol B.</i> , Goyal Saab, New Delhi, 2011.				
Phukan, Meenakshi, <i>Rise of the Modern West</i> , Trinity Press Pvt. Ltd., New Delhi, 2012.				
Mukherjee L, <i>A Study of European History (1453-1815)</i> , M.L. Mukherjee, Kolkatta, 2018.				
<b>Suggested Reading</b>				
Graham-Dixon, Andrew. <i>Renaissance</i> , University of California Press, California, 1999.				
Stewart, Matt. <i>The French Revolution</i> , Soft Skull Press, US, 2010.				
Ross, Stewart. <i>The French Revolution</i> , Evans Brothers, UK, 2002.				
Dwyer, Philip. <i>Napoleon: The Path to Power, 1769-1799</i> , Bloomsbury Publishing, UK, 2008.				
<b>Web Resources</b>				
<a href="http://www.cec.nic.in">www.cec.nic.in</a>				
<a href="http://www.egyankosh.ac.in">www.egyankosh.ac.in</a>				

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO 1</b>	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
<b>CO 2</b>	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
<b>CO 3</b>	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
<b>CO 4</b>	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
<b>CO 5</b>	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
<b>Wt. Avg.</b>	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

### AN OUTLINE HISTORY OF MODERN TAMIL NADU – A.D. 1806 – 2000

<b>Course Code</b>	231HI4A03		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part -III	Allied offered to Tamil	Theory
<b>Semester</b>	IV		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To inculcate knowledge and Understand the Poligar Rebellion. To impart knowledge of the Narrate the role of Tamil Nadu in India's freedom struggle.</li> <li>• To perceive the uniqueness of the emergence and spread of the Dravidian Movement. To Assess the political situation in contemporary Tamil Nadu.</li> <li>• To Discuss the prominent issues in Modern Tamil Nadu. To Understand the socio-political changes in the 19<sup>th</sup> century Rise of the Middle Class and the formation of associations.</li> <li>• Evaluate the importance of reform movements in 19th-century Tamil Nadu and its Social, Religious, and Cultural inputs.</li> <li>• Analyze the contributions of Dravidian politics and its ideology towards Tamil society.</li> <li>• Evaluate the significant contributions of Periyar and his movement towards the rationalization of Tamil society.</li> </ul>		



CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the Poligar Rebellion. To impart knowledge of the Narrate the role of Tamil Nadu in India's freedom struggle.	PSO 1, PSO 4, PSO 5	K1
<b>CO 2</b>	Understand the key historical events and processes and perceive the uniqueness of the emergence and spread of the Dravidian Movement.	PSO 1, PSO 5	K2
<b>CO 3</b>	To apply the concepts of the political situation in contemporary Tamil Nadu. To Discuss the Prominent Issues in Modern Period.	PSO 1, PSO 2, PSO 3, PSO 5	K3
<b>CO 4</b>	To analyze the nature, causes, and impact of the socio-political changes in the 19 <sup>th</sup> century Rise of the Middle Class and the formation of associations.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
<b>CO 5</b>	To evaluate the various aspects of the importance of reform movements in 19th-century Tamil Nadu and its Social, Religious, and Cultural inputs. Analyze the contributions of Dravidian politics and its ideology towards Tamil society. Evaluate the significant contributions of Periyar and his movement towards the rationalization of Tamil society.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

<b>SYLLABUS</b>				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
<b>I - V</b>	<b>UNIT I:</b> The Forming of Madras Presidency – Vellore Revolt – Poligar Rebellion – Revenue Reforms Sir Thomas Munroe – Ryotwari Settlement.  <b>UNIT II:</b> Rise of the Middle class (the elite-19th century Reform Movement in south India – Veerasalingam Panthulu – Ms. Mary	<b>18</b>	<b>CO 1</b> <b>CO 2</b> <b>CO 3</b> <b>CO 4</b> <b>CO 5</b>	<b>K1, K2, K3, K4, K5</b>

	<p>Carpenter – Ramalinga Adigal- Formation of Association – MNA, MMS, etc. Politics of South India – Political Consciousness 1885-1914 – Annie Besant and Home Rule Movement (1915-1919) – The Justice Party and Non-Brahman movement.</p> <p><b>UNIT III:</b> Struggle for freedom 1937-1947. Rajagoplachari &amp; Early Congress Ministry – Tamil Nadu's role in the freedom struggle – Bharathiar – Rajaji – Vedaranyam Salt Satyagraha - Dr. Muthulakshmi Reddy – Rajaji Ministry (1952 – 54): Kula Kalvi Thittam – Swatantra Party. Kamaraj's Era (1954 – 1963): Mid-day Meals scheme – Achievements – K Plan – M. Bhaktavatsalam as CM</p> <p><b>Unit IV:</b> Origin of Dravidian Movement in Tamil Nadu – Formation of DK – EVR'S campaign against social evils – M. Karunanidhi as CM – Policies and programs. MGR as Founder of ADMK – Policies and programmes – J. Jayalalitha as CM – PMK – MDMK – Emergence of Dalit Political Parties</p> <p><b>UNIT V: ISSUES IN TAMILNADU</b> Integration of Tamil Districts — Anti-Hindi Agitation – Film &amp; Politics – Cauvery Water Disputes – Sri Lankan Tamil Refugee issue – Reservation Policy – World Tamil Conference.</p>	18		
		18		
		18		
		18		
<p><b>Prescribed Books/Textbooks</b></p> <p>Rajayyan K., <i>The History of Tamil Nadu, 1565-1982</i>, Raj Publishers, Madurai, 1982.</p> <p>Subramanian P., <i>Social History of Tamils</i>, D.K. Print world, New Delhi, 2005.</p> <p>Venkatachalapathy A.R., <i>Tamil Characters: Personalities, Politics and Culture</i>, Pan Macmillan India, 2018.</p> <p>Narayan S., <i>Dravidian Years: Politics and Welfare In Tamil Nadu</i>, New Delhi: Oxford University Press, 2018.</p> <p>Gandhi, Rajmohan, <i>The Rajaji Story 1937-1942</i>, Bharatiya Vidya Bhavan, Bombay, 1984.</p>				
<p><b>References</b></p> <p>Narasimhan V.K.&amp; Narayanan V.N., <i>Kamaraj- A Study</i>, National Book Trust, New Delhi, 2007.</p> <p>Ganesan P C., <i>C.N. Annadurai: Builders of Modern India</i>, Publications Division Ministry of Information &amp; Broadcasting, Govt. Of India, New Delhi, 2003</p> <p>Kannan R., <i>Anna: Life and Times of C.N. Annadurai</i>, Haryana: Penguin Books, Chennai, 2017.</p> <p>Madras Institute of Development Studies., <i>Tamil Nadu Economy Performance and Issues</i>, OUP, New Delhi, 1988.</p> <p>Venkatachalapathy A.R., <i>Tamil Characters: Personalities, Politics and Culture</i>, Pan Macmillan, New Delhi, 2018.</p>				

**Suggested Reading**

Rajayyan K., *The History of Tamil Nadu, 1565-1982*, Raj Publishers, Madurai, 1982.

Subramanian P., *Social History of Tamils*, D.K. Printworld, New Delhi, 2005.

Venkatachalapathy A.R., *Tamil Characters: Personalities, Politics, and Culture*, Pan Macmillan, Delhi, 2018.

Narayan S., *Dravidian Years: Politics and Welfare In Tamil Nadu*, Oxford University Press, New Delhi, 2018.

Palanithurai G., *Caste Politics and Society in Tamil Nadu*, Kanishka Publishers Distributors, Delhi, 1994.

**Web Resources**

[Tamil Nadu | History, Map, Population, Capital, & Government | Britannica](#)

[About Tamil Nadu | Tamil Nadu Government Portal \(tn.gov.in\)](#)

[Dravidians | Encyclopedia.com](#)

**Correlation of POs/PSOs to each CO**

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## WORLD CIVILISATION

<b>Course Code</b>	231HI4I01		
<b>Credits</b>	3		
<b>Hours / Cycle</b>	4 Hours / Cycle		
<b>Category</b>	Part	Interdisciplinary	Theory
<b>Semester</b>	IV		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To understand the Origin of Civilisation.</li> <li>To sensitize students about the major discoveries, inventions and scientific achievements of the ancient civilizations.</li> <li>To evaluate the progress of the revolutionary thoughts and their impact on the societies.</li> <li>To provide a comprehensive system of the origin of the political systems and their functions.</li> <li>To identify the birth and growth of various religions in Asia.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To Understand the explore the Evolution of the human kind of the ancient civilizations of the world.	PSO 1 PSO 2	K1
<b>CO 2</b>	To compare the different Intellectual achievements of the ancient civilization.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To Understand the political developments and various philosophies	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To Evaluate on the Law and the legal system of the ancient world.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To Reconstruct on the ideas and beliefs of the major religions of Asia.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL

I	<b>Unit I</b> Meaning of Civilisation – Factors responsible for the origin of Civilisations. Indus Valley Civilisation – Mohenjodaro – Harappa – Town Planning - Art – Indus seal. Mesopotamian Civilisation – Sumerian Civilization: Invention of Wheel – Lunar Calender – Development of Cunneiform Writing – Religion – Babylonian Civilization: Code of Hammurabi – Nebuchadnezzar and Hanging Gardens of Babylon.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	<b>Unit 2</b> Egyptian Civilisation: Pharaoh – Pyramids – Script – Intellectual Achievements. Hebrew Civilisation: Religion – Law and Literature – Influence. Chinese Civilisation: Confucianism and Laoism – Principle and Practices.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	<b>Unit 3</b> Persian Civilisation: Darius, the Great – Zoroastrianism – Battle of Maraton. Greek Civilisation : Growth of City States: Athens: Democracy – Sparta Philosophy: Socrates Plato and Aristotle – Literature and Art.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	<b>Unit 4</b> Hellenistic Civilisation: Alexander the Great – Philosophy – Literature and Art – Science. Roman Civilisation: The Roman Republic and Empire – Political Institutions – Law and Legal systems – Scientific and Cultural Contributions – Decline.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	<b>Unit 5</b> Christianity: The Holy Bible – Rise of Islam: The Holy Koran – Hinduism: Bhagavat Gita – Sikhism: Adigrant	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### Prescribed Books/Textbooks

1. Burns and Ralph, “*World Civilisation*”.
2. V.Gordon Childe, “What happened in History?”
3. G.Clark, “World Prehistory: A New Perspective”.
4. B.Fagan, “People of the Earth”.
5. Amar Farooqui, “The Early Social Formations”.
6. B.Trigger, “Ancient Egypt: A Social History”.

#### References

1. M.I.Finley, “The Ancient Economy”.
- 2) Jacquetta Hawkes, “First Civilisations”
- 3) G. Roux, “Ancient Iraq”.
- 4) H.W.F Saggs, “The Greatness that was Babylon”.

#### Suggested Reading

1. G.E.M.Ste Croix, “Class struggles in the Ancient Greek World”.
2. J.D.Bernal, “Science in History”.
3. V.Gordon childe, “Social Evolution”.
4. A.Hauser, “A Social History of Arts”.

#### Web Resources

1. [www.worldhistory.org](http://www.worldhistory.org)

2.[www.ignouworldhistory.com](http://www.ignouworldhistory.com)  
 3.[www.cec.org](http://www.cec.org)

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs				2.43	

## HISTORY OF INDIA – PAPER IV – 1858-1947 A.D.

<b>Course Code</b>	231HI5M01		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	V		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of the nature of the Indian National Movement.</li> <li>To impart knowledge of the various strands of the India's freedom struggle such as moderate movement, extremist movement, role of revolutionary terrorism, Gandhian movement, armed struggle.</li> <li>To impart an understanding of the uniqueness and significance of the Gandhian movement as a non-violent mass movement.</li> <li>To impart knowledge of the socio-religious reform movements, struggle for legislative reform.</li> <li>To impart an understanding of the rise and growth of communalism and events leading to the partition of India.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the what, when, where, which, who and why during the period 1858 to 1947 CE, and spell out the important concepts such as colonialism, nationalism, drain theory, acculturative movements, revivalist movements, ahimsa, satyagraha, communalism, two nation theory and so on.	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand the important events of the Indian National Movement and related concepts such as acculturative movements, drain theory, satyagraha, dyarchy and so on.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as moderate methods, extremism, revolutionary terrorism, Gandhian movement, communalism and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyze the nature, causes and impact of the various strands of the Indian National Movement and other contemporary socio-political events.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the various aspects of India's struggle for independence and the contribution of the important leaders.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Queen's Proclamation – Transition from Company to Crown – Socio-religious Reform Movements and National Awakening – Brahmo Samaj – Arya Samaj – Prarthana Samaj – Theosophical Society – Aligarh Movement	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Indian National Movement: INC: Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – Surat Split – Minto-Morley Reforms – Communal Electorate – Home Rule Movement – Montague-Chelmsford Reforms – Dyarchy	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Gandhian Era– Jallianwala Bagh Massacre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Civil Disobedience Movement – Gandhi – Irwin Pact – Round Table Conference and the Communal Award – Government of India Act of 1935 – Provincial Autonomy – 1937 elections – Tripuri Crisis – Cripps Mission	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Rise of the Left in Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Derozio – Jyotiba Phule – Narayana Guru	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Quit India Movement – Subash Chandra Bose and Indian National Army – RIN Mutiny – Rahmat Ali and the Idea of Pakistan – Muhammad Ali Jinnah and Two Nation Theory– Shimla Conference – Cabinet Mission – Mountbatten Plan – Partition of India	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### Prescribed Books/Textbooks

Bipan Chandra, *History of Modern India*, Orient Black Swan Publications, New Delhi, 2012.  
 Bipan Chandra, Amales Tripathi and Barun De, *Freedom Struggle*, National Book Trust, New Delhi, 2011.  
 Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016.  
 Sumit Sarkar., *Modern India 1885-1947*, Macmillan India Limited, New Delhi, 2000.  
 B.L. Grover, *A New Look on Modern Indian History*, S. Chand & Co, Delhi, 1977.

#### References

Shekhar Bandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2008.  
 Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Routledge, London, 2011.  
 Mushirul Hasan., *India's Partition: Process, Strategy and Mobilisation (Themes in Indian History)*, Oxford University Press, New Delhi, 1997.  
 A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakasham, Bombay, 1976.

#### Suggested Reading

Tara Chand, *History of Indian Freedom Movement*, 4 Volumes, Publications Division, Government of India, New Delhi, 2000.  
 Anup Taneja, *Gandhi, Women and the National Movement, 1920-1947*, Har-Anand Publications Pvt Ltd., New Delhi, 2005.



**Web Resources**[https://cec.nic.in/cec/curriculum\\_class](https://cec.nic.in/cec/curriculum_class)<https://egyankosh.ac.in/handle/123456789/89540>**Correlation of POs/PSOs to each CO**

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## HISTORY OF EUROPE-PAPER I - 1453-1815 A.D.

<b>Course Code</b>	231HI5M02		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	V		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of the emergence of modern West.</li> <li>To impart knowledge of the growth of various cultural, religious and scientific movements in Europe</li> <li>To impart an understanding of the changes in the political sphere and emergence of state in Europe through the centuries.</li> <li>To impart knowledge of the scientific revolution and political revolution in Europe</li> <li>To impart an understanding of the rise and fall of Napoleon in France</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the what, when, where, which, who and why during the period Of 1453 to 1815 AD, and spell out the important concepts such as feudalism, Renaissance, Reformation, absolute state, scientific revolution, political revolution etc	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand the important events and the ideas which led to the emergence of a modern Europe	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as feudalism, humanism, absolutism, scientific revolution and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyze the nature, causes and impact of the various events like Renaissance, Reformation, scientific revolution, French revolution and the making of modern Europe.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the various aspects of history of making of modern Europe and the contribution of various individuals in the process	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Fall of Constantinople – Invention of Printing Press – Renaissance: Humanism – Literature – Art – Architecture – Geographical Discoveries of Portugal and Spain: Prince Henry – Christopher Columbus – Vasco da Gama – Spanish Conquistadors – Impact on Europe – Plantation Economy and Slave Trade	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Protestant Reformation: Martin Luther – Zwingli – Calvin – English Reformation – Counter Reformation: Council of Trent – Inquisition – Ignatius Loyola – Religious Wars in France: Massacre of St. Bartholomew's Day – War of Three Henries – Thirty Years War	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Early Modern State and Absolutism: Spain: Charles V – Philip II; France – Richelieu – Mazarin – Louis XIV; England: Elizabeth I; Russia: Peter the Great; Prussia: Frederick the Great Elector	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Scientific Revolution of the 16th and 17th Centuries: Francis Bacon – Rene Descartes – Institutionalization of Science – Isaac Newton; Mercantilism: Colonial Policy of European Powers; Enlightenment Thought and Enlightened Despotism: Voltaire – Montesquieu – Diderot – Kant – Frederick II of Prussia – Catherine II of Russia – Joseph II of Austria; Transition from Feudalism to Capitalism	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	French Revolution: Causes – National Assembly – National Convention – Directory; Napoleon: Early career – Military Exploits – Continental System – Reforms – Code Napoleon – Downfall.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Sinha, Arvind, <i>Europe in Transition: From Feudalism to Industrialization</i> , Manohar Publishers, New Delhi, 2010. B.V. Rao, <i>History of Europe: 1450 to 1815 A.D.</i> , Sterling Publishers Pvt. Ltd., New Delhi, 2014. Merriman, John M, <i>A History of Modern Europe: From the Renaissance to the Present</i> , W.W. Norton & Co, New York, 2010.				
<b>References</b> Cameron, Euan, <i>Early Modern Europe</i> , Oxford University Press, Oxford, 2001.				

Weisner- Hanks, Merry, E, *Early Modern Europe, 1450-1789*, Cambridge University Press, Cambridge, 2022.

Davies, Norman, *Europe : A History*, Harpar Perennial, New York, 1998.

Hobsbawm, Eric, *The Age of Revolution , 1789-1948*, Vintage Books, New York, 1996.

### Suggested Reading

Johnson, Paul, *The Renaissance: A Short History* , Modern Library, 2002.

Lefebvre, Georges, *The Coming of the French Revolution*, Princeton University Press, Princeton, 2005.

### Web Resources

[https://cec.nic.in/cec/curriculum\\_class](https://cec.nic.in/cec/curriculum_class)

<https://egyankosh.ac.in/>

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

### History of USA –1865 to 2001 A.D.

<b>Course Code</b>	231HI5M03		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	5		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>● To impart an understanding History of America and the European settlements</li> <li>● To impart knowledge of the American Civil War.</li> <li>● To Identify the various Social Movements and the legislations brought for the welfare of the people</li> <li>● To understand the role of USA and the World Wars, the Great Depression and its reforms</li> <li>● To impart an understanding the US foreign policy of post-World War II and Cold war issues</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	Remember and recall the background of American history since the European settlement	PSO 1 PSO 2	K1
<b>CO 2</b>	Understand slavery and its resultant Civil War, emancipation of slaves and Reconstruction of the South	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	Identify the causes and methods by which USA rose to be an expansionist and an imperialist nation	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	Analyse the causes for US participation to the World Wars and its role as a super power	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	Evaluate the US foreign policy post World War II – the Containment of Communism, War on Terrorism	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	CIVIL WAR AND AFTER UPTO 1896. A brief history of U.S.A. UPTO 1865-Civil War Reconstruction after Civil War – Abraham Lincoln to McKingly –Domestic and Foreign affairs	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	INDUSTRIAL DEVELOPMENT AND PROGRESSIVE MOVEMENT. Factors responsible for industrial development – Labour Movement –Rise of Big business and its impact – agricultural Boom and its effects –Progressive Movement under Theodore Roosevelt, William Howard Taft, Wilson.	22	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	AMERICAN EXPANSION AND IMPERIALISM. Factors responsible for American Expansionism and Imperialism-U.S. and her neighbours Big Stick, Dollar Diplomacy etc. Pacific and Europe	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	U.S.A and World War – “Normalcy” and the Great Economic Depression-New Deal- interwar period Foreign Policy-U.S. and Second World War.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	U.S.A AFTER SECOND WORLD WAR Cold war-Domestic policy under Harry Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Carter, Reagan – Détente – George Bush Sr. – Bill Clinton – George Bush Jr – War on terrorism	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Foner, E, 'The Causes of the American Civil War: Recent Interpretations and New Directions', In Eric Foner. Politics and Ideology in the Age of the Civil War, Oxford University Press, New York, 1981. Foner, E, Reconstruction: America's Unfinished Revolution, 1863-1877, Harper Perennial, New York, 2002. Bailyn, B., D. Wood, J.L. Thomas et.al., The Great Republic, A History of the American People, D.C. Heath and Company, Massachusetts, 2000.				
<b>References</b> Gutman, H, <i>Work, Culture &amp; Society in Industrializing America</i> , Random House Inc, New York, 1977. Bernstein, B.J. (ed.). <i>Towards A New Past: Dissenting Essays in American History</i> , Pantheon Books; also, London: Chatto & Windus, New York, 1970. Nash, G., J.R. Jeffrey et al., <i>The American People, Creating a Nation and a Society</i> , Addison Wesley Longman (chapter on Abolitionism and Women's Rights Movement, New York, 2000.				
<b>Suggested Reading</b> Donald, David H., Jean H. Baker, Michael F. Holt. ed., Civil War and Reconstruction, W.W. Norton & Co., New York, 2001.				

Kerber, Linda & J. Sherron De Hart, Women's America: Refocusing the Past. Oxford University Press, New York, 2016.

Zinn, H, A People's History of the United States, 1492-Present, Harper Collins, New York, 2003.

### Web Resources

<https://swayam.gov.in/>

<https://onlinecourses.nptel.ac.in/>

<https://epgp.inflibnet.ac.in/>

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## NATIONALISM IN SOUTHEAST ASIA

<b>Course Code</b>	231HI5M04		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	VI		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of the historical aspects of nationalism in the South East Asia</li> <li>To impart knowledge of the various Concepts like Spirit of Nationalism , Colonialism, in South East Asian regions</li> <li>To impart an understanding of the role of nationalist in the movements for independence.</li> <li>To impart knowledge of the significant events that led to emergence of powerful nation in Asia.</li> <li>To impart an awareness about the various movements and development in china and Japan</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the what, when, where, which, who and why during the period Nationalism and spell out the important concepts such as Colonialism , nationalism, Republic, revivalist movements, Communism, imperialism, militarism and so on.	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand the important events of the Spirit of Nationalism and related concepts such as Nationalist Movements, revolution, and so on.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as Imperialism, revolutionary aspects, communism and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyze the nature, causes and impact of the various aspects of the Nationalist Movement and other contemporary socio-political events and events that interlinked among various nations	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the various aspects of Nationalism to understand the present day and Emergence of South East Asia nations as a Greater power in Asia and the contribution of the important leaders.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6



SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	(a)Burmese Nationalism - Causes and British Response – GCBA, Role of Students, Thakin Party – Thakin Aung San. (b)British Administration Policy in Malaya – Native Response – Tungku Abdul Rahman – Singapore.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	(a)Vietnamese Nationalism – French Administration – Ho Chi Minh – French Expansion in Cambodia and Laos – Geneva Conference, 1954. (b)Siam and Modernisation: King Chulalongkorn and his successors – 1932 Revolution – Pridi Banamomyong – Pibun.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Nationalism in Indonesia – Ethical Policy- Sarekat Islam, PNI, PKI- Dutch Response – Constitutional Reforms.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	(a)Philippino Nationalism – Jose Rizal, Agunaldo – U.S.-Spanish War. (b)U.S. Police in Philippines : Constitutional, Educational and Economic Reforms – Manuel Quezon, Osmina.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	(a)Second World War – Japanese Invasion of South East Asia. (b)Post War South East Asian Nationalism – Independence.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### Prescribed Books/Textbooks

- Sardesai D R *Southeast Asia Past and Present*, Avalon Publishers. Third edition,1994.
- Pandey B N., *South and South East Asia, Policies and Problems 1945-1975*, Macmillan, 1980.
- Kailesh K.Beri, *History and Culture of South East Asia, (Ancient and Medieval)* Sterling Publishers, New Delhi, 1994
- Arthur Cottrell ., *A History of South East Asia*, Marshal Cavendish International (Asia) Pvt Ltd, 2014
- Ricklefs M C C., *A New History of South East Asia.*, Red Globe press, 2010

#### References

- D G E Hall., *A History of South East Asia.*, Macmillan, UK. 1981
- John Frank Cady., *South East Asia: Its Historical Development.*, McGraw Hull, Michigan, 2006
- Nicholas Tarling, *Nationalism in south east Asia.*, Taylor Francis, 2004
- Hans Antloy , stein Tonnesson, *Imperial policy and south east asian Nationalism* , Taylor and Francis, 2013

•
<b>Suggested Reading</b> <ul style="list-style-type: none"> <li>• O.W.Wolters., <i>Histoy, Culture, and Region in South East Asian Perspectives.</i>, Cornell University Press, 2018</li> <li>• Milton E. Osborne., <i>South East Asia – An Introductory History.</i>, Allen and Unwin publishers, 2013</li> </ul>
<b>Web Resources</b>

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## INDIAN CULTURE

<b>Course Code</b>	231HI5L01		
<b>Credits</b>	3		
<b>Hours / Cycle</b>	4 Hours / Cycle		
<b>Category</b>	Part - IV	General Elective	Theory
<b>Semester</b>	V		
<b>Year of Implementation</b>	From the academic year 2023-24 onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To familiarise the basic features of Indian Culture</li> <li>To discuss the growth and development of religion in ancient India</li> <li>To understand the growth and development of Indian society</li> <li>To familiarise the evolution of caste system</li> <li>To impart knowledge about the development of art, architecture and fine arts</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	remember and recall the civilizations both ancient and modern and their heritages	PSO 1 PSO 2	K1
<b>CO 2</b>	understand the concepts and contributions of different religions, bhakti movements, and philosophies that originated in India and their impacts in the society	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	apply and appreciate the attributes of religions, cultures and society and their underlying principles in building up of the Indian society, the outcome of unity and diversity of the society	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	analyze the impact and the changes in the polity, society, and religion through the ages in ancient India and its impact in Indian history and society. Examine the role of individuals and the caste system in India	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the contributions the art, architecture, organizations and their contributions to the growth of India and its culture	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL
I	<b>SALIENT FEATURES OF INDIAN CULTURE:</b> Unity in Diversity in Indian culture – Agencies of Unity – Evolution of Caste System and its Implications through Ages	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

<b>II</b>	<b>INDIAN SOCIETY – RELIGION IN INDIA:</b> Hinduism, Buddhism, Jainism, Islam, Sikhism, + Contribution of Bhakti Movement, Sufi Movement and Christian Missionaries, Women in India through Ages, Empowerment of Women, Festivals of India	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>III</b>	<b>INDIAN ART AND ARCHITECTURE:</b> Buddhist and Jain Architectures – Stupas – Viharas – Chatiyas – Mauryan Architecture – Pillars – Rock-cut Architecture – Traditionl Art – Pallava Period – Chola Period – Mughal Period – Chittanna Vasal – Stupa – Cave Architecture – Elephanta Cave – Ellora, Ajanta Cave – Gandhara School of Art – Mathura School.	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>IV</b>	<b>INDIAN MUSIC:</b> Dance Painting – Hindustani, Carnatic, Bharathanatyam, Kathakali, Kuchipudi, Odissi, Kathak, Manipuri, Folk and Tribal Dance, Paintings – Raja Ravi Varma – M. F. Hussain – Literature – Ancient Literature – Vedic, Secular, Buddhist and Jain Literature – Literature During Medieval Period.	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>V</b>	<b>CULTURAL ORGANISATIONS AND PHILOSOPHIES:</b> Archaeological Survey of India – Marine Archeologic Unit – Indian Council for Cultural Relation, New Delhi – Indian Institute of Islamic Art, Lalit Kala Academy - National Gallery of Modern Art	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### **Prescribed Books/Text Books**

Basham, A. L (ed.): A Cultural History of India, New Delhi, 1975.  
Chakrabarti, D.K, India: An Archaeological History, Delhi, 1999.  
Luniya, B. M., Evolution of Indian Culture, Lakshmi Narayan Publication, Agra, 2005  
Majumdar, R.C., History and Culture of the Indian People, Vols. I, II & III.

#### **References**

Basham, A. L: The Wonder that was India, Picador, 2004  
Habib, Irfan: A People's History of India (Relevant volumes), New Delhi, 2002.  
Sharma, R. S, India's Ancient Past, New Delhi, OUP, 2007.

#### **Suggested Reading**

Iyer, Sathyanatha, Political and Cultural History of India, vol. 1, Viswanathan and Co., Chennai, 2005

#### **Web Resources**

cec.nic.in/cec/  
egyankosh.ac.in

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## Socio, Cultural and Economic History of India -1947 to 2000 A.D.

<b>Course Code</b>	231HI6M01		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	VI		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>● To impart an understanding History of India since Independence</li> <li>● To impart knowledge of the factors responsible for the planned economy.</li> <li>● To identify the various challenges and the legislations for the welfare of the people.</li> <li>● To exemplify the various Educational Policies and the Achievements.</li> <li>● To estimate some of the characteristics of the manifestos, Women's Movement and Caste Movement</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	Remember and recall the term Green Revolution, Globalization and Economic Liberalization	PSO 1 PSO 2	K1
<b>CO 2</b>	Understand the Social, Cultural and Economic history of Contemporary India	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	Identify new policy and achievements of Science and Technology, Atomic Energy Commission, ISRO, DRDO, IISc, IIT's	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	Analyse the transformation of Economic development would be possible only through population control	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	Evaluate the regional variations and their negotiations are causing for India's Unity in Diversity	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Economy, Science and Technology-Planning as Factor of social change, the five-year plans, the green revolution, the Nehruvian mode of industrial development protection, economic liberalisation and conservatism, growth and development of science and Technology - The Atomic energy commission, the Indian Space research organisation, The DRDO, The I.I.S and the I.I. T'S.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Films, Regionalism, and Lingustic Reorganisation of States- The Growth of Indian Cinema, National cinema, National awards, censorship, D.G.Phalke, Satyajit Ray, Sham Benegal, Aparna Sen. Maniratham Regionalism in Tamil Nadu, Assam, Maharastra and Jharkand.	22	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Educational Development, Press and censorship Primary, Secondary, Higher and Vocational education adult literacy, the new educational policy of 1986, The Growth of the press since 1947, U.N.I., P.T.I. Censorship.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Caste and status of Women-Scheduled castes, - Constitutional Provision, Caste based politics, Scheduled tribes, The Northern Eastern States, Minorities, Women's Position in the historical perspective, some important legislations.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Population- Malthus on population, the optimal theory of population, population and the environment, family planning, Sex ratio.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee, <i>India since independence</i> , Penguin Books, New Delhi, 2008. Bipan Chandra, <i>Essays on Contemporary India</i> , Har-Anand Publication, New Delhi, 1999. S. C. Dube, <i>India since independence: social report on India, 1947-1972</i> , Vikas Publishing House, New Delhi, 1977 Gurmukh Ram Madan, <i>Indian social problems: social disorganization and reconstruction</i> , Allied Publishers, Bombay, 1973 Hiranmay Karlekar, <i>Independent India: The First Fifty Years</i> , Oxford University Press, New Delhi, 1998.				
<b>References</b> Paul R. Brass, <i>The Politics of India Since Independence</i> , Cambridge University Press, New Delhi, 1992.				

Christopher Jafferlot, *The Hindu Nationalist Movement in Indian Politics, 1925 to the 1990s*, Hurst and Company, London, 1996.

Francis R. Frankel, *India's Political Economy 1947-77*, Oxford University Press, New Delhi, 1978.

Grover B.L. and Grover S. *A New Look at Modern Indian History*, S. Chand & Co. New Delhi, 2016.

### Suggested Reading

Dietmar, Rothermund, *Contemporary India: Political, Economic and Social Development*, Palgrave, Delhi, 2013.

Forbes, Geraldine, *The New Cambridge History of India: Women in Modern India, IV 2* Cambridge University Press, Cambridge. 1996.

Francine Frankel, R, *India's Political Economy, 1947-1977. The Gradual Revolution*, Oxford University Press, New Delhi, 1978.

### Web Resources

History of India / Britannica

<https://egyankosh.ac.in/>

<https://www.khanacademy.org/>

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43



## History of Europe – Paper II – 1815 to 1945 A.D.

<b>Course Code</b>	231HI6M02		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	VI		
<b>Year of Implementation</b>	From the academic year 2023-24 onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To inculcate knowledge on the major events of Europe from Congress of Vienna to End of Second World War.</li> <li>To perceive the transition from Conservatism to Republic then to Totalitarianism.</li> <li>To know about emergence of new nations such as Italy and Germany.</li> <li>To know about the major changes in the European Politics from the 2<sup>nd</sup> decade of 19<sup>th</sup> century to first half of the 20<sup>th</sup> century</li> <li>To understand the forces that pushed for First and Second World War.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	Remember and recall the sources and historical events from Congress System to the formation of UNO	PSO 1 PSO 2	K1
<b>CO 2</b>	understand the concepts Conservatism, Liberalism, Socialism Nationalism , Communism, Imperialism and Dictatorship	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	Apply the historiographical approaches and concepts to understand the various debates in Europe, such Metternich system, Revolution in action, Bismarck System of Alliances, Balkan Problem, and so on.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	analyze the changes in the polity, society, and economy from early 19 <sup>th</sup> century to first half of the 20 <sup>th</sup> century Europe.	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the role of individuals, ideas and institutions in 19 <sup>th</sup> and 20 <sup>th</sup> century Europe	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL

<b>I</b>	Conservative Reaction & Nationalist Aspiration of Europe. The Congress of Vienna - 1815 - Metternich - The Holy and Quadruple. 'Alliance'- Concert of Europe - The Revolution of 1830 and 1848 in France.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>II</b>	Unification of Germany – Bismark's Blood and Iron policy, War with Denmark – Austro-Prussian War – Franco-Prussian War – Unification of Italy - Mazzini – Garibaldi – Count Cavour – Victor Immanuel II	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>III</b>	Eastern Question – Greek War of Independence – Crimean War - Panslavism- The Russo Turkish War(1878) - The Congress of Berlin, 1878.	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>IV</b>	Age of Armed Peace - The Triple Alliance and Triple entente- Balkan wars – First World War - causes - courses US entry into War – Treaty of Versailles	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>V</b>	League of Nations - Mussolini and The Rise of fascism in Italy – Hitler and Nazism – British policy of appeasement - Second World War (1939-1945) – Causes, Course – US entry into the war and results of the war	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

#### **Prescribed Books/Text Books**

Hobsbawm, Eric, *The Age of Revolution 1789-1848*, Vintage Books, Random House New York, 1996.  
Hobsbawm, Eric, *The Age of Capital 1848-1875*, Vintage Books, Random House New York, 1996.  
Hobsbawm, Eric, *The Age of Empire 1875-1914*, Vintage Books, Random House New York, 1996.

#### **References**

Thomson, David, *Europe since Napoleon*, 2<sup>nd</sup> Edition, Surjeet Publications, New Delhi, 2018.  
Mason, David S, *A Concise History of Modern Europe Liberty, Equality, Solidarity Fourth Edition*. The Rowman & Littlefield Publishing Group, London, 2019.  
Merriman, John, *A History of Modern Europe from Renaissance to the Present*, W. W. Norton & Company; Fourth edition, United Kingdom, 2019.  
Pelz, William A., *A People's History of Modern Europe*, Pluto Press, London, 2016.

#### **Suggested Reading**

Miller, Stuart T., *Mastering Modern European History*, Palgrave Macmillan Master Series, UK, 1997.  
Post, Ken., *Revolution and the European Experience, 1789–1914*, Palgrave Macmillan UK, 1999.  
T. C. W. Blanning eds., *The Oxford History of Modern Europe*, 2000.

#### **Web Resources**

<https://youtu.be/knFNle72xtI>- History of Modern Europe: An Overview (Part-I)  
<https://youtu.be/RVkyvG9R5aM> - History of Modern Europe: An Overview (Part-II)  
<https://youtu.be/aEPWNATrBP8>- History of Modern Europe: An Overview (Part-III)

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## HISTORY OF WEST ASIA -1914-2000 A.D.

<b>Course Code</b>	231HI6M03		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	VI		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of the nature of the emergence of various ideologies in West Asia</li> <li>To impart knowledge of the emergence of state of Israel and the Arab-Israeli conflicts</li> <li>To impart an understanding of the regional tensions existing between various sects in West Asia.</li> <li>To impart knowledge of the political wars fought amongst various states of West Asia</li> <li>To impart an understanding of the society and culture of various West Asian nations</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the what, when, where, which, who and why during the period 1919 to 2000 AD, and spell out the important concepts such as Arab Nationalism, Zionism, Islamic Republic, Ba'athism and so on	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand the important events of the modern West Asia and to understand concepts like Zionism, Ba'athism, Arab-Israeli conflicts, peace processes etc and also to understand the society and culture of the region	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as Arab Nationalism, Zionism, Birth of Israel, inter- Arab conflicts, impact of discovery of oil and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyze the nature, causes and impact of the various political issues of the region and its relevance in the world politics	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the various aspects of history of West Asia and political conflicts of the region.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Strategic Development in West Asia – Balfour Declaration – Mandate system – Arab Nationalism - Zionism	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Arab-Israel Relations: Birth of Israel- Arab. Israeli wars, 1948,1956,1970,1973-PLO: Peace Efforts for Palestine: 1917- UN Plan of 1948- UN Resolution in 1967- Camp David Accord, 1979- Oslo Accord, 1993, etc.- PLO and Arafat	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Civil War in Lebanon and its development- Syrian influence in the region- Revolution in Iran- Iran-Iraq war and later developments in Iran – Iran-Iraq War.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Kuwait in Gulf affairs- Iraq in the Region and Oil crisis- Iraq under Saddam Hussein- Invasion of Kuwait and the Gulf war 1990-1991- Consequences.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Saudi Arabia and the Gulf States of Bahrain, Qatar, UAE and Others. Arab Art, Architecture and Literature – Contemporary West Asia.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Cleveland, William, L& Martin Bunton, <i>A History of Modern Middle East</i> , Westview Press, Colorado, 2009. Rogan, Eugene, <i>The Arabs: A History</i> , Basic Books, New York, 2009. Mansfield, Peter, <i>A History of the Middle East</i> , Penguin Books, New York, 2013.				
<b>References</b> Pappe, Ilan, <i>The Modern Middle East</i> , Routledge, London,2005. Golschmidt, Arthur, Jr & Lawrence Davidson, <i>A Concise History of the Middle East</i> , Westview Press, Oxford, 2006. Anderson, Betty, <i>A History of Modern Middle East: Rulers, Rebels and Rogues</i> , Stanford University Press, Stanford, 2016. Bunton, Martin, <i>The Palestinian-Israeli Conflict: A Very Short Introduction</i> , Oxford University Press, Oxford, 2013.				
<b>Suggested Reading</b> Khalidi, Rashid, <i>The Hundred Years' War on Palestine</i> , Metropolitan Books, New York, 2021. Goldschmidt, Arthur & Ibrahim al- Marashi, <i>A Concise History of Middle East</i> , Routledge, New York, 2018.				

### Web Resources

<https://egyankosh.ac.in/>

<https://www.khanacademy.org/>

### Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## HISTORY OF CHINA AND JAPAN - 1914 TO 2000 A.D.

<b>Course Code</b>	231HI6M04		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	Part - III	Core	Theory
<b>Semester</b>	VI		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To impart an understanding of the historical aspects in the development of China and Japan.</li> <li>To impart knowledge of the various Concepts like Chinese Revolution, Republic , militarism in Japan Communism in China</li> <li>To impart an understanding of the uniqueness and significance of the Spread of Communism and imperialism in Japan</li> <li>To impart knowledge of the significant events that led to emergence of powerful nation in Asia.</li> <li>To impart an awareness about the various movements and development in china and Japan</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall the what, when, where, which, who and why during the period 1914 to 2000 CE, and spell out the important concepts such as Revolution, nationalism, Republic, revivalist movements, Communism, imperialism, militarism and so on.	PSO 1 PSO 2	K1
<b>CO 2</b>	To understand the important events of the Communism and related concepts such as Great Leap forward Movements, Cultural revolution, and so on.	PSO 1 PSO 2 PSO 4	K2
<b>CO 3</b>	To apply concepts such as Militarism, Imperialism, revolutionary aspects, communism and so on to explain the events of the period or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
<b>CO 4</b>	To analyze the nature, causes and impact of the various aspects of the Chinese and Japanese Movement and other contemporary socio-political events and events that interlinked both nations	PSO 1 PSO 2 PSO 3 PSO 4	K4
<b>CO 5</b>	To evaluate the various aspects of Communist china and Emergence of Japan as a Greater power in Asia and the contribution of the important leaders.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Background – Chinese Revolution of 1911 – Causes – Dr. Sun Yat Sen and KMT – Results- Impact of the Revolution – Rule of Yuan – Shi- Kai – China in First World War –Warlordism- May Fourth Movement.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Background – Japanese Imperialism – Japan in First World War – 21 Demands – Washington Conference	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Nationalism and Communism- Formation of CCP 1921-27-Chiang Ki Sheik-Manchurian crisis – Second Sino-Japanese war – CCP – KMT rift -China in Second World War – Chinese communist revolution- -China under Mao- Tse-Tung - Great Leap forward movement – Proletariat Cultural Revolution – Final stages of Mao	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Rise of Militarism – Manchuria- Japan from 1937-41 - Japan in Second World War – Attack on Pearl Harbour – Policy of Greater East Asia Co-prosperity Sphere - impact	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	China under Deng Xiaoping and his Economic reforms – 1976- 1987 – Jiang Zemin – Foreign Policy1949-1990. Japan's New Constitution – Changes in Economy – Hirohito – Mutusihito - Japan and World's affairs after 1951-2000.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
<b>Prescribed Books/Textbooks</b> Archana Tiwari <i>History of china and Japan 1840-1949</i> , Pearson education in South Asia (Darling Kindersley Private limited) 2012. John king Fairbank and Merle Goldman, <i>China- A New History</i> , Harvard University Press. 2012 Shiv kumar , Saroj Jain <i>History of far east in Modern Times</i> , Chand and company, 1978 Mikiso Hane., <i>Modern Japan: A Historical Survey</i> , Westview Press, US, 1986 Radhey shyam chaurasia, <i>History of Modern China</i> , Atlantic Publications, New delhi, 2004				
<b>References</b> Clyde and Beers <i>The Far East: A History of western impacts and Eastern Responses 1830-1975</i> , Waveland Press,US,1978 John king Fairbank and Merle Goldman, <i>China- A New History</i> , Harvard University Press. 2012 Immanuel Hsu ., <i>The Rise of Modern China</i> , Oxford University Press, New York, 2000 LatouretteK.S., <i>A short History of The Far East</i> , Macmillan company, New delhi, 1964 Mikiso Hane., <i>Modern Japan: A Historical Survey</i> , Westview Press, US, 1986 Shiv kumar , saroj Jain <i>History of far east in Modern Times</i> , Chand and company, 1978				
<b>Suggested Reading</b> Tipton, E.K. <i>Modern Japan: A Social and Political History</i> . London and New York: Routledge, 2002. Vinacke ., <i>History of Far East in Modern times.</i> , Appleton century crafts, New York, 1961				



Vohra.R., *China's path to Modernisation – Historical review from 1800 to present*, N.J.Prentice Hall, US.2000

## Web Resources

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43

## HISTORY OF ENGLAND – 1900-2000 A.D

<b>Course Code</b>	231HI6M05		
<b>Credits</b>	5		
<b>Hours / Cycle</b>	6 Hours / Cycle		
<b>Category</b>	<b>Part - III</b>	<b>Core</b>	<b>Theory</b>
<b>Semester</b>	VI		
<b>Year of Implementation</b>	From the academic year .....2023-24..... onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To Analyze Britain's approach to colonialism in Asia and Africa, and Assess Britain's contribution towards parliamentary democracy.</li> <li>To Understand the Imperialists of Britain. To Analyse the events that led to World War – I.</li> <li>To Distinguish the effects of the World War II.</li> <li>To Perceive the uniqueness and significance of the unbridled capitalist approach of Margaret Thatcher to the earlier Keynesian approach of Clement Atlee.</li> <li>To Know the Economy of Britain in the 20<sup>th</sup> century.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and recall of the Events leading to World War –Britain and the First World War, Alliances and Treaties, New Weapons, and Causes for the World War.	PSO 1, PSO 4, PSO 5	K1
<b>CO 2</b>	Understand the key historical events and Emergence of Britain as an imperialist power. Founding of the colonies in Australia, New Zealand, Canada, and Africa.	PSO 1, PSO 5	K2
<b>CO 3</b>	To apply the Reasons for Conflict, the Ulster Formation of Northern and Southern Ireland.	PSO 1, PSO 2, PSO 3, PSO 5	K3
<b>CO 4</b>	To analyze the nature, causes, and impact of the various strands of the Domestic and Foreign policy of Britain's Prime Ministers.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
<b>CO 5</b>	To evaluate the various aspects of the Economy of Britain in the twentieth century, Unemployment, Trade Unions, the Labour party, and the Growth of Science and technology.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I -V	<b>UNIT I</b> Events leading to World War I – Lloyd George, Britain and the First World War, Alliances and Treaties, New Weapons, Causes for the World War, Versailles Peace Treaty and After. England and World War II – Role of National Governments, Post War England – Clement Attlee – Churchill, Britain and the Suez Crisis – Britain and the EEC.	20		K1, K2, K3, K4, K5
	<b>UNIT II</b> Britain as an imperialist power – Australia, New Zealand, Canada, and Africa – Founding of the colonies, Early History of Brief, Colonisation, Self Government and Dominion Status – Relations with Britain – the Commonwealth.	20	CO 1 CO 2 CO 3	
	<b>UNIT III</b> Britain and Ireland – Reasons for Conflict, Ulster Unionists, Formation of Northern and Southern Ireland – IRA	16	CO 4 CO 5	
	<b>UNIT IV</b> Important Prime Ministers: Harold Mac Millan, Harold Wilson, Edward Heath, Margret Thatcher, Tony Blair.	16		
	<b>UNIT V</b> Economy of Britain in the twentieth century, Unemployment, Trade Unions, Labour party, Public Health in Britain – Town planning – Growth of Science and Technology.	18		
<b>Prescribed Books/Textbooks</b> Harold L. Smith, War, and social change: British Society in the Second World War, Manchester University Press. Manchester, 1986.  P.M.H. Bell, The Origins of The Second World War in Europe, Routledge, London, 1986.  Norman Lowe, Mastering Modern British History, Palgrave Macmillan, London, 2009.  Ernest L. Woodward, British Foreign Policy in the Second World War, University of Michigan, 1975.  David Edgerton, Britain’s War Machine, OUP, New York, 2011.				
<b>References</b> Laurance Martin and John Garnett, British Foreign Policy, Bloomsbury, Hemden, 1997.				

Norman Lowe, Mastering Modern Britain History, Macmillan, London, 2017.

Harold L. Smith, War and social change: British Society in the Second World War, Manchester University Press. Manchester, 1986.

Julie-Marie Strange, Twentieth-century Britain: Economic, Cultural, and Social Change, Routledge, 2006.

Alan Booth, The British Economy in the 20<sup>th</sup> Century, Macmillan, London, 2001.

### Suggested Reading

Kevin Kenny, Ireland and The British Empire, OUP, Oxford, 2004.

E.Strauss, Irish Nationalism and British Democracy, Routledge, 2022.

Laurance Martin and John Garnett, British Foreign Policy, Bloomsbury, Hemden, 1997.

Joseph A Obieta, The International Status of the Suez Canal, Springer, The Hague, 1960.

Ernest L.Woodward, British Foreign Policy in the Second World War, University of Michigan, 1975.

### Web Resources

[BBC - History: The Making of Modern Britain](#)

[BBC - History: British History in-depth](#)

[History of England | Map and Timeline \(history-maps.com\)](#)

[England Timeline - World History Encyclopedia](#)

## Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	-	-	-	-	-	2	2	-	1	-	K2
CO 3	2	2	2	-	2	1	-	-	2	2	2	2	-	K3
CO 4	3	3	3	3	3	3	2	2	3	3	3	3	2	K4
CO 5	3	3	3	3	3	3	1	3	3	3	3	3	3	K5
Wt. Avg.	2.25	2.4	2.4	3	2.6	2.3	1.5	2.5	2.4	2.4	2.6	2.25	2.5	
Overall Mapping of the Course with POs								2.36	Overall Mapping of the Course with PSOs					2.43



**MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)**

**TAMBARAM EAST, CHENNAI 600 059**

**DEPARTMENT OF HISTORY**

**B.A. HISTORY & B.A. HISTORY (VOCATIONAL): ARCHAEOLOGY & MUSEOLOGY**

**PART III & PART IV THEORY COURSES**

**INTERNAL CONTINUOUS ASSESSMENT TEST – I & III**

*(For Students Admitted from 2023-24 batch onwards)*

**Time: 2 Hours**

**Max. Marks: 50**

**SECTION A (3 X 2 = 6 Marks)**

**(Answer any THREE out of FIVE questions each not exceeding 40 words)**

1. CO 1 – K1
2. CO 2 – K2
3. CO 1 – K1
4. CO 2 – K2
5. CO 1 – K1

**SECTION B (3 X 8 = 24 Marks)**

**(Answer any THREE out of FIVE questions each not exceeding 250 words)**

6. CO 1– K1
7. CO 2 – K2
8. CO 3 – K3
9. CO 3 – K3
10. CO 4 – K4

**SECTION C (1 X 20 = 20 Marks)**

**(Answer any ONE out of TWO questions not exceeding 1000 words)**

11. CO4 – K4
12. CO5 – K5/K6

**Mark Distribution: CO-wise**

CO #	Section A	Section B	Section B	Total	Weightage in %
CO 1	2 x 3 = 6	1 x 8 = 8		14	16
CO 2	2 x 2 = 4	1 x 8 = 8		12	13
CO 3	-	2 X 8 = 16		16	18
CO 4	-	1 X 8 = 8	1 x 20 = 20	28	31
CO 5	-	-	1 x 20 = 20	20	22
Total	10	40	40	50/90	100



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### PART III & PART IV THEORY COURSES

#### INTERNAL CONTINUOUS ASSESSMENT TEST – II (INNOVATIVE METHOD)

*(For Students Admitted from 2023-24 batch onwards)*

**Max. Marks: 50**

#### Formative Learning

- Project Based Learning (PBL)
- Case Studies
- Field Assignments
- Paper/Poster Presentation
- Computer simulations/ Virtual Labs
- Department Specific Methods

#### Formative Assessment (Based on 21st Century Skills)

Rubric for assessment*					
Criteria	CO # - K level	Descriptors			
		Outstanding	Good	Average	Unsatisfactory
<b>Domain Knowledge</b>	<b>CO2 – K2</b>	10 – 8 Exhibits excellent knowledge on the subject and narrates with confidence and is able to list the sources	7-6 Exhibits sufficient knowledge on the subject and narrates with confidence	5-4 Exhibits little knowledge on the subject and narrates with difficulties	< 4 Exhibits poor knowledge on the subject
<b>Presentation</b>	<b>CO3 – K3</b>	10 – 8 The presentation was presented with clarity of thought, detailed information's, Arguments and Counter Arguments along with the use of ICT.	7-6 The presentation was carried out clearly with detailed information	5-4 The presentation was clear	< 4 The presentation lacks clarity

<b>Analyze</b>	<b>CO4 – K4</b>	10 – 8 Ability to apply more than one method to arrives at conclusion	7-6 Appropriate methods are used but arrives at conclusions	5-4 Appropriate methods are used but arrives at vague conclusions	< 4 Lack of any analyses. The arguments are poorly linked to one another.
<b>Evaluate &amp; Create</b>	<b>CO5 – K5</b>	20 – 16 Original Ideas that can be patented / copyrighted/ impact polices	15-12 Ideas are original, Interesting and can be applied in the contemporary society	11 – 8 Ideas evolved are relevant	< 7 Ideas evolved are completely irrelevant

**Mark Distribution: CO-wise**

<b>Criteria</b>	<b>CO #</b>	<b>Marks</b>	<b>Weightage in %</b>
<b>Domain Knowledge</b>	<b>CO2</b>	10	<b>20</b>
<b>Presentation</b>	<b>CO3</b>	10	<b>20</b>
<b>Analyze</b>	<b>CO4</b>	10	<b>20</b>
<b>Evaluate &amp; Create</b>	<b>CO5</b>	20	<b>40</b>
<b>Total</b>		<b>50</b>	<b>100</b>



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**DEPARTMENT OF HISTORY**

**B.A. History & B.A. HISTORY (VOCATIONAL): ARCHAEOLOGY & MUSEOLOGY**

**PART III & IV THEORY COURSES**

**END OF SEMESTER EXAMINATIONS – NOVEMBER / APRIL**

*(For Students Admitted from 2023-24 batch onwards)*

**Time: 3 Hours**

**Max. Marks: 100**

**SECTION A (8 X 2 = 16 Marks)**

**(Answer ALL questions, each not exceeding 50 words)**

**Note to Q paper setter: One question from each unit and not more two questions from each unit**

1. CO 1 – K1
2. CO 2 – K2
3. CO 1 – K1
4. CO 2 – K2
5. CO 1 – K1
6. CO 2 – K2
7. CO 1 – K1
8. CO 2 – K2

**SECTION B (3 X 8 = 24 Marks)**

**(Answer any THREE, each not exceeding 300 words)**

**Note to Q paper setter: One from each unit**

9. CO 1 – K1
10. CO 2 – K2
11. CO 3 – K3
12. CO 4 – K4
13. CO 5 – K5

**SECTION C (3 X 20 = 60 Marks)**

**(Answer any THREE, each not exceeding 1000 words)**

**Note to Q paper setter: One from each unit**

14. CO 1 – K1
15. CO 2 – K2
16. CO 3 – K3
17. CO 4 – K4
18. CO 5 – K5/K6



**Mark Distribution: CO-wise**

<b>CO #</b>	<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>	<b>Weightage in %</b>
<b>CO 1</b>	$4 \times 2 = 8$	$1 \times 8 = 8$	$1 \times 20 = 20$	<b>36</b>	<b>23</b>
<b>CO 2</b>	$4 \times 2 = 8$	$1 \times 8 = 8$	$1 \times 20 = 20$	<b>36</b>	<b>23</b>
<b>CO 3</b>	-	$1 \times 8 = 8$	$1 \times 20 = 20$	<b>28</b>	<b>18</b>
<b>CO 4</b>	-	$1 \times 8 = 8$	$1 \times 20 = 20$	<b>28</b>	<b>18</b>
<b>CO 5</b>	-	$1 \times 8 = 8$	$1 \times 20 = 20$	<b>28</b>	<b>18</b>
<b>Total</b>	<b>16</b>	<b>40</b>	<b>100</b>	<b>100/156</b>	<b>100</b>