

DEPARTMENT OF HISTORY

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

M.A. HISTORY

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 Postgraduate Programmes

PG Programmes are designed to have the following outcomes:

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

PO	PO	Description of PO	Mapped with GA
PO 1	Domain Knowledge	<ul style="list-style-type: none">• Develop intensive and extensive knowledge and expertise in their respective domains• Evaluate and create/construct domain specific knowledge in areas of learning, research and industry• Formulate and extrapolate the knowledge gained to apply in real – life situations and competitive examinations• Develop an aptitude for self-directed learning for excellence in their chosen area within the domain of study	GA1, GA3, GA4
PO 2	Applicative Knowledge and Lateral Thinking	<ul style="list-style-type: none">• Translate theoretical understanding to experimental knowledge and solve complex problems using Systems/Design Thinking• Apply advanced knowledge and approaches to solve concrete and abstract problems in domain-related and multi-disciplinary issues.• Able to solve problems using unconventional and creative approaches	GA1, GA3, GA4
PO 3	Innovation and Research	<ul style="list-style-type: none">• Develop aptitude for innovation and entrepreneurship• Identify contemporary research problems, analyze data and propose solutions	GA1, GA4, GA5, GA6
PO 4	Scientific Communication Skills	<ul style="list-style-type: none">• Document, prepare and present scientific work as reports and research articles in academic forums• Critically assess, review and present theories, principles and concepts	GA1, GA4, GA5, GA6

PO 5	Digital skills	<ul style="list-style-type: none"> • Use of domain-related advanced software resources, computational skills and digital tools for data analysis, visualization and interpretation • Ethically apply digital skills to creatively communicate a wide range of ideas and issues related to academic experiences 	GA1, GA2, GA3, GA4
PO 6	Ethical Practices	<ul style="list-style-type: none"> • Apply domain specific ethical principles and practices in academic, professional and social engagements 	GA2, GA6, GA7
PO 7	Career Readiness and Higher Education	<ul style="list-style-type: none"> • Choose from diverse career options available in local, national and international realms. • Carry out further research or pursue higher education in the country or abroad 	GA1, GA2, GA5

PROGRAM SPECIFIC OUTCOMES (PSO's)*

At the time of graduation, they would be able to:

PSO #	Statement	Mapped with PO#
PSO 1	Analyse and evaluate the key facts, concepts, theories, and processes in history and apply historical knowledge to comprehend contemporary issues.	PO 1
PSO 2	Identify and analyse research problems in history and demonstrate ability to critically evaluate the various historiographical approaches to address contemporary problems and issues.	PO 2, PO 3
PSO 3	Synthesise and present their research findings through research articles and projects using digital skills and ICT tools.	PO 4, PO 5
PSO 4	Employ objectivity in critically analysing and interpret the primary sources and avoid subjectivity.	PO 6
PSO 5	Acquire the above-mentioned knowledge and skills equipping them for higher education, competitive examinations and career.	PO 7

*Minimum 3 Maximum 5.

Curriculum Template for M.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 Major	232HI1MO1	History of Ancient India up to 12 th Century A.D.	6	3	50	50	100	5
	I Major	232HI1MO2	State, Society, Economy and Culture in Medieval India from 1206 to 1526 A.D.	6	3	50	50	100	5
	I Major	232HI1MO3	History of Mughal India – 1526 to 1707 A.D.	6	3	50	50	100	5
	I Major	232HI1MO4	An Outline History of South India up to 1565 A.D.	6	3	50	50	100	4
	I Elective	232HI1E01	South Indian Art, Architecture and Performing Arts	6	3	50	50	100	5
		232HI1E02	History of Northeast India: From British Rule to the Present – A.D. 1826 to 2014						
			Semester One Total	30	-	-	-	-	24
Semester Two	I Major	232HI2M01	Indian National Movement	6	3	50	50	100	5
	I Major	232HI2M02	Contemporary India	6	3	50	50	100	5
	I Major	232HI2M03	Gender in Indian History	5	3	50	50	100	4
	I Major	232HI2M04	History of Tamil Nadu – 1800 to 2001 A.D.	5	3	50	50	100	4
	I Elective	232HI2E01	Economic History of India – 1857 to 1947 A.D.	6	3	50	50	100	5
		232HI2EO2	History of Russia since A.D. 1917						
	II		Personality Enrichment	2	3	50	50	100	4
			Semester Two Total	30	-	-	-	-	27

Semester	Part	Course Code	Course Title	Instruction Hours per Cycle	Duration of Exam	Marks			Credits
						ICA	ESE	Total	
Semester Three	I Major	232HI3M01	Historiography and Research Methodology	6	3	50	50	100	4
	I Major	232HI3M02	History of U.S.A. – 1900 to 2000 A.D.	6	3	50	50	100	4
	I Major	232HI3M03	History of Europe – 1789 to 1919 A.D.	5	3	50	50	100	4
	I Major	232HI3M04	History of England – 1900 to 2000 A.D.	5	3	50	50	100	4
	I Elective	232HI3E01	History of West Asia` – 1919 to 2003 A.D.	6	3	50	50	100	5
		232HI3E02	Ecological History of India						
	II		French/German/English/Quantitative Aptitude/Computer Training	2	3	50	50	100	4
			Semester Three Total	30	-	-	-	-	25
Semester Four	I Major	232HI4M01	Studies in Human Rights	6	3	50	50	100	4
	I Major	232HI4M02	History of China – 1911 to 2002 A.D.	6	3	50	50	100	4
	I Major	232HI4M03	History of South East Asia – 1890 to 1977 A.D.	6	3	50	50	100	4
	I Major	232HI4M04	Project	6	3	50	50	100	5
	I Elective	232HI4E01	International Relations	6	3	50	50	100	5
		232HI4E02	History of Science and Technology in Modern India						
	II		Internship						2
			Semester Four Total	30					24
			Part I Total	116	-	-	-	-	90
			Part II Total	4	-	-	-	-	10
			Grand Total	120	-	-	-	-	100

Curriculum Overview Table		
Part	Credits	Hours / Cycle
I – Major and Elective	90	30/28
II – Soft Skills	8	0/2
II – Internship	2	-
Total	100	30

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

HISTORY OF ANCIENT INDIA UP TO 12th CENTURY A.D.

Course Code	232HI1MO1		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	I		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To inculcate knowledge of transition from Prehistory to history. To impart knowledge of state formation in Ancient India To perceive the society, religion and cultural aspects of life in Ancient India. To know about important historical developments in Peninsular India. To understand the impact of foreign invasions. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the sources and historical events from Prehistory to Arab conquest of Sind.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the key historical events and processes in Ancient India.	PSO 1, PSO 5	K2
CO 3	Apply the historiographical approaches and concepts to understand the various debates in Ancient India, such as the nature of the Harappan Civilization, Aryan invasion, Asoka's dhamma, cultural attainment during the Gupta Age, role of religion, and so on.	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the various historical processes such as state formation, intellectual awakening, social condition, cultural attainments and impact of invasions from outside.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the role of individuals, ideas and institutions in Ancient India.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	1. Prehistoric culture up to 5000 B.C. – Lower, Middle and Upper Palaeolithic – Distribution – tools – life of the people 2. Urban Character of the Harappan Culture: The Extent, Chronology, Town Planning, Seals and Scripts.	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

	<ol style="list-style-type: none"> 3. Original homeland of the Aryans – Some theories – Life during Vedic Age and Epic Age: Social and Political Organisation up to 700 B.C. Rise of Buddhism and Jainism - their impact on Society, in India and on Abroad. 4. The Mauryan Imperial State: Chandragupta Maurya and his political achievements – Asoka, his edicts and his policy of Dharma – Greco-Roman and the Persian World - trade contact and political mission and its resultant Greco-Roman and the Persian Contact. 5. Alexander's Invasion and Post Mauryan political, social and cultural developments: Kushanas: Satavahanas of Andhra: their contribution to art, literature etc. 6. Guptas – Administration, their patronage to Art, Architecture and Literature. 7. Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung's account of India. 8. Peninsular India: Tamil country up to 12th Century - Chalukyas - some important attainment. 9. Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Prathikaras and Palas - Kashmir and Sind. 10. Arab invasion of Sind - Campaigns of Muhammed of Ghazni and Md. Ghori. 			
--	---	--	--	--

Prescribed Books/Textbooks

Chakravorthy, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016.

Jha, D.N., *Ancient India in Historical Outline*, Manohar Publishers and Distributors, New Delhi, 2021.

Sharma, R.S., *India's Ancient Past*, Oxford University Press, New Delhi, 2006.

Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, Delhi, 2009.

Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003.

References

Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997.

Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016.

Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014.

Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004.

Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus Valley*, Tulika Books, New Delhi, 2017.

Suggested Reading

Thapar, Romila, *Cultural Pasts: Essays in Indian History*, Oxford University Press, New Delhi, 2000.

Sharma, R. S., *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass Publishers, Delhi, 2015.

Ratnagar, Shereen, *The End of the Great Harappan Tradition*, Manohar Publishers and Distributors, New Delhi, 2003.

Chakrabarty, Dilip K., *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*, Oxford University Press, New Delhi, 2009.

Web Resources

<https://www.youtube.com/watch?v=dacph0e2TGU>

<https://www.youtube.com/watch?v=Gh5xERw1IUU>

<https://www.youtube.com/watch?v=HTnFRpbrgcQ>

<https://www.youtube.com/watch?v=anBKOzsuPaw>

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

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

STATE, SOCIETY, ECONOMY AND CULTURE IN MEDIEVAL INDIA FROM 1206 TO 1526 A.D.

Course Code	232HI1MO2		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	I		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To inculcate the knowledge on the various aspects of life of Medieval Indian societies. To perceive the knowledge of various strands of Medieval Indian societies such as political, economic, agrarian, architectural administration and as well as the cultural and religious life of the people. To impart an understanding of the Uniqueness and significance of the personalities such as Alauddin Khalji, Mohammed-bin-Tughlaq, Feroz-Tughlaq and their administration To understand the Socio - Cultural reform movements such as Sufi and Bhakthi movements. To know the developments in the field of art and architecture in Medieval period in India. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the historical developments of Medieval India in various spheres and spell out the important terms such as Wazir- Diwan-i-Rizalat, Arz-i-mumalik, Kotwal, Barid, Diwan-i-kohi, Shahan-i-mandi, Minerats, and so on and concepts such as political, economic, agrarian, cultural, architectural and religious life of the people of medieval India societies.	PSO 1 PSO 2	K1
CO 2	Understand the important events of Medieval India and related concepts such as administrative set up of political, economic, agrarian departments and so on and the rise of regional powers.	PSO 1 PSO 2 PSO 3	K2
CO 3	Apply concepts such as Monarchy, centralized Power, Theory of Kingship, cultural pluralism, racism, casteism, women problem, regionalism, religious tolerance, amalgamation of cultures 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
CO 4	Analyze the nature, causes and impact of various strands of Medieval Indian society.	PSO 1 PSO 2 PSO 3 PSO 4	K4

CO 5	Evaluate the various aspects of medieval Indian societies and the contributions of medieval Indian rulers and administrators in various spheres.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6
-------------	--	---	--------

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>1. Establishment and Territorial Consolidation of the Delhi Sultanate (1206-1236): Qutbuddin Aibak and Iltutmish – Conquest of Bihar and Lakhnauti – Iqta System and its role – Estimate of Iltutmish as a Ruler. Struggle for the Establishment of a Centralised Monarchy (1236-1290): Razia and Period of Instability (1236-46) – Age of Balban (1246-87): - Balban as Naib and Contest with chhagalani, Balban as a Ruler - Theory of Kingship and Organisation of the Government - Assessment of Balban. The Mongol Threat to Delhi, 1292-1328.</p> <p>2. Internal Restructuring of the Delhi Sultanate and its Territorial Expansion (1290- 1320): Jalaluddin nad Alauddin Khalji's Approaches to the State – Changes in the Complexion of the Ruling Class – Indianization of the Higher Echelons of Political and Administrative Authority – South India – Conquest and Annexation.</p> <p>3. Problems of a Centralized All-India State: Ghiyasuddin and Muhammad bin Tughlaq (1350-1351) - a) Administrative and Political Measures – Exodus to Deogiri, Khurasan and Karachi Expeditions, b) Economic and Agrarian Reforms – Token Currency and Agrarian Experiments – Rebellion and Changes in the Ruling Class. Disintegration of the Delhi Sultanate: Military Expeditions of Firuz and the Impact of their Limited Success – Reorganisation of the Nobility and the Administration – Firuz's Concept of Development: Agricultural and Urban – Emergence of Regional Power Centres – Struggle for Dominance – Sayyids and Lodis.</p> <p>4. Government and Administration under the Delhi Sultanate: General – Revenue – Military – Judicial - Economic Life: Agricultural Production, Village Society and the Revenue System- Secondary Sector: Textiles, Metallurgy, Building Industry and other Crafts – Trade: Domestic and Foreign. Social Life: Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women.</p>	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

	5. Religious Life: Ideas and Beliefs – The Sufi Movement: The Chisti and the Suhrawadi Silsilahs – The Bhakti Movement in North India. Cultural Life: Architecture – Literature – Fine Arts – Music.			
Prescribed Books/Text Books Satish Chandra, <i>Medieval India: From Sultanat to the Mughals Delhi Sultanat (1206-1526)</i> Part-1, Har-Anand Publications, New Delhi, 2019. Mohammad Habib and Khali Ahmad Nizami(ed), <i>A Comprehensive History Of India -The Delhi Sultanate (A.D. 1206-1526)</i> Vol 5, Peoples Publishing House, Delhi, 1992. Abraham Eraly, <i>The Age of Wrath: A History of the Delhi Sultanate</i> , Penguin Publications, London 2014. J.L Mehta, <i>Advanced study in the History of Medieval India</i> , Vol I, III, Sterling Publications, Delhi, 2019.				
References Irfan Habib, <i>Economic History of India, AD 1206–1526, The Period of the Delhi: Sultanate and the Vijayanagara Empire</i> , Tulika Books, Delhi 2018. Shahabuddin Iraqi, <i>Bhakti Movement in Medieval India- Social and Political perspectives</i> , Manohar publications, New Delhi, 2009. Fathima Hussain, <i>The war that was not - Sufi and the Sultan</i> , Munshiram Manoharlal Publishers, New Delhi, 2009.				
Suggested Reading Tara Chand, <i>Influence of Islam on Indian Culture</i> , Published by The Indian Press, Allahabad, 1936. I.H. Qureshi, <i>Administration of Sultanate of Delhi</i> , Oriental Publications, 1971. A.B. Pandey, <i>Early Medieval India - The Delhi Sulnate</i> , Central Book Depot, Allahabad, 1960.				
Web Resources https://www.britannica.com/place/Delhi-sultanate https://www.youtube.com/watch?v=TJOsomraCaM https://www.youtube.com/watch?v=PrTs0B1qQ9s https://unacademy.com/content/railway-exam/study-material/medieval-history-of-india/sufi-and-bhakti-movement/ https://www.youtube.com/watch?v=S7R6IANdFVw				

Correlation of POs/PSOs to each CO

Course Articulation Matrix														
Course Outcome s	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	1	2	2	-	-	-	-	-	2	2	-	-	-	K1
CO 2	1	2	2	1	-	-	-	-	2	2	2		-	K2
CO 3	2	2	2	1	2	1	-	-	2	2	2	1	-	K3
CO 4	2	2	2	2	2	3	2	2	3	2	2	2	-	K4
CO 5	2	2	3	3	2	3	1	3	2	2	2	2	2	K5
Wt. Avg.	1.6	2	2.2	1.4	2	2.33	1.5	2.5	2.2	2	2	1.66	2	

Overall Mapping of the Course with POs	1.86	Overall Mapping of the Course with PSOs	1.97
--	------	---	------

HISTORY OF MUGHAL INDIA - 1526 TO 1707 A.D.

Course Code	232HI1MO3		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	I		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To inculcate knowledge of Political conquest during Mughal Life. To impart knowledge of ideology and state in Mughal India To perceive the religion and cultural aspects of life in Mughal India. To understand the economic condition during the 16th and 17th century. To know about the rebellions occurred during the Mughal Period. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the sources and historical events from Advent of Babur to India till the end of Aurangzeb regime.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the key historical events and processes in Mughal India.	PSO 1, PSO 5	K2
CO 3	Apply the historiographical approaches and concepts to understand the various debates in Mughal India, such as the nature of Mughal State, Theory of Kingship, Akbar's Suhli-i-Kul, Mansab and Jagir System, Imperial Policy, and Debates on Decline of the Mughals.	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the various historical processes such as Consolidation of Mughal state, Role of Religion, Economic condition, Cultural grandeur, and impact of rebellions.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the role of individuals, ideas and institutions in Mughal India.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	UNIT I: Sources for Mughal India: Indian sources – Babur's Baburnama, Abbas Khan Sarwani's Tarikh-i-Shershahi,	90	CO 1 CO 2 CO 3	K1, K2, K3, K4, K5

	<p>Abul Fazal's Akbarnama, Badauni's Muntakhab-ut-Tawarikh, Abdul Hamid Lahori's Padshah Nama – Foreign travel accounts</p> <p>UNIT II: The Foundation and Consolidation of Empire: Central Asian experience of Babur - A brief overview of India on the eve of Babur's invasion. Conquest and stability – struggle for empire in North India; significance of Babur and Humayun's rule. Significance of the Afghan despotism and rise of Sher Shah Sur to power and his contribution. Expansion and Consolidation of the Empire – Political phase of Akbar; making of a new imperial system and administration; the Mughal nobility, Mansab and Jagir. Formation and evolution of the Mughal ruling class – Nur Jahan – Her Junta – The Mughals and the North-Western frontier.</p> <p>UNIT III: Ideology and State in Mughal India: The Turko-Mongol tradition – The Akbari imperial agenda and Suh-i-Kul – Akbar's attitude towards religion and the State; Aurangzeb's relation with religious groups and institutions. Evolution of Imperial policy towards religion and state in the 17th century – Central and Provincial Administration. Ideology of alliances – The Mughals and the Rajputs.</p> <p>UNIT IV: Society, Religion and Culture in Mughal India – Structure and Growth: Rural society and Agrarian relations – Land ownership and nature of land – Zamindars and Peasantry, Urban society – towns and town life – merchant communities, artisans and bankers – relations with the Europeans. Literature, painting, art and architecture</p> <p>UNIT V: Economy in Mughal India: Patterns, Prospects and Structure: The system of agricultural production –Zabti system –crisis in the Jagirdari system – its political and economic implications – Urban economy, craft's industries. Trade, commerce and monetary system –Technology – an overview of mechanical devices in textiles, irrigation, military and building technology.</p> <p>UNIT VI: Crisis of the Mughal Empire: Aurangzeb - the Imperial elite and the Deccan wars. Rise of Marathas under Shivaji; Popular revolts within the Mughal empire – the Jats, Satnamis, Afghans and the Sikhs – interpretations on the decline of the Mughal empire</p>		<p>CO 4 CO 5</p>	
--	--	--	------------------------------------	--

Prescribed Books/Textbooks

Alam, Muzaffar, and Sanjay Subrahmanyam, *Oxford in India Readings, Themes in Indian History, The Mughal State, 1526-1750*, New Delhi, OUP, 1998.

Bhargava, Meena. *Exploring Medieval India 16-18 Century: Vol. I and Vol. II*, New Delhi, Orient Blackswan, 2010.

Chandra, Satish. *Medieval India from Sultanat to the Mughals, Part Two, Mughal Empire, 1526- 1748*, Har-Anand Publications Pvt Ltd., New Delhi, 2003.

Mukhia, Harbans. *The Mughals of India*, Blackwell Publishing Ltd., Australia, 2005.

Schimmel, Annemarie. *The Empire of the Great Mughals: History, Art and Culture*, Reaktion Books Ltd., London, 2004.

References

Habib, Irfan. *The Agrarian System of Mughal India, 1556-1707*, OUP, New Delhi, 1999.

Koch, Ebba. *Mughal Art and Imperial Ideology- Collected Essays*, OUP, New Delhi, 2001.

Moosvi, Shireen. *People, Taxation and Trade in Mughal India*, OUP, New Delhi 2008.

Rizvi S. A. A. *The Wonder That was India, Vol. 2*, Rupa and Company, London, 2000.

Suggested Reading

Chandra, Satish. *Essays on Medieval Indian History*, OUP, New Delhi, 2004.

Fisher, Michael H. *A Short History of The Mughal Empire*, I. B. Tauris, London, 2016.

Hasan, Nurul. *Religion State and Society in Medieval India*, OUP, New Delhi, 2005.

Eaton, M. Richard. *India in the Persianate Age, 1000-1765*. Penguin, New Delhi, 2019.

Web Resources

https://youtube.com/playlist?list=PLITisEVx45wZQhEbUL8Ou0bj5wSP_vhwO

<https://youtu.be/iEs9Wnql0yo->

<https://youtu.be/aiAoOPdrNtQ>

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	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	1.71	2.66	2.66	2.33	2.33	3	2.4	2.4	2.66	2.33	2.66	2.4	
Overall Mapping of the Course with POs							2.44	Overall Mapping of the Course with PSOs					2.49

AN OUTLINE HISTORY OF SOUTH INDIA UPTO 1565 A.D.

Course Code	232HI1MO4		
Credits	4		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	I		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> ● To acquaint the students with the sources of the history of the South India ● To appraise the historical significance of the South Indian culture and heritage ● To make the students understand the religious contributions of South India ● Give awareness about the south Indian kings and their rule. ● To enable the students to know the administrative capabilities of the South Indian rulers 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the sources for the study of South India.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the key historical events and process in South India up to 1565 A.D.	PSO 1, PSO 5	K2
CO 3	Apply the approaches and concepts to explain various aspects of South Indian history such as <i>tinai</i> in Sangam Age, tripartite conflict, classical age of the Cholas, Chola State, art and architecture and so on.	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the historical processes such as emergence of the Pallava empire, consolidation and rise of the Chola Power, impact of the Nayak system in Tamil Nadu, religious contribution of the South India – Bhakti movement, the philosophies of Sankara, Ramanuja and Madhava, and so on.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the role of individuals, ideas and institutions in South India.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	1.Sources for the Study of South Indian History: Archaeological – Literary- Accounts of the Foreigners; Sangam Age: Historicity – Land – Polity; Three Empires: Chola – Cheras – Pandyas – Society – Economy - Trade – Religion	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

	<p>2. The Kalabaras Interregnum – their Origin and Decline – 300 A. D. – 600 A. D.</p> <p>3. The Pallavas of Kanchi: Origin – Mahendra Varman – Narasimha Varman – Rajasimha; Socio-Economic-Political and Religious life</p> <p>4. The Chalukyas of Badami and the Rashtrakutas of Malkhed: Origin [Pulakesin II – Dhruva and Amoghavarsha – Socio-Economic-Cultural contribution</p> <p>5. The Imperial Cholas: Political history – Raja Raja Chola – Rajendra Chola – the Later Cholas – Administration – Local Self Government: Society – Economy – Overseas Expansion – Commerce – Religion – Literature – Cultural Contribution</p> <p>6. The Hoysalas: Early History – Vishnuvardhana – Ballala II – Cultural Contribution of the Hoysalas: The Second Pandyan Empire and their Contribution</p> <p>7. Religious Movements: Bhakti Movement – Alvars and Nayanmars – Philosophy of Shankaracharya – Ramanuja – Madhavacharya – Basaveswara and his concept of Veera-Saivism</p> <p>8. The Bahmani Kingdom: Origin – the Role of Mahmud Gawan – Disintegration of the Bahmani Kingdom</p> <p>9. The Vijayanagara Empire: Origin – Krishnadevaraya and Ramaraya – Battle of Talaikotta – Accounts of Foreign Travellers – Socio-Economic-Political- Religious Condition – Cultural Contribution: Nayaks of Madura and their Cultural Contribution</p>			
<p>Prescribed Books/Textbooks</p> <p>Sastri, K.A. Nilakanta, <i>A History of South India: From Prehistoric Times to the Fall of Vijayanagar</i>, OUP, Chennai, 1997.</p> <p>Subramanian, N., <i>History of Tamilnad</i>, Koodal Publishers, Madurai, 1977.</p> <p>Subramanian N., <i>Sangam Polity: The Administrative and Social Life of the Sangam Tamils</i>, Asia Publishing House, Bombay, 1966.</p>				
<p>References</p> <p>Subramanian, N., <i>Sources for the Study of Tamil Nadu</i>, Ennes Publications, Udumalaipettai, 1994.</p> <p>Pillay, K.K., <i>A Social History of the Tamils</i>, University of Madras, Madras, 1967.</p> <p>Minakshi, C., <i>Administration and Social Life Under the Pallavas</i>, University of Madras, Madras, 1938.</p> <p>Sathianathaier, R., <i>History of the Nayaks of Madura</i>, University of Madras, Madras, 1980.</p> <p>Krishnaswami, A., <i>The Tamil Country under Vijayanagar</i>, The Annamalai University, Annamalainagar, 1964.</p>				
<p>Suggested Reading</p> <p>Shetty, B. Vasantha, <i>Studies in Karnataka History</i>, Sterling Publishers, New Delhi, 1984.</p> <p>Sastri, K.A. Nilakanta, <i>The Cholas</i>, University of Madras, Madras, 1984.</p>				

Mahalingam, T.V., *Administration and Social Life under Vijayanagar*, University of Madras, Madras, 1940.

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

Srivastava, Balaram, *Rajendra Chola*, National Book Trust, New Delhi, 1973.

Web Resources

<https://youtu.be/PpngvaUY1f8>
<https://youtu.be/CjpOU7fy04>

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	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.66	2.66	2.33	2.33	3	2.4	2.4	2.66	2.33	2.66	2.4	
Overall Mapping of the Course with POs							2.18	Overall Mapping of the Course with PSOs					2.46

SOUTH INDIAN ART, ARCHITECTURE AND PERFORMING ARTS

Course Code	232HI1E01		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Elective	Theory
Semester	I		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To inculcate knowledge about the origin and development of art, architecture in South India. To impart knowledge on various styles and values in the forms of art To perceive cultural aspects of life in South India. To develop a sense of interest and awareness on art and architecture in south India. To understand the Traditional and folk arts in south India 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the development of art and architecture in South India.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand and classify the historical monument of various architectural styles in South India.	PSO 1, PSO 5	K2
CO 3	Apply the historiographical approaches to understand the various Styles and identify traditional and indigenous architecture	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse and examine the diversity of architecture and art in South India.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the role of individuals, and their contribution to the development of art and architecture in South India.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	1. Architectural Terminologies and the Beginning of Art and Architecture in South India- Buddhist and Jain Architecture- – Amaravathi, Nagarjunakonda Art- Early Jaina caverns.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Western Chalukyan -Special Features of Aihole, Pattadakal- Hoysalas- style of Architecture – Belur,	18	CO 1 CO 2	K1, K2, K3, K4, K5

	Halebid.- Pallavas - Rock cut – rathas - Structural temples – Rock art of Mamandur, Mahabalipuram, Kancheepuram Pandyas – Rock cut, Rathas – Lower Rock cut at Trichy- Kalugumalai. Cholas - Brihadesvara at Tanjore, Brihadesvara at Gangaikondacholapuram, Darasuram temples- Vijayanagara – Hampi - Vittala, Hazara Ramasami temples - Virupaksha and, Srirangam temple- Nayaks architecture- Meenakshi temple at Madurai		CO 3 CO 4 CO 5	
III	Types of Sculptures - - Relief and round - mode of posture- Asanas and Mudras - Iconography - The techniques of Bronze Casting - Ganesha, Nataraja, Umasamhitamurti, Skandamurthi - Ardha Narisuwara, Gajasamharamurthi, Bhairavar, Hanuman etc.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Painting: Pallavas – Panamalai - Early Pandyas - Sittanavasal - Chola-Tanjore Vijayanagar-Kalamkari, Lepakshi	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Performing Arts: - Classical, Folk- Barathanatyam, Kathakali, Kuchupudi: Street plays- Therukuthu, Pavaikuthu- Music-Vocal- Classical - M.S. Subbulakshmi, Balaraswathi, and Padma Subramanyam	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks

Tomory Edith, *History of Fine Arts in India and the West*, Orient Longman Limited, Chennai, 1989.

Brown Percy, *Indian Architecture: Hindu and Buddhist*, D.B. Taraporevala Sons and Co. Pvt. Ltd., Bombay, 1976.

Coomaraswamy, A., *An Introduction to Indian Art*, Theosophical publishing House, Adyar, Chennai, 1956.

Gupte, R.S., *Iconography of the Hindus, Buddhists and Jains*, D.B. Taraporevala Sons and Co. Pvt. Ltd., Bombay, 1972.

Roma Chatterjee, *Indian art and architecture- Ancient and Medieval periods*, Publication division, Government of India, Delhi, 2018.

References

Michael W. Meister and Dhaky, M.A., *Encyclopedia of Indian Temple Architecture: South India Upper Dravida Desa*, American Institute of Indian Studies, Oxford University Press, Delhi, 1986.

Dehejia, V. *Looking Again At Indian Art*. Publication Division, Govt. of India, Delhi, 2012.

Gupta S.P. *Elements of Indian art*, DK Print world, New Delhi, 2004.

Suggested Reading

Chandra, Pramod, ed., *Studies in Indian Temple Architecture*, American Institute of Indian Studies, Varanasi, 1975.

Claude Batley, *The Design Development of Indian Architecture*, J. Tiranti and Company, Virginia, 1934.

Gopinatha Rao, T.A., *Elements of Hindu Iconography*, Motilal Banarsidass, New Delhi, 1914.

Sivaramamurthi, C., *South Indian Paintings*, National Museum, New Delhi, 1968.

Web Resources

www.cec.nic.in

www.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	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.6	2.33	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.50	Overall Mapping of the Course with PSOs				2.46	

HISTORY OF NORTHEAST INDIA: FROM THE BRITISH RULE TO THE PRESENT - A.D. 1826 to 2014

Course Code	232HI1E02		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Elective	Theory
Semester	I		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> • To inculcate knowledge of Historical & Geological location of the North East states of India. • To impart knowledge of the changes in the socio-economic culture during the colonial rule • To know the popular uprising in the north east India during the British rule. • To understand the developments that took place in the Post Independence era. • To perceive on the contemporary issues and challenges in the north east India. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the historical importance of the North Eastern States in India.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the key changes in the society and the economy during the British rule.	PSO 1, PSO 5	K2
CO 3	Apply the historiographical approaches and concepts to understand the various popular uprisings, wars and Movements held during colonialisation	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the various historical processes in the development and formation of states after independence.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the contemporary challenges faced by the North Eastern States in India.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	British Relations With Various Tribes And Kingdoms Of Northeast India The Naga tribes- North Cachars- Manipur- Khasi, Jaintia, Garos- Tripura- Lushai- Kuki. First Anglo-Burmese War and the Treaty of Yandaboo, British paramountcy over the Kingdoms of Assam (Ahom), Manipur (Kangleipak Kingdom) and Tripura (Manikya Kingdom)	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Economic And Social Changes Under British Rule Land Revenue, Plantation Industry, Trade and Communication, Introduction of Christianity and its impact, Western Education	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Popular Uprisings Maomariah Rebellion and Tihut Singh- Kuki Raids in Chittagong and Sylhet- Naga Customs and Traditions and the creation of Naga Hills- Nupilal (Women's War) and Khongjom war Kuki Rising 1917-1919- Zadonang and Gaidinliu Movement	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Reorganisation of the States in Post Independent India Development since 1947- Debate on Tribal Policy: Bapa Thakkar, Verrier Elwin, Nehru's Tribal Panchsheel – Bardoloi Sub Committee- the Sixth Schedule- Reorganizational of States; Language policy of the Government of Assam- Formation of States; Meghalaya, Nagaland, Mizoram, Manipur and Tripura, Arunachal Pradesh- Sikkim's Union with India- Indo-China War of 1962,-Resistance Movements in the Northeast- AngamiPhizo-Nagaland Nationalist Council, LalDenga-Mizo National Front.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Contemporary Issues and Challenges In Northeast India Ethnicity- Separatist Movements- Inner Line Regulation/permit- Armed Forces Special Power Act and Underdevelopment-Center and State Policies towards North East States	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Rupa Chinai, <i>Understanding India's North East: A Reporter's Journal</i> , Earthcare Books, Kolkata, 2018. Rajesh Varma, <i>History of North East India</i> , Mittal Publications, Delhi, 2013. Bhagat Oinam, Dhiren A. Saokpam, <i>North East India- A Reader</i> , Routledge India, Delhi, 2018. V. Venkata Rao and Niru Hazarika, <i>A century of government and politics in North East India</i> Sarthak Sengupta, <i>Tribes of North East India: Biological and Cultural Perspectives</i> , Gyan Publications, New Delhi, 2008.				

References

Verrier Elwin, *Nagas in the Nineteenth Century*, Oxford University Press, London, 1969.

B Pakem, New Delhi: Har-Anand Publications, 1993.

B.P. Singh, *The Problem of Change: A study of North-East India*, Delhi: Oxford University Press, 1997.

A.K. Agarwal, *North Eastern Economy Problems and Prospects*. Delhi: Mittal Publications, 1988

Suggested Reading

J.B. Bhattacharjee, *The Garos and the English 1765-1864*, Radiant Publishers, University of California, 2009.

A. Guha, *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam, 1826-1947*, Tulika Books, New Delhi, 1977.

Web Resources

www.cec.ugc.com

www.discovernortheastindia.com

www.historyofinsurgencyinnortheastindia.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	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.66	2.66	2.33	2.33	2.6	2.4	2.4	2.6	2.33	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

INDIAN NATIONAL MOVEMENT

Course Code	232HI2M01		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	II		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To inculcate knowledge of transition from Prehistory to history. To impart knowledge of state formation in Ancient India To perceive the society, religion and cultural aspects of life in Ancient India. To know about important historical developments in Peninsular India. To understand the impact of foreign invasions. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the sources and historical events of the Indian National Movement.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the key historical events and processes during the period of the Indian National Movement.	PSO 1, PSO 5	K2
CO 3	Apply the historiographical approaches and concepts to understand the various debates in Indian National Movement such as the nature of the Revolt of 1857, nature of peasant and tribal movements, the myth and reality of the Indian National Congress, moderate phase, extremism, revolutionary terrorism, communalism and transfer of power.	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the various historical processes such as the causes and impact of the Revolt of 1857, origin and growth of Indian nationalism, role of socio-religious reform movement, British policy of divide and rule, Gandhian movement, various strands of the Indian National Movement, 1909, 1919 and 1935 Acts, growth of communalism, and events leading to the Partition of India.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the role of individuals, ideas and institutions in Indian's struggle for independence.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	1. Impact of British Rule - Manifestation of Discontent against British Rule - Revolt of 1857 - Popular Pre-	90	CO 1 CO 2	K1, K2, K3, K4, K5

	<p>nationalist movements - Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature and Impact.</p> <p>2. The Rise of the Indian Middle Class - Spread of Education - Growth of Press and Modern Literature - New Means of Transport and Communication - Religious and Social Reform Movements - Predecessors of the Indian National Congress - Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement.</p> <p>3. Partition of Bengal 1905 – and Muslim attitude toward partition and foundation of the Muslim League – split in the Congress - Swadeshi Movement - Militant Nationalism - Approaches and methods of Nationalists - Reactions to Minto-Morley Repression and Reforms - Home Rule Movements - Montague-Chelmsford Reforms - Indian Reaction - Growth of Communalism</p> <p>4. Era of Gandhi - Non-Cooperation Movement - 1919 Act and Dyarchy in Provinces - the Swarajists - Simon Commission - Round Table Conference - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth of Communalism.</p> <p>5. Resignation of Congress Ministries - Individual Satyagraha - Cripps Mission - Revolt of 1942 - Indian National Army - Last years of Freedom Struggle 1945 - 47 - Shimla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.</p>		<p>CO 3</p> <p>CO 4</p> <p>CO 5</p>	
--	--	--	--	--

Prescribed Books/Textbooks

Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2006.

Chandra, Bipan, et. al., ed., *India's Struggle for Independence*, Penguin Random House India, New Delhi, 2016.

Grover, B.L. and Alka Mehta, ed., *A New Look at Modern Indian History: From 1707 to the Modern Times*, S. Chand & Co. Ltd., New Delhi, 2018.

Masselos, Jim, *Indian Nationalism: A History*, New Dawn Press, New Delhi, 2005.

Sarkar, Sumit, *Modern India, 1885-1947*, Laxmi Pub., New Delhi, 2008.

References

Chand, Tara, *History of Freedom Movement in India*, Vol. I - IV, Pub. Div., New Delhi, 2017.

Dutt, R.P., *India Today*, Read Books, 2008.

Hasan, Mushirul, ed., *India's Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993.

Jones, Kenneth W., ed., *The New Cambridge History of India: III.1 Socio Religious Reform Movements in British India*, Cambridge University Press, Cambridge, 1989.

Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa & Co., New Delhi, 2007.

Suggested Reading

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

Brown, Judith Margaret, *Gandhi's Rise to Power*, Cambridge University Press, Cambridge, 1972.

Chandra, Bipan, *Nationalism and Colonialism in Modern India*, New Delhi: Orient Blackswan Private Limited, New Delhi, 1981.

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885-1935*, Indian National Congress Working Committee, 1935.

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935-1947*, Padma Pub., Delhi, 1947.

Web Resources

<https://youtu.be/V9R0oU8JWyA>

<https://youtu.be/1ADdq1gh4Xs>

<https://youtu.be/60duLLIKwH8>

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

CONTEMPORARY INDIA

Course Code	232HI2M02		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	II		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To inculcate knowledge about India's political and economic agenda and basics of foreign policy were evolved and developed since independence To impart knowledge about development of education, science and technology and dwells on the consolidation of the nation To examine contemporary issues related to religion, caste and politics in India. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the political-social-economic-cultural-science-education and technological developments in India since Independence	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the key historical events and processes in contemporary India.	PSO 1, PSO 5	K2
CO 3	Apply the historiographical approaches and concepts to understand the various debates in contemporary, such as the making of the Indian Constitution, Nehruvian economy, Non-alignment etc.	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the various events and processes in contemporary India like the making of the Constitution, India's foreign policy, Changes in Indian economy and society	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the political-social-economic-cultural-science-education and technological developments in India since Independence	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
1	1.The Indian Constitution – Preamble – Union and its territories – Citizenship – Fundamental Rights – Directive Principles of State Policy – Fundamental Duties – The Union. 2. A demographic profile – characteristics of Indian Population – Population growth – Age – sex –	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

	<p>Religion – Language – Occupation – National Policy on Population.</p> <p>3. The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during Bharathiya Janatha Party – the rise of Bahujan Samaj Party.</p> <p>4. Indian Society: Rural and Urban context</p> <p>5. The Minorities – Hindus – Christian – Mohamedans – Buddhist and Parsis.</p> <p>6. Scheduled Castes and Scheduled Tribes – National Commission for Scheduled Caste and Tribes – Constitutional framework for safeguarding their interest.</p> <p>7. Education – Indian Education Commission – University Grants Commission – Kothari Commission – Indian Education Commission on Secondary Education – National Policy on Education – Problem and Education in India.</p> <p>8. Transport and Communications – Railways – Roads – Shipping – Civil aviation – pipeline – Postal, Telegraph – Telecommunication – Wireless telephone – Landline – internet, Communication satellites.</p> <p>9. Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema</p> <p>10. Science and Technology – ISRO – DRDO - IT</p> <p>11. The Economic Development – Planning Commission – National Development Council – State Plans – objectives of Indian plans – Five Year plans.</p> <p>12. The Foreign policy- objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia</p>			
--	--	--	--	--

Prescribed Books/Textbooks

Chandra, Bipin, *India since Independence*, Penguin, New Delhi, 2002.

Guha, Ramachandra, *India after Gandhi*, Delhi, Picador, 2007

Bates, Crispin and Basu, Subho, *The Politics of Modern India since Independence*, Routledge/Edinburgh, South Asian Studies Series, 2011.

Brass, Paul R., *The Politics of India Since Independence*, Cambridge University Press, New York, 2001.

References

Chatterjee, Partha, *The Nation and its Fragments*, Princeton University Press, Princeton, 1994.

Jaffrelot, Christophe, *Religion, Caste and Politics in India*, Primus, New Delhi, 2010.

Jha, Nalini Kant, *India's Foreign Policy in a Changing World*, South Asia Publishers, New Delhi, 2000.

Suggested Reading

Kapila, Uma, (ed.), *India's Economic Reforms*, Academic Foundation, New Delhi, 1998.

Dhar, P.N., *Emergency and Indira Gandhi's India*, Oxford University Press, Delhi, 2003.

Kapila, Uma, *Indian Economy: Performance and Policies*, Academic Foundation, New Delhi, 2009.

Web Resources

www.cec.nic.in

www.egyankosh.ac.in

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

GENDER IN INDIAN HISTORY

Course Code	232HI2M03		
Credits	4		
Hours / Cycle	5 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	II		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To make students understand women and society in India. To impart knowledge about the position of women in different religions To create an awareness of the challenges women face in India contextually To impart knowledge on different measures to stop violence against women To educate women about self-help and employment opportunities 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the role of women in freedom struggle and the position of women in various sectors.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the various theories, the condition of women, the achievements of pioneers and role of UN in protecting women's rights.	PSO 1, PSO 5	K2
CO 3	Apply the historiographical approaches and concepts to understand the various debates in women's issues in India such as the various theories, eco-feminism, personal and public laws and so on.	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the role of women in various fields and the challenges they face in contemporary India.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the condition of women in different sectors.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
1	1. Theoretical Perspective – Gender as a category – Perspectives on Gender – Marxist – Radical – Liberal – Socialist and Historical Perspectives. 2. Women and Society – Women and Religion – Hindu – Christian – Muslim – Parsi	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

	<p>3. Women and Education – Commissions on Education – Women and Employment</p> <p>4. Organised and Unorganised sector – Women and Health – Urban / Rural Women and Environment – Chipko movement - Eco feminism.</p> <p>5. Women in the Nationalist Movement – Regional participation of women in the freedom Movement.</p> <p>6. Legislation – Personal Laws – Labor Laws – Uniform Civil Code.</p> <p>7. Women and Media – Visual Media – Print Media – Advertisement.</p> <p>8. Biographies and Autobiographies of some Women – Indra Gandhi – Pandita Ramabai – Mother Theresa – Rukmani Devi Arundale – Muthulakshmi Reddy</p> <p>9. U.N Decade up to the Beijing +5 Conference (2000) - Women's rights as Human Rights.</p>			
--	--	--	--	--

Prescribed Books/Textbooks

Neera Desai & Maithreyin Krishnaraj, *Women and Society in India*, New Delhi: Ajanta Publications, 1987.

Nirmal Jayaraj, *Women and Society: A Reader in Women's Studies*, ISPCK (Lady Doak College), New Delhi, 2005.

Mohini Chatterjee, *Feminism and Human Rights*, Avidhkar Publishers, Jaipur, 2008.

Kanta Sharma, *Women Power in Twenty-first Century*, Anmol Publications, New Delhi, 2004.

Roma Mukherjee, *Women, Law, and Free Legal Aid in India*, Deep and Deep, New Delhi, 2000.

References

Gokilavani S., *Women's Studies: Principles, Theories and Methodologies*, Alagappa University, 1999.

Promilla Kapur, *Empowering the Indian Women*, Publication Division, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001.

Ramazanoglu, *Feminist Methodology: Challenges and Choices*, Sage, London, 2002.

Stein, R., *New Perspective on Environmental Justice: Gender, Sexuality and Activism*, Rutgers University Press, New Jersey, 2004.

Suggested Reading

Kadambari Sharma, *Encyclopedia of Women's Issues*, Jnanda Prakashan (P & D), New Delhi, 2012.

Kiran Prasad, *Women and Media*, The Women Press, Delhi, 2005.

Satya P. Kannan, *Global Human Rights: Issues and Initiatives*, Wisdom Press, New Delhi, 2012.

Mohini Chatterjee, *Feminism and Human Rights*, Avishkar Publisher, Jaipur, 2008.

Web Resources

www.cec.nic.in

www.egyankosh.ac.in

Correlation of POs/PSOs to each CO

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

HISTORY OF TAMIL NADU – 1800 TO 2001 A.D.

Course Code	232HI2M04		
Credits	4		
Hours / Cycle	5 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	II		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> ● To inculcate knowledge of transition of Politics from 19th century to 20th century. ● To impart knowledge of social reforms and its actors in 20th century ● To identify how social empowerment acted as the base for the Politics of Tamil Nadu ● To understand the drivers of economic change in Tamil Nadu ● To acknowledge the role of individuals in bringing social change. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the major historical events from the establishment of Madras Presidency to Contemporary Tamil Nadu	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the key events and debates in shaping the history of Tamil Nadus.	PSO 1, PSO 5	K2
CO 3	Apply the historiographical approaches and concepts to understand the various debates in Tamil Nadu, such as the native response to colonialism, social reforms, the emergence of non-brahmin consciousness, Cultural Nationalism and the concept of Welfare State	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the various historical processes such as Social Composition of Madras Presidency and its result, The ascendancy of non-brahmins, Role of Tamil Nadu in freedom struggle, Self Respect Movement as a base for Tamil Nadu politics, the resurgence of economic growth since independence, the welfare policies of the Congress, DMK and AIADMK governments	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the role of individuals, ideas and institutions in Tamil Nadu.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>1. Resistance against the British - The Poligar Rebellion and the Marudu Brothers – South Indian Rebellion 1800 -1801 - The Vellore Mutiny 1806.</p> <p>2. Economic Condition of the Madras Presidency during the 19th century - William Bentinck and Sir Thomas Munroe as Governors - Company's Revenue and Judicial Administration - Ryotwari Settlement.</p> <p>3. Society under British Rule - Impact of Christianity - Emergence of Middle (Elite's) Class - Growth of Western Education and Modern Tamil Literature.</p> <p>4. Emergence of Nationalist Consciousness - Socio - Political Organizations HLS – MNA - HPIS - MMS – Ramalinga Adigal - Struggle against the oppression of untouchables (Nadar Movement) - Theosophical Society.</p> <p>5. Press and Nationalism -The Indian National Congress and Tamilnadu – Extremists - V.O.C., Subramania Siva, Bharathi - The Constitutionalists - Satyamurthy - The 'Hindu'- The Vernacular Press (Swadesamitran) – Annie Besant - Home Rule Agitation.</p> <p>6. Role of Tamilnadu in the Freedom struggle - Extremist and Moderate Phase - Tamilnadu's Impact on Gandhi - Vedaranyam March.</p> <p>7. The Non-Brahmin Movement - The Rise and Growth of Justice Party 1920- 1937- Rule of Justice Party - Tamil Renaissance, EVR – Dravidian and Self Respect Movement & D.K. – Annadurai and Birth of DMK.</p> <p>8. Provincial Autonomy and the Working of the 1935 Act – Rajagoplachari - Congress Ministry 1937- 1939</p> <p>9. Tamil Nadu since Independence: Congress in Power 1947 -1967 - Rise of Regional Parties DMK and AIADMK in power – Karunanidhi as CM – Tamilnadu under MGR – Jayalalitha's Ministry.</p>	90	<p>CO 1</p> <p>CO 2</p> <p>CO 3</p> <p>CO 4</p> <p>CO 5</p>	K1, K2, K3, K4, K5

	10. Economic, Social, and cultural development of Tamil Nadu since 1947 –Inter-State disputes – Development of Higher education, Press and Media in Tamilnadu.			
Prescribed Books/Textbooks Irshick, Eugene, <i>Politics and Social Conflict: The Non-Brahman Movement and Tamil Separatism</i> , University of California Press, Berkeley, 1969. Gandhi, Rajamohan, <i>Modern South India- A History from the 17TH CENTURY to our TIMES</i> , Aleph Book Company, New Delhi, 2018. Narayan, S., <i>The Dravidian Years: Politics and Welfare in Tamil Nadu</i> , OUP, New Delhi, 2018. Rajendran, N., <i>National Movement in Tamil Nadu, Agitational Politics and State Coercion, 1905-1914</i> , OUP, 1994. Suntharalingam, R., <i>Politics and Nationalist Awakening in South India, 1852-1891</i> , University of Arizona Press, Tucson, 1974. Washbrook, David., <i>The Emergence of Provincial Politics- The Madras Presidency, 1870-1920</i> , Vikas Publishing House Pvt Ltd., New Delhi, 1974.				
References Arooran, Nambi, K., <i>Tamil Renaissance and Dravidian Nationalism, 1905-1944</i> , Koodal Publishers, Madurai, 1980. Barnett, Marugerite Ross, <i>The Politics of Cultural Nationalism in South India</i> , Princeton University Press, Princeton, 1976. Kalaiyarasan, A., & Vijayabaskar, M., <i>The Dravidian Model: Interpreting the Political Economy of Tamil Nadu</i> , CUP, New Delhi, 2021. Sundarajan, Saroja, <i>March to Freedom in Madras Presidency, 1885-1915</i> , Lalitha Publications, Madurai, 1989. _____, <i>March to Freedom in Madras Presidency, 1916-1947</i> , Lalitha Publications, Madras, 1989.				
Suggested Reading Arnold, David, <i>The Congress in Tamilnad, Nationalist Politics in South India, 1919-1937</i> , South Asia Books, New Delhi, 1977. Baker, Christopher John, <i>The politics of South India, 1920-1937</i> , Cambridge South Asian Studies, Cambridge University Press, New York, 1976. Pandian, M. S. S., <i>Brahmin and Non-Brahmin Genealogies of the Tamil Political Present</i> , Permanent Black, Ranikhet, 2007. Venkatachalapathy, A. R., <i>Tamil Characters: Personalities, Politics, Culture</i> . Pan MacMillian India, New Delhi, 2018.				
Web Resources https://youtu.be/WNsO_MKdEkQ https://youtu.be/qWrHxOhO_vc- https://youtu.be/uT6heOmr0Hc				

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	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

ECONOMIC HISTORY OF INDIA – 1857 TO 1947 A. D.

Course Code	232HI2E01		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Elective	Theory
Semester	II		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> • To impart an understanding, the economic condition of India in the nineteenth century. • To impart knowledge of the transition of traditional Industries led to stages of Industrialization and rise of Indian Capitalist. • To understand the role of the trade, monetary policy and growth & development of Commercial Banks in India. • To understand the role of Railways, waterways and Roadways for the growth and Development of Cities. • To impart an understanding the Revenue Settlements of colonial economy such as Zamindari, Ryotwari and Mahalwari settlements. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	remember and recall the transition of traditional Industries led to stages of Industrialization in India	PSO 1 PSO 2	K1
CO 2	understand the economic condition of India in the 19 th century.	PSO 1 PSO 2 PSO 4	K2
CO 3	Apply the factors for the emergence of Railways, Waterways and Roadways for the growth and development of cities.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	Analyse the nature of trade, monetary policy and growth & development of banks in India.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	Evaluate the various aspects of nationalist writings for the awakening of the economic nationalism in India.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Agriculture Condition of Agricultural sector during 19th century – Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Industries Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Trade, Finance and Banking Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Development and Growth of Cities Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Revenue Settlements and Discourse on Colonial Economy Revenue Settlements: Zamindari, Ryotwari and Mahalwari Settlements Nationalist Critique: Dadabhai Naoroji – M.G. Ranade – R.C. Dutt – Mahatma Gandhi – National Industries – Stages of Colonialism	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Tirthankar Roy, <i>The Economic History of India, 1857-2010</i> , 4 th Edition, Oxford University Press, India, 2020. Dharma Kumar, <i>The Cambridge Economic History of India, c. 1757-2003</i> , Orient Blackswan, New Delhi, 2007. Dietmar Rothermund, <i>An Economic History of India: From Pre-Colonial Times to 1986</i> , Routledge Taylor & Francis Group; Second edition, London, 1993. R. C. Dutt, <i>The Economic History of India - Under Early British Rule - From the Rise of the British Power in 1757 to the Accession of Queen Victoria in 1837</i> , 7th edition, Routledge Taylor & Francis Group, London, 1950. B. R. Tomlinson, <i>New Cambridge Economy of Modern India, 1860-1970</i> , Cambridge University Press, New York, 2008				
References Baden-Powell, B.H., <i>The Land Systems of British India, Vols I, II and III</i> , Oxford Clarendon Press, Oxford.1892. Bipan Chandra, 'The Colonial Legacy' in Bimal Jalan (Ed.), <i>The Indian Economy: Problems and Prospects</i> , Penguin Books, New Delhi, 1993. Irfan Habib, <i>A People's History of India 28 – Indian Economy, 1858–1914</i> , Tulika Books, 5th edition, New India, 2017.				
Suggested Reading Desai & Bhalerao, <i>Economic History of India</i> , Himalaya Publishing House, New Delhi, 1980.				

P. Nanda, *Economic and Social History of Modern India (1757-1947)*, Anmol Publications, New Delhi, 2002.

B.M. Bhatia, *Famines in India: A Study in Some Aspects of the Economic History of India with Special Reference to Food Problems, 1860-1990*, Sangam Books Ltd; 3rd Edition, New Delhi, 1991.

Web Resources

<https://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>

https://cgijeddah.gov.in/web_files/267622636-History-of-Indian-Economy.pdf

<https://pubs.acweb.org/doi/abs/10.1257/089533002760278749>

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	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

HISTORY OF RUSSIA SINCE A.D. 1917

Course Code	232HI2E02		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Elective	Theory
Semester	II		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> • To inculcate knowledge of the Russian Revolution, and emergence of communist ideology. • To impart knowledge of the various strands of the Bolsheviks believed in a radical, and Mensheviks supported a more progressive change in collaboration with the bourgeoisie. • To perceive the uniqueness and significance of Marxism and Leninism became a distinct movement in the Soviet Union. • To understand the Rise of Stalin's Iron Fist, and Collectivisation programme. • To know about the rise and growth of Communism and events leading to the disintegration of the Soviet system. 		
CO #	Course Outcome(s)	PSO Addressed	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 period of The Russian Revolutions of 1917 February and October, and spell out the important concepts of socialism and war communism.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the key historical events and processes of the Emergence of Lenin and consolidation of Soviet power and related concepts such as the role of communist party, industrialization and collectivization.	PSO 1, PSO 5	K2
CO 3	To apply the concepts of Stalin's constitution, great purge of the Stalin cult, foreign policy, USSR in world war II and so on to explain the events of the period to construct an argument and historical narrative.	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	To analyze the nature, causes and impact of the various strands of the desalinization, Khrushchev's foreign policy, Cold war, Military alliances, and Reform in the Soviet political system.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4

CO 5	To evaluate the various aspects of the disintegration of the Soviet system and problems of transition in the Post-Soviet Era.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5
-------------	---	---	----

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Origins of Revolutions of 1917: Background- The Russia Revolutions of 1917 (February and October) - Provisional Government- – Emergence of Lenin and consolidation of Soviet power- Road to Socialism War Communism- New Economic policy (1921-27).	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Stalin Era: Nature of the Soviet state- the constitution of 1924- the role of communist party-Emergence of Stalin – Industrialization and collectivization – Stalin constitution- Stalin's great purge Stalin Cult- Foreign Policy from 1921-39- USSR in the World War II-- Last Decade of Stalin.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Khrushchev and Brezhnev: The Khrushchev Era- (1953-64)- Domestic policies-Desalinization – Agriculture and Industrial development - Major developments and Khrushchev's foreign policy -Cold war and Military alliances- Reform in the Soviet political system.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Gorbachev and Economic Reforms: Brezhnev to Gorbachev 1985-1991 from reassertion of party dominance to Perestroika and Glasnost- Impact on Soviet Economy- Gorbachev and the demise of the Soviet Union Economic and Social Consequences for the Soviet system and Eastern Europe.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Disintegration of USSR: The disintegration of the Soviet system and problems of transition in the Post-Soviet Era: Eastern Europe and the Confederation of independent states- Russian constitutional crisis Russian election of 1996- Financial crisis of 1998- Political fall out.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks

Roger Bartlett, *A History of Russia*, Red Globe Press, London, 2005.

Manohar R Wadhvani, *Rise of the Soviet Union to World Power*, Chand and Co. Ltd., Delhi, 1976.

Robert Service., *The Penguin History of Modern Russia: From Tsarism to the Twenty-first Century*, UK: Penguin Books, 2009.

Philip Hanson, *The Rise and Fall of the Soviet Economy: An Economic History of the USSR, 1945-1991*, Routledge, New York, 2014.

Ellman, Michael and Vladimir Kontorovich, *The Destruction of the Soviet Economic System: An Insider's History*, Routledge, London, 1998.

References

Geoffrey Hosking, *Russia and the Russians*, Penguin Publisher, London, 2012.

Suny, Ronald Grigor, ed. *History of Russia. Volume 3*. Cambridge: Cambridge University Press, 2006.

Century Russia, Penguin Books, London, 1998.

Geoffrey Hosking, *History of the Soviet Union: 1917-1991*, Fontana Press, 1992.

Suggested Reading (2 -5)

Carr, E.H. *A History of Soviet Russia, 7 Volumes*, Macmillan, New York, 1964.

Aslund, A. *Gorbachev's Struggle for Economic Reform*, Ithaca, New York, 1991.

Davies, R. W. *The Socialist Offensive: The Collectivization of Soviet Agriculture, 1929-30*, London and Cambridge, MA, 1980.

Deutscher, I. *Stalin. Political Biography*, Harmondsworth, 1966.

Jonathan Haslam, *Russia's Cold War: from the October Revolution to the Fall of the Wall*. New Haven: Yale University Press, 2011.

Web Resources

Russia profile - Timeline - BBC News

Russia: Timeline (history.com)

Russian Empire | History, Facts, Flag, Expansion, & Map | Britannica

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	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	3	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							1.77	Overall Mapping of the Course with PSOs					1.88

HISTORIOGRAPHY AND RESEARCH METHODOLOGY

Course Code	232HI3M01		
Credits	4		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	III		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of the concepts and theories of Historiography. To impart knowledge of the various approaches of Historical Writings. To impart an understanding of the implications of philosophy and Marxist interpretation of History. To impart knowledge on the sources and develop research skills in History. To impart an ethical value in the format of Historical Research. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	To Understand the concepts of Historiography.	PSO 1 PSO 2	K1
CO 2	To develop the analytical skill of viewing different schools of thought in Historiography and make aware of renowned historians and their contributions to historical developments.	PSO 1 PSO 2 PSO 4	K2
CO 3	To analyse the importance of philosophy and Marxist interpretation of History.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To acquire the ability to differentiate between primary and secondary sources and evaluate it and acquire the skills of methodology to write research articles and prepare research proposal.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To equip the skill of scientific enquiry in analysing historical facts and the ability to identify the ethical use of sources and provide accurate and properly formatted citations in the research.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Meaning, Nature and Scope of History - kinds of History and allied Subjects - Lessons of History; Uses and Abuses of History.</p> <p>Role of Individuals, Role of Institutions and Role of Ideas in History - Writing of Biographies</p> <p>Philosophy of History and Marxist Interpretation of History.</p> <p>Historical Research: Pre-requisites of a Researcher – Choice of Topic – Hypothesis, etc.</p> <p>Sources of History; Role of Archives in Historical Research – External and Internal Criticism of Sources.</p> <p>Subjectivity and Need for Objectivity in History.</p> <p>Collection of Data, Synthesis, Exposition and Writing.</p> <p>Use of Footnotes and preparation of Bibliography</p> <p>Development of Historical writing in the West – A Few Examples: Herodotus, Thucydides, St. Augustine, Ibn Khaldun, Arnold Toynbee and L.V. Ranke.</p> <p>Historians of India – Some Case Studies: V.A. Smith, D.D. Kosambi, R.C. Majumdar, K.A. Nilakanta Sastri, K.M. Panikkar, S. Krishnaswami Ayyangar.</p>	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Collingwood, R.G., <i>The Idea of History</i> , Oxford Publication, New Delhi, 1999. Rajayyan, K., <i>History in Theory and Method</i> , Ratna Publications, Madurai, 1999. Sreedharan, E., <i>A Text Book of Historiography 500 BC to AD 2000</i> , Orient Longman, New Delhi, 2004. Sheik Ali, B., <i>History: Its Theory and Method</i> , Trinity Press, New Delhi, 2019. Sreedharan, E., <i>A Manual of Historical Research Methodology</i> , The Centre for South Indian Studies, Trivandrum, 2007.				
References Carr, E.H., <i>What is History?</i> , Penguin Modern Classics, New Delhi, 2013. George, H.S., <i>Research Methodology in History</i> , Anmol Publishers, New Delhi, 2007. Sabyasachi Bhattacharya, <i>Approaches to History: Essays in Indian Historiography</i> , Primus Books, New Delhi, 2013. Chitnis, K.N., <i>Research Methodology in History</i> , Atlantic Publishers, New Delhi, 1998. Carl Trueman, <i>Histories and Fallacies: Problems Faced in the Writing of History</i> , Crossways Books, Calcutta, 2010.				
Suggested Reading Keith Jenkins, <i>Rethinking History</i> , Routledge, New York, 1991.				

Mark Bevir's, *The Logic of the History of Ideas*, Cambridge University Press, New Delhi, 1999.

Richard Evans, *In Defense of History*, W.W. Norton & Company, New York, 2000.

Alun Munslow, *Deconstructing History*, Routledge, New York, 1997.

John Tosh, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*, Longman, New York, 1984.

Web Resources

<https://cec.nic.in/cec/>

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

<https://www.historytoday.com/>

<https://archive.org/>

History and Theory Journal - <https://onlinelibrary.wiley.com/journal/14682303>

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	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	3	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.20	Overall Mapping of the Course with PSOs					2.46

HISTORY OF U.S.A. - 1900 to 2000 A.D.

Course Code	232HI3M02		
Credits	4		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	III		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> ● To impart the knowledge of the history of United States America. ● To understand the knowledge of USA emerged as developed country in the world ● To perceive the growth and Development and the role of USA in the World Wars. ● To know about the American Foreign Policy and American Imperialism ● To understand the factors responsible for the rise of USA for the strong economic power. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the developments in the progressive era.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the significance of the New Deal policy	PSO 1, PSO 5	K2
CO 3	Exemplify the Foreign Policy and consequences of cold war	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the various historical processes such as the significance of the Civil Rights Movement in the USA and compare the emergence of such other movements around the world	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the factors responsible for the rise of USA by the domestic and foreign policy of the modern American Presidents.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Political History Survey Progressivism- 1900-1920 - Normalcy - 1920-1932 - Depression - 1929 - New Deal - 1932-1945 - New Federalism - 1945-1976</p> <p>Economic Survey Growth of capitalism - Growth of American Industries - Structure of American capitalism - Merits and demerits of the corporate system - Industrialism and the constitution - Guilded age and its writings - Progressive reforms - The impacts of reforms in the corporate structure - War and Big Business - New Deal and the constitution - Emerging alternatives</p> <p>Foreign Policy Outline from Isolation - Involvement - Ideas and circumstances influencing expansion – Imperialism - Areas of Imperialism-Latin America, Pacific and European Policies - American and world war I – Normalcy (Inter-war Period) - America and World War II - Cold war - Détente politics - End of the Cold War.</p> <p>American Society U.S since 1920's - Women's Movements - The American Labour Movement - The Blacks in U.S since 1920s - The Indian issues</p> <p>Institutions The American Presidency - The Congress (House of Representatives, Senate) – Political parties (Republicans, Democrats) - The Judiciary</p> <p>American Mind Arts and Science in 20th century - American thoughts in 20th century</p> <p>Historical Perceptions Progressive school (Consensus school) - The new Conservatism - The new left - The new right.</p>	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Beard and Beard, <i>New Basic History of the United States</i> , New York, USA, 1985. Ralph, W. Steen, <i>The United States - A History</i> , INC, Engle Wood, Cliffs, New Jersey, 1959. Parkes, H.B, <i>The United States of America - A History</i> , Scientific Book Agency, Calcutta, 1975.				
References Carnes, M. and Garraty, J. <i>The American Nation, A History of the United States</i> , 12thed. Pearson Longman, New York. 2006 Faulkner, H., <i>American Political and Social History</i> , Appleton Century-Crofts, New York, 1952. Morison, S, <i>The Oxford History of the American People</i> , Oxford University Press, New York, 1965.				
Suggested Reading Wade, R., Wilder, H. and Wade, L, <i>A History of the United States</i> , Houghton Mifflin Company, Boston, 1966 Zinn, H, <i>A Peoples History of the United States, 1492- Present</i> , Harper Collins, New York, 2003 Krishnamurthi, <i>History of the United States of America, 1492-1965</i> , Madurai Printers, Madurai, 1980.				
Web Resources				

<https://swayam.gov.in/>
<https://onlinecourses.nptel.ac.in/>
<https://epgp.inflibnet.ac.in/>

Correlation of POs/PSOs to each CO and make a corresponding mapping table

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

HISTORY OF EUROPE - 1789 TO 1919 A.D.

Course Code	232HI3M03		
Credits	4		
Hours / Cycle	5 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	III		
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"> To inculcate knowledge of major events of 19th century Europe from French Revolution to End of First World War. To know about the ideas that shaped 19th century Europe To perceive the transition from Revolution to Republic then to Totalitarianism. To know about emergence of new nations such as Italy and Germany. To understand the forces that pushed for First World War. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	Remember and recall the sources and historical events from French Revolution to the end of First World War.	PSO 1 PSO 2	K1
CO 2	Understand the key historical events and processes from Late 18 th century to 20 th century Europe.	PSO 1 PSO 2 PSO 4	K2
CO 3	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
CO 4	analyze the changes in the polity, society, and economy from Late 18 th century to 20 th century Europe.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	Evaluate the role of individuals, ideas and institutions in 19 th century Europe	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	Cos	BLOOM'S TAXONOMY LEVEL
I	<p>1. French Revolution: Causes: Political – Social – Economic – Intellectual – National Assembly and its work – Reign of Terror – Directory – Consulate – Impact of French Revolution.</p> <p>2. Napoleon Bonaparte: Early Life – Military Conquests – Assumption of Power – Continental System – Peninsular Wars – Russian Campaign – Battle of Waterloo – Reforms: Concordat – Code Napoleon.</p> <p>3. Metternich System – Congress of Vienna – Concert of Europe – 1830 and 1848 Revolutions.</p> <p>4. Eastern Question: Greek War of Independence – Crimean War – Russo-Turkish War – Congress of Berlin – Pan Slavism.</p> <p>5. Rise of Nationalism: Unification of Italy – Mazzini – Garibaldi – Count Cavour – Unification of Germany – Bismarck's blood and iron policy – War with Denmark – Austro-Prussian War – Franco-Prussian War.</p> <p>6. European Thought: Liberalism – Romanticism – Nationalism – Industrialism – Socialism – Imperialism</p> <p>7. Bismarck's System of Alliances and Counter Alliances – Triple Alliance – Kaiser William II and reversal of Bismarck's policy – Triple Entente.</p> <p>8. First World War: Causes: Alliance system – Race for colonies – Moroccan Crisis – Anglo-German Arms and Naval Race – Balkan Wars – Assassination of Franz Ferdinand – Course – Russian Revolution of 1917 and Russia's Withdrawal – Entry of America – Paris Peace Conference: Treaty of Versailles</p> <p>.</p>	75	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

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/knFNie72xtI>- 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)

<https://youtu.be/J1syEBIKFuM>- History of Modern Europe: An Overview (Part-IV)

Correlation of POs/PSOs to each CO and make a corresponding mapping table

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

HISTORY OF ENGLAND – 1900-2000 A.D.

Course Code	232HI3M04		
Credits	4		
Hours / Cycle	5 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	III		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To inculcate knowledge of the transformation of Britain from an Empire to a welfare state. To impart knowledge of the Survey of political movements towards attaining universal adult suffrage. To perceive the uniqueness and significance of the unbridled capitalist approach of Margaret Thatcher to the earlier Keynesian approach of Clement Atlee. To understand the political and religious undercurrents in Britain's relations with Ireland. the upward mobility of the middle class in twentieth-century Britain. To Analyze Britain's approach to colonialism in Asia and Africa, and Assess Britain's contribution towards parliamentary democracy. 		
CO #	Course Outcome(s)	PSO Addressed	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 Reform Programme of the Liberals, New weaponry, and New treaties: Morocco, Algeciras Conference.	PSO 1, PSO 4, PSO 5	K1
CO 2	Understand the key historical events and Emergence of Government controls, rationing, conscriptions, the role of England in the First World War, and the effects.	PSO 1, PSO 5	K2
CO 3	To apply the concepts of the Changing Economic Image of Britain. the General Strike and the Emergence of the Second World War.	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	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
CO 5	To evaluate the various aspects of the British Society – Economy – Science and Technology – Public Health – British Royalty.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Reform Programme of the Liberals, New weaponry, New treaties: Morocco, Algeciras Conference. Lloyd George and his coalition, Anglo-Russian agreement – Triple Alliance – Emergence of Government controls, rationing, conscriptions, the role of England in the First World War and the effects.</p> <p>Changing Economic Image of Britain. Baldwin and the General Strike – Abdication of Edward VIII - Baldwin's Government - Chamberlain and the Emergence of the Second World War.</p> <p>Churchill's demand for an unconditional surrender, the Atlantic meeting, etc. Attlee's Govt. at reconstruction - Eden's Operation 'Musketeer' - 'Super' Mac at home and abroad – Suez Canal crisis. Domestic and Foreign Policy of Prime Ministers – Harold Wilson, Edward Heath, Margaret Thatcher, and Tony Blair. Irish relations (from demand for home rule to IRA) - Parliament: Women get their votes- Commonwealth of Nations. British Society – Economy - Science and Technology Public Health – British Royalty.</p>	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Harold L. Smith, <i>War, and Social change: British Society in the Second World War</i> , Manchester University Press. Manchester, 1986. P.M.H. Bell, <i>The Origins of The Second World War in Europe</i> , 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.

References

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 20th Century*, Macmillan, London, 2001.

Suggested Reading (2 -5)

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 \(history-maps.com\)](#)

Correlation of POs/PSOs to each CO and make a corresponding mapping table

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

HISTORY OF WEST ASIA – 1919 TO 2003 A.D.

Course Code	232HI3E01		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Elective	Theory
Semester	III		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To impart the significance of the West Asian region and an outline of its history before 1919 To impart knowledge about Arab Nationalism and Jewish Nationalism To impart an understanding of the conflicts between Arabs and Israel To impart knowledge about life and contribution of personalities like Kemal, Ibn Saud, Nasser, Saddam Hussein and others To impart an understanding of the geopolitics surrounding West Asia and US policy towards this region 		
CO #	Course Outcome(s)	PSO Addressed	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 1919-2000 CE in West Asia and spell out the important concepts such as Nationalism, Pan-Arabism, Zionism, etc.	PSO 1 PSO 2	K1
CO 2	To understand the important events and contributions of personalities towards the history of West Asia	PSO 1 PSO 2 PSO 4	K2
CO 3	To apply concepts such as Pan Arabism, Nationalism, Regional solidarity and understand the history of West Asia	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyze the nature, causes and impact of the various events on the history of West Asia like the Arab-Israeli conflict, the discovery of oil, Superpower involvement etc.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the role of events, individuals and institutional contribution towards the making of West Asian politics like the Arab-Israeli conflict, the discovery of oil, Superpower involvement etc.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Strategic importance of the study of the Region – First World War and its impact – Disintegration of Ottoman Empire – New State of Turkey under Mustafa Kemal) – Mandate system – (Anglo-French Interregnum) 1918 - 1939 in Iraq, Palestine, Syria and Lebanon. Inter-war years in Persia (Reza Shah), Saudi Arabia (Ibn Saud) and Egypt (Saad Zaghloul) – Discovery of Oil	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	World War II and its Impact on Arab World – The Arab Revolt – Rise of Arab Nationalism – Zionism - Birth of Israel – Partition of Palestine – Arab-Israeli Conflict – PLO – Yassar Arafat – Hamas	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Egypt – Nasser – the Era of Nasserism – Suez Canal Crisis – Six Days war – Non- Alignment – Domestic reforms. Anwar-al-Sadat – Yom Kippur War Camp David Accords – Entry of Super Powers 1950-1970	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Saudi Arabia – Kuwait – Syria – Jordan – UAE – Oil boom – Oil Crisis – OPEC.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Islamic Revolution in Iran – Khomeini – Iran-Iraq War – Impact – Occupation of Kuwait by Iraq – Rise and Fall of Saddam Hussein – US policy towards Middle East – Before and After 9/11.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Peter Mansfield, <i>A History of the Middle East (5th edition)</i> , Penguin Books Ltd, 2019. Eugene Rogan, <i>The Arabs: A History (Revised and Updated)</i> , Penguin Books, London, 2018. Mehran Kamrava, <i>The Modern Middle East – A Political History since the First World War</i> (Third Edition), University of California Press, Berkeley, 2013.				
References T.G. Fraser, <i>Contested Lands – A History of the Middle East since the First World War</i> , Haus Publishing, 2021. William L. Cleveland & Martin P. Bunton, <i>A History of the Modern Middle East</i> , Routledge, 2024. Jeremy Salt, <i>The Unmaking of the Middle East – A History of Western Disorder in Arab Lands</i> , University of California Press, 2008.				
Suggested Reading Betty S Anderson, <i>A History of the Modern Middle East – Rulers, Rebels and Rogues</i> , Stanford University Press, USA, 2016. Ian J. Bickerton, Carla L. Klausner, <i>A History of the Arab-Israeli Conflict (8th edition)</i> , Taylor and Francis, 2018. Michael Brecher, <i>Dynamics of the Arab-Israeli Conflict – Past and Present: Intellectual Odyssey II</i> , Springer International Publishing, USA, 2017.				
Web Resources https://www.un.org/unispal/				

<http://www.leagueofarabstates.net/en/Pages/default.aspx>

<https://www.wzo.org.il/en>

https://www.opec.org/opec_web/en/

Correlation of POs/PSOs to each CO and make a corresponding mapping table

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

ECOLOGICAL HISTORY OF INDIA

Course Code	232HI3E02		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Elective	Theory
Semester	III		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of the ecological history of the pre-colonial, colonial and post-colonial period in Indian subcontinent. To impart knowledge of the interaction between man and environment through the historic periods in the subcontinent. To impart an understanding of the government policies relating to environment under the British and independent Indian governments. To impart knowledge of the attempt to preserve environment To impart an understanding of the various environmental movements that emerged in the Indian subcontinent 		
CO #	Course Outcome(s)	PSO Addressed	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 of the environmental history and spell out the important concepts such as mode of resource use, Anthropocene, ecofeminism, ecological imperialism etc	PSO 1 PSO 2	K1
CO 2	To understand the Indian history from an ecological perspective and to understand the interaction between man and environment	PSO 1 PSO 2 PSO 4	K2
CO 3	To apply concepts such as ecological imperialism, ecofeminism, so on to explain the events in history from the perspective of ecological history or construct an argument or a historical narrative.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To analyse the policies followed by the states in precolonial, colonial and postcolonial time periods and the resistance movements against those policies.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the changes in the environment and the impact on human beings.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Introduction To Environmental History- Evolving Earth And Its Impact On Humanity- Habitats In Human History: Modes Of Production And Modes Of Resource Use- Schools Of Thought In Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Prehistoric Environment In India- Role Of Climate In Indus Valley Civilization- Iron Tools And Deforestation In The Vedic Period- Forest In Ancient India- Eco-Systems Of The Sangam Age In South India- Asoka And Ecology- Mughals And Hunting.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Ecological Imperialism- Forest Policy- Forest Acts Of 1865, 1878 And 1927- Systematic Conservation Versus Exploitation Debate- Protest Against British Forest Acts And Policies Of Monoculture- Plantation- Public Works- Railways –Hill Stations.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Forest Policy- Resolution And Acts Of 1952, 1980 And 1988, 2018- Development Versus Environment- Big Dams And Hydro-Electric Power Projects- Bhopal Gas Tragedy- Chernobyl Nuclear Accident- Tsunami And Impact – The Move Towards Sustainable Development- National Environment Policy- National Conservation Strategy And The Policy Statement Of Environment And Development 1992- National Water Policy 2002- National Environmental Appellate Authority- National Environment Tribunal- National Green Tribunal, Tribal Rights.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Environmental Movements: Bishnoi Movement- Chipko Movement- Appiko Movement- Narmada BachaoAndolan- Silent Valley Movement- Jungle BachaoAndolan- Tehri Dam Conflict-International Environmental Concerns and Protocols Applicable To India.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks J Donald Hughes, <i>What is Environmental History?</i> , Polity Press, Cambridge, U.K., 2006. Madhav Gadgil and Ramchandra Guha, <i>The Fissured Land: An Ecological History of India</i> , Oxford University Press, Berkeley and Los Angeles, California, USA, 1992.				

Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period Vol 1*, Permanent Black: Ranikhet, India, 2012.

Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: Vol 2*, Permanent Black: Ranikhet, India, 2012.

Michel H Fisher, *An Environmental History of India: From the Earlier times to the 21st Century*, Cambridge History of India, New Delhi, 2018.

References

Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008.

Irfan Habib, *Man and Environment: Vol-36: Ecological History of India*, Tulika Books, New Delhi, 2011.

Pallavi Das, *Colonialism, Development and Environment: Railways and Deforestation in British India*, Palgrave Macmillan, 2016.

Ramachandra Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalayas*, Oxford University Press, New Delhi, 1999.

Suggested Reading

Crosby, Alfred. "Ecological Imperialism: The Overseas Migration of Western Europeans as Biological Phenomenon." in *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17, Cambridge: Cambridge University Press, 1988.

Bhavishkar, Amita, *In the Belly of River: Tribal Conflicts over the Development in the Narmada Valley*, OUP, New Delhi, 2004.

Web Resources

<https://cec.nic.in/cec/>

Correlation of POs/PSOs to each CO and make a corresponding mapping table

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

Overall Mapping of the Course with POs	2.45	Overall Mapping of the Course with PSOs	2.46
--	------	---	------

Studies in Human Rights

Course Code	232HI4M01		
Credits	4		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	IV		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To impart the nature, scope and practical implementation of the modern Human Rights standards. To provide national and international perspectives on Human Rights To impart knowledge on the effectiveness of the international and regional Human Rights laws and enforcement machinery. To understand the provisions of the Human Rights in the Indian Constitution. To develop the epistemological skills in relation to the various theoretical aspects of Human Rights To impart the nature and scope of special legislation dealing with the protection of human rights of the marginalized and vulnerable sections 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 1	To know the meaning, scope and characteristics of Human rights and to study the history of human rights in the world context especially the basic instruments on Human Rights in the world like UDHR, ICCPR, ICESCR etc.	PSO 1 PSO 2	K1
CO 2	To know and understand the rights guaranteed under the constitution and special enactments for the protection of human rights.	PSO 1 PSO 2 PSO 4	K2
CO 3	To list out and assess the issues pertaining to human rights prevalent in India and World.	PSO 1 PSO 2 PSO 3 PSO 4	K3
CO 4	To know and analyse the rights of women in India especially in work place, politics, property etc. and the rights of the children and violations and redressal mechanisms of both.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To understand and evaluate the role of NGOs in promotion and safeguarding of human rights and their involvement in protection of the	PSO 1 PSO 2 PSO 3	K5, K6

	rights of the marginalized people, indigenous people, refugees, prisoners of war, disabled people and various other vulnerable groups of people.	PSO 4 PSO 5	
--	--	----------------	--

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>Introduction to Human Rights: Meaning, Nature and Scope – Theories of Human Rights – Historical Evolution of the Concept of Human Rights. The United Nations and Human Rights: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – Optional Protocols I and II.</p> <p>Issues in Human Rights: Discrimination – Racism – Apartheid – Genocide – Torture – Censorship – Prisoners of War – Casteism – Terrorism – Slavery – International Convention on the Elimination of All Forms of Racial Discrimination – Emerging Forms of Human Rights Abuses: Poverty, Sati, Forced Sterilisation, Ecocide, Economic Rights (GATT and IPRs).</p> <p>Human Rights in India: Constitutional Guarantees of Human Rights – Fundamental Rights – Part III of the Constitution – Directive Principles of State Policy – Part IV of the Constitution – Constitutional Remedies – National Human Rights Commission – State Human Rights Commissions. Rights of Marginalised Groups: Indigenous People's Cultural Rights – Refugees – Convention on the Status of Refugees, 1950 – Stateless and Vulnerable People.</p> <p>Rights of Women: Violence against Women – Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) – Gender Equality in Work Place – Fourth World Conference on Women, Beijing – Inheritance/Property Rights – Discrimination in jobs/access to credits/land, etc. – Political Rights (Right to representation/to hold office) – Discrimination based on caste, race and class.</p> <p>Rights of the Child: Convention on the Rights of the Child, 1989 – Human Rights and Child Labour – Children in Bondage – Female Child Workers – Child Prostitution</p>	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

	and Children in Sex Industry – Sale and Trafficking of Children – Children in Armed Conflict Situations – Children in Prison – Domestic Child Abuse. Human Rights and International Non-Governmental Organisations: International Committee of Red Cross, Amnesty International – International Commission of Jurists – Human Rights Watch – International Service for Human Rights.			
Prescribed Books/Textbooks Krishna Iyer V.R, <i>Human Rights</i> , BR. Corporative Publications, New Delhi, 1995. Indian Institute of Human Rights, <i>ABC of Human Rights – Study Materials</i> , New Delhi. Thomas MA, <i>The Struggle for Human Rights</i> , Bangalore: Asian Trading Corporation, 1992.				
References Alstar Philip (edited) <i>The UN and Human Rights: A Critical Appraisal</i> , Oxford University Press, USA, 1995. Rajan, M.S., ed., <i>United Nations at Fifty and Beyond</i> , Lancers Books, New Delhi, 1996. Rahman, Anisur, ed., <i>Human Rights and Social Security: Perspectives, Issues and Challenges</i> , Manak Publications, New Delhi, 2011.				
Suggested Reading Henry Steiner, Philip Alston, <i>International Human Rights in Context- Law, Politics and Morals</i> , Oxford University Press, United Kingdom, 2000. Donnelly, Jack, <i>Universal Human Rights in Theory and Practice</i> , Rawat Publications, Jaipur, 2014.				
Web Resources http://www.un.org/rights/HRToday http://www.amnesty.org/ - Amnesty International http://www.hrweb.org/ - Human Rights Web http://www.unhcr.ch/ - United Nations High Commission for Refugees				

Correlation of POs/PSOs to each CO and make a corresponding mapping table

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

HISTORY OF CHINA – 1911 TO 2002 A.D.

Course Code	232HI4M02		
Credits	4		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	IV		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of historical events in China. To impart knowledge of the various Concepts in Chinese history such as Nationalism, Revolution, role of revolutionary leaders, Communist movement. To impart an understanding of the uniqueness and significance of the Mao's movement as a communist mass movement To impart knowledge of the China as a Asiatic power. To impart an understanding of the rise and growth of ideology, events and contributions made by Chinese. 		
CO #	Course Outcome(s)	PSO Addressed	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 1911 to 2002 CE, and spell out the important concepts such as Colonialism, nationalism, movements, revivalist movements, communism, and so on.	PSO 1 PSO 2	K1
CO 2	To understand the important events of the Chinese history and related concepts such as Nationalism, movements, and so on.	PSO 1 PSO 2 PSO 4	K2
CO 3	To apply concepts such as Nationalism, revolutionary movements, Cultural movement, 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
CO 4	To analyze the nature, causes and impact of the various strands of the Chinese Movement and other contemporary socio-political events.	PSO 1 PSO 2 PSO 3 PSO 4	K4

CO 5	To evaluate the various aspects of Communist China 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	Chinese revolution of 1911 – Causes – Dr. Sun Yat Sen and Thung-Meng-Hi – End of Monarchy – Results - Era of Republic: Rule of Yuan Shi Kai – China in World War I – 21 Demands and results - Kiaochow issue - Era of Warlordism -Demilitarised Zone – May Fourth Movement of 1919	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Formation of CCP 1921-27 –Reorganisation of KMT- Washington conference – Chiang ki sheik- Japanese Imperialism and Manchurian crisis- weakness of China – CCP – KMT rift	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
III	Second Sino – Japanese War – Encirclement Campaign and Long March – China and the Second World War – Chinese civil war-Communist Revolution of 1949	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Emergence of Mao Zedong -Mao and People's Republic of China Constitution of 1954-55– Organisation of Communes- Five Year plans - <i>Great Leap Forward movement</i> , Proletariat Cultural Revolution – Final steps of Mao - <i>Gang four</i>	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Deng Xiaoping and his Economic reforms 1976-1987 – Industrialization – Agriculture and Science and Technology- Defence- Tiananmen Square incident- Jiang Zemin- Foreign policy of People's Republic of China.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
Prescribed Books/Textbooks Immanuel Hsu, C.Y. <i>The Rise of Modern China</i> , Oxford University Press, New York, 2000. Archana Tiwari, <i>History of China and Japan 1840-1949</i> , Pearson Education in South Asia (Darling Kindersley Private limited), 2012. Barnett A. Doak, <i>China after Mao</i> , Princeton Publishers, New Jersey, US, 1967. John king Fairbank and Merle Goldman, <i>China- A New History</i> , Harvard University Press USA, 2012.				

References

Clyde and Beers, *The Far East: A History of Western Impacts and Eastern Responses 1830- 1975*, Waveland Press, US, 1980.
David Wen-Wei Chang, *China under Deng Xiaoping*, Palgrave Macmillan Publishers, US, 1988.
Gray, J., *Rebellions and Revolutions: China from 1800s to the 1980s*, Oxford University Press, New York, 1990.
Gupta M.L., *A Short History of China*, Reliance Publishing House, New Delhi, 1994.
Jonathan D. Spence., *The Search for Modern China*, Norton & company Inc. New York, 1991.

Suggested Reading

Jonathan Fenby., *The Penguin History of Modern China: The Fall and Rise of a Great Power 1850-2009*, Penguin Books Limited, England, 2009.
Linebarger, P.M.A. *The Political Doctrines of Sun Yat-sen: An Exposition of the San Min Chu I*. Baltimore: John Hopkins Press, 1937.
Vohra.R., *China's path to Modernisation – Historical review from 1800 to present*, N.J. Prentice Hall, US, 2000.
Yarke Gerald, *China Changes*, Jonathan Cape, London
Zarrow.P. *China in War and Revolution 1895-1945*, Routledge publishers, UK , 2005.

Web

<https://cec.nic.in/cec/>

Correlation of POs/PSOs to each CO and make a corresponding mapping table

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

History of South East Asia – 1890 to 1977 A.D.

Course Code	232HI4M03		
Credits	4		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Major	Theory
Semester	IV		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of the history of the region of South East Asia To impart knowledge of the colonial, nationalist and post-colonial developments of various states of the region To impart an understanding of the similarities and the uniqueness of the Japanese occupation of the region To impart knowledge of the cold war politics and its impact in the region. To impart an understanding of the regional cooperation and conflicts amongst the states of the region. 		
CO #	Course Outcome(s)	PSO Addressed	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 1890 to 1977 AD in the history of South East Asia, and spell out the important concepts such as colonialism, nationalism, Japanese occupation, guided democracy, cold war politics etc	PSO 1 PSO 2	K1
CO 2	To understand the important events of the history of South East Asia concerned to colonialism, emergence of nationalism, Japanese occupation and de-colonialism.	PSO 1 PSO 2 PSO 4	K2
CO 3	To apply concepts such as communism, cold war, Co-prosperity sphere 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

CO 4	To analyze and differentiate the growth of colonialism and national movement in the nations of South East Asia and the nation building process in post- colonial period	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the role of nationalists in the freedom struggle in the nations in South East Asia	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<p>MALAYSIA and SINGAPORE: British expansion into the territories of Malay Sultan Plantation: the labour contract system unfettered trade policies - Industrial production - Japanese; the M.P.A.I.A.” Independence - Communal harmony, economic and social welfare Tengku Abdul Rahman - Tun Haji Abdul Razak - Lee - Federation of Malaysia - Relation with Indonesia and Philippines.</p> <p>INDONESIA: Earlier times: An introduction- Dutch influence - private trade - Ethical policy resurgence of Islamic sentiments; Improvements in the economic sector - Administrative reforms. Communist - Japanese conquest - Revolts - PNI and PKI - Sukarno's government - “Guided diplomacy” “Active Independence” West Irian issue - ‘crush Malaysia’ - Gen. Suharto.</p> <p>PHILIPPINES: U.S. in Philippines - Filipinos reponse. The passing of Jone's act and other such measures Philippines as a common wealth. The Japanese episode. American's role in the post war era. President Magsaysay - The National Government ‘Filipino first’. Maphilindo plan. President Macapagal and Macros.</p> <p>BURMA: Burma after the three Anglo-Burmese wars. British Governors and their ambitious plan. Burmese in revolt. London Conference - Referendum - Dr. Ba maw era. Japan's “Greater East Asia”. Independent Burma's Problem. American backed KMT marauders. Burmese way to socialism - Non</p>	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

	<p>alignment - Gen. Ne win's new civil government - its policies.</p> <p>THAILAND: Rama IV, V and VI reforms - Military coup 1932, Pridi's people's party - Counter coup - Thailand joins - Japan in the war - U.S. gains more influence - Pibun's Government 1953 constitution - Field Marshall Sarit; Thanam.</p> <p>VIETNAM: French protectorate and colony in Indo-China - The French 'Residence Superiours'</p> <p>- Disturbing cultural impact - Nationalist revolts - Ho Chi Minh and his followers - Japanese entry into Indo-China - Viet Minh Government in the North - In the South - Bao Dai-Diem - Coups Thieu - Vietnam war: The international control commission - Geneva peace talks.</p> <p>CAMBODIA: Earlier Times - Sihanouk - Khymer - U.S. ties and civil war.</p> <p>LAOS: Earlier times - westernisation - Reforms - Royal Laotian Government - Pathet Lao - American presence - Civil war.</p>			
<p>Prescribed Books/Textbooks</p> <p>Church, Peter (ed), <i>A Short History of South East Asia</i>, John Wiley & Sons Pvt (Asia) Ltd, Singapore, 2009.</p> <p>Cotterell, Arthur, <i>A History of South East Asia</i>, Marshall Cavendish Editions, Singapore, 2014.</p> <p>Tarling, Nicolas, <i>Nationalism in South East Asia</i>, Routledge, New York, 2004.</p> <p>Tarling, Nicolas, <i>Imperialism in South East Asia</i>, Routledge, New York, 2001.</p> <p>Tarling, Nicolas, <i>The Cambridge History of South East Asia</i>, Vol II, Cambridge University Press, Cambridge, 1992.</p>				
<p>References</p> <p>Hooker, Virginia Matheson, <i>A Short History of Malaysia</i>, Allen & Unwin, New South Wales, 2003.</p> <p>Drakeley, Steven, <i>The History of Indonesia</i>, Greenwood Press, Connecticut, 2005</p> <p>Nadeau, Kathleen M, <i>The History of Philippines</i>, Greenwood Press, Connecticut, 2008.</p> <p>Myint, Thant U, <i>The Making of Modern Burma</i>, Cambridge University Press, Cambridge, 2001</p> <p>Mishra, Patit Paban, <i>The History of Thailand</i>, Greenwood Press, Connecticut, 2010.</p> <p>Corfield, Justin, <i>The History of Vietnam</i>, Greenwood Press, Connecticut, 2008.</p>				
<p>Suggested Reading</p> <p>Kratoska, Paul H, <i>South East Asia: Colonial History</i>, Routledge, New York, 2001.</p> <p>Owen, Norman G, <i>The Emergence of Modern South East Asia: A New History</i>, University of Hawai'i Press, Hawai'i, 2004.</p>				

Web Resources

<https://cec.nic.in/cec/>

Correlation of POs/PSOs to each CO and make a corresponding mapping table

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46

PROJECT

Course Code	232HI4M04		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part I	Core	
Semester	1		
Year of Implementation	From the academic year2023-24..... onwards		
Course Objectives	<ul style="list-style-type: none"> To have an experience of research in historical studies. To provide an opportunity to the student for an independent source based study which facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. To develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way. 		
CO #	Course Outcome(s)	PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to			
CO 2	To have the knowledge about the research and identification of research topic	PSO 1 PSO 2 PSO 4	K2
CO 4	Do exhaustive study of the primary and secondary sources, analyse the sources and identify the research gap.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	Evaluate the research based on the sources and provide innovation and creativity	PSO 1 PSO 2 PSO 3	K5

		PSO 4 PSO 5	
CO 3	To communicate the outcome of the dissertation and present it with ICT tools	PSO 1 PSO 2 PSO 3 PSO 4	K3

RUBRICS ASSESSMENT TEST

Max. Marks: 50 Rubric for assessment					
Criteria		CO # - K Level		Descriptors	
		Outstanding (80% and above)	Good (70%-80%)	Average (50%-70%)	Unsatisfactory (Below 50%)
Domain Knowledge	CO2 – K2	Knowledge on the Board area of Research and identification of research topic.	Knowledge on the Board area of Research	Inadequate knowledge on the area of research	Has not identified the area of research
Analyze	CO4 – K4	Exhaustive Review of Literature and Identification of research objectives and methods.	Review of Literature of few important works and Identification of research objectives and methods	Minimal review of literature and some references to research objectives and methods	Inadequate Review of Literature without research objectives and methods
Evaluate & Create	CO5 – K5	Synthesis of the research based on sources with efforts at using primary resources providing evidences for innovation and creativity	Synthesis of the research based on sources and exhibiting tendency for innovation and creativity	Synthesis of the research based largely on secondary sources.	Attempts at description and synthesis
Presentation	CO3 – K3	Proficiency and clarity in communicating the core ideas and conclusions using ICT tools.	Good in communicating the core ideas and conclusions using ICT tools.	Able to communicate with some difficulties	Unable to communicate satisfactorily

--	--	--	--	--	--

INTERNATIONAL RELATIONS

Course Code		232HI4E01		
Credits		5		
Hours / Cycle		6 Hours / Cycle		
Category		Part - I	Elective	Theory
Semester		IV		
Year of Implementation		From the academic year2023-24..... onwards		
Course Objectives		<ul style="list-style-type: none">● To Familiarize with the key concept of International Relations.● To Understand the Politics between the two World Wars● To Appreciate on the functioning of the specialized agencies of the UNO.● To have a Comprehensive knowledge of the operation of the International Economic agencies.● To Evaluate on the outcome of the different Nuclear Policies.		
CO #	Course Outcome(s)		PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to				
CO 1	Recalling the different terms in International Relations.		PSO 1, PSO 4, PSO 5	K1
CO 2	Outline on the Changes in Politics between the two world wars.		PSO 1, PSO 5	K2

CO 3	Identity the functioning of the United Nations specialized agencies and its impact.	PSO 1, PSO 2, PSO 3, PSO 5	K3
CO 4	Analyse the various Global financial organizations and their outcome..	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K4
CO 5	Evaluate the role of different Nuclear policies and Terrorist activities.	PSO 1, PSO 2, PSO 3, PSO 4, PSO 5	K5

SYLLABUS				
UNIT	CONTENT	HO UR S	COs	BLOOM'S TAXONOMY LEVEL
I	Concepts State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Regional Arrangements – United Nations Organization – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats	90	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Cold War Era Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role Middle East: Arab Israeli Conflict – Oil Crisis	90	CO1 CO2 CO3 CO4	K1,K2,K3, K4,K5
III	International and Regional Organizations United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC	90	CO1 CO2 CO3 CO4	K1.K2.K3, K4,K5
IV	International Economy Brettonwoods Institutions: World Bank and IMF –UNCTAD – North – South Dialogue – NIEO – GATT – WTO	90	CO1 CO2 CO3 CO4	K1,K2,K3, K4,K5
V	Contemporary Issues	90	CO1 CO2 CO3	K1,K2,K3, K4,K5

	Nuclear Politics: IAEA – NPT – CTBT – Concepts –India’s Nuclear Policy International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective – Indian Ocean: Cold War Politics – Contending Interests – India’s Concerns – Environmental Concerns: Rio – Kyoto – Green Peace		CO4	
Prescribed Books/Textbooks Chaturvedi S., Geopolitics. In Chimni, B.S., & Mallavarapu, S. (Eds.), International Relations: Perspectives for the Global South, Pearson, New Delhi, 2012. Morgenthau, Hans J. Politics Among Nations, Alfred A Knopf, New York ,1948. Kumar Mahendra, Theoretical Aspects of International Politics, Shivalal Agarwal and Company, New Delhi, 2017. Waltz, Kenneth N, Theory of International Politics, New York, 1979.				
References Reinalda Bob, Routledge history of International Organisations: From 1815 to the present day, Routledge, New York, 2009 Colin Flint, A Framework for Understanding Geopolitics, Taylor and Francis Group: Routledge, New York, 2006. William H. Overholt, Asia, America, and the Transformation of Geopolitics, Cambridge University Press; 1st edition, 2007.				
Suggested Reading Sinha, A. and M. Mohta (eds), Indian Foreign Policy: Challenges and Opportunities, Academic Foundation, New Delhi, 2003. Cohen, Benjamin J. International Political Economy: An Intellectual History, Princeton University Press, New Jersey, 2008.				
Web Resources https://en.wikipedia.org/wiki/The_British_Journal_of_Politics_and_International_Relations https://en.wikipedia.org/wiki/Georgetown_Journal_of_International_Affairs https://en.wikipedia.org/wiki/International_Affairs_(journal)				

Correlation of POs/PSOs to each CO and make a corresponding mapping table

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

Overall Mapping of the Course with POs	2.45	Overall Mapping of the Course with PSOs	2.46
--	------	---	------

History of Science and Technology in Modern India

Course Code	232HI4E02		
Credits	5		
Hours / Cycle	6 Hours / Cycle		
Category	Part - I	Elective	Theory
Semester	IV		
Year of Implementation	From the academic year2023-24..... onwards (this is required as some of the courses may not be revised during particular revision)		
Course Objectives	<ul style="list-style-type: none"> To impart an understanding of the concept of colonial science To impart knowledge of the developments of colonial science and technology, institutionalisation of science and establishment of scientific and research bodies To impart an understanding of the uniqueness and significance of the post-colonial efforts for the development of science and technology and establishment of scientific bodies. To impart knowledge of the post-colonial scientific research organisations and their contributions. To impart an understanding of the contributions of prominent scientists in post-colonial India and their achievement. 		
CO #	Course Outcome(s)	PSO Addressed	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 of colonial and post-colonial concept and developments in the field of science and technology.	PSO 1 PSO 2	K1
CO 2	To understand the important events in the field of science and technology in colonial and post-colonial India and related concepts such as colonial explorations, scientific mapping and surveys, medical, engineering and Agricultural sciences, nuclear, atomic, ICT and space research, and so on as well as the Indian responses towards it.	PSO 1 PSO 2 PSO 4	K2
CO 3	To apply concepts such as colonial science, scientific explorations, surveys, science policy of Indian government, scientific bodies 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
CO 4	To analyze the nature, causes and impact of the various strands of the Indian scientific institutions in colonial as well as post-colonial period.	PSO 1 PSO 2 PSO 3 PSO 4	K4
CO 5	To evaluate the various aspects of India's development in science and technology and the contribution of the prominent scientists during colonial and post-colonial era.	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	Science and Technology Under Colonial rule The concept of Science and Technology- Nature and Scope-The Concept of Colonial Science- Colonial Explorations under East India Company- Scientific Mapping and Survey- General James Russell- the Asiatic Society of Bengal and Scientific Research in India.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
II	Modern Science and Technology Through Education (Colonial and modern) Dalhousie and technical Education –Establishment of Engineering and Medical Colleges- Epidemic Diseases, Medical Research- Introduction of Railways-Textiles-Telegraph- Postal systems – Public Works- Lord Curzon; Agricultural research- Indian Industrial Commission 1916- Institutionalization (Response to science in India)- Rajaram Mohan Roy and Hindu Sanskrit College- Sir Syed Ahmed Khan and Aligarh Scientific Society-	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

	Mahendra Lala Sircar and Indian Association for the Cultivation of Science.			
III	Science and Technology in the Modern Era- Government of India and its science and technology policy since 1950- Development of Agricultural science – Space research- Development of INSAT system- Atomic energy and Nuclear Power programme – atomic energy commission- Pokran I&II, PSLV, Chandrayan, Mangalyaan.	20	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
IV	Research Institutions in Modern India Development of research organizations ISRO-CSIR-DRDO- Indian academy of sciences- BARC- Information and Communication Technology (ICT)- Introduction of computers- telecommunication – MTNL, VSNL, TRAI.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5
V	Prominent scientists of Modern India Contribution to science- Sir C.V. Raman, Jagadish Chandra Bose- P.C. Roy, Homi Baba, Vikram Sarabhai, M.S,Swaminathan, APJ Abdul Kalam.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5

Prescribed Books/Textbooks

Bose D.M. and Seddn S.N(ed) *A Concise History of Science in India*, Indian Science Academy, New Delhi, 1972.

Chattopadhyaya, Debiprasad, *History of Science and Technology in India*, Firma KLM, Calcutta, 1991.

KalpanaRajaram, *Science and Technology in India*, Spectrum India, New Delhi, 1993.

Varghese Jayaraj.S. *History of Science and Technology*, Annes publication, Uthamapalayam.

References

Kalpana Rajaram, *Science and Technology in India*, Spectrum India, New Delhi, 1993.

Arnold, David. *Science, Technology and Medicine in Colonial India*. The New Cambridge History of India Series, Cambridge, 1999.

Ashan Jan Qaisar, *The Indian Response to European Technology 1498-1707*, Oxford University Press, 1982.

Patrick Pringle, *Great Discoveries in Modern Science*, George H. Harrap & Co. Ltd., London, 1956.

Suggested Reading

Kumar Deepak., *Science and Raj*, Oxford University Press, Delhi, New Delhi, 1995.

Kumar, Anil, *Medicine and the Raj, British Medical policy in India 1835-1911*, Sage Publishers, 1998

Lourdusamy, John Bosco. *Science and National Consciousness in Bengal*, Orient Longman, 2004.

Web Resources

<https://youtu.be/zFc38W98QZ8?si=Xz3K1Yem9IxZOU0f>

<https://youtu.be/khLVbjgF84Q?si=5durD-wYD4YALLdT>

https://youtu.be/7pp90cY3cws?si=A1JSOdWXX9_CK1by
<https://youtu.be/HJkSofxaQwk?si=CZw6-R08HAYkXh4T>
<https://youtu.be/nze2K2hgTqY?si=QvyCmcWi5jNK4Lx0>

Correlation of POs/PSOs to each CO and make a corresponding mapping table

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	-	-	-	-	2	2	2	-	-	2	2	K1
CO 2	2	-	-	-	-	-	2	2	-	-	-	2	K2
CO 3	2	2	2	2	2	-	2	2	2	2	-	2	K3
CO 4	3	3	3	2	2	3	3	3	3	2	3	3	K4
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	K5
Wt. Avg.	2.4	2.6	2.6	2.3	2.3	2.6	2.4	2.4	2.6	2.3	2.6	2.4	
Overall Mapping of the Course with POs							2.45	Overall Mapping of the Course with PSOs					2.46



MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)

TAMBARAM EAST, CHENNAI 600 059

DEPARTMENT OF HISTORY

M.A. HISTORY

PART I THEORY COURSES

INTERNAL CONTINUOUS ASSESSMENT TEST – I & III

(For Students Admitted from 2023-24 batch onwards)

Time: 2 Hours

Max. Marks: 50

SECTION A (3X 10 = 30 Marks)

Answer any THREE out of FIVE questions each not exceeding 300 words

1. CO 1 – K1
2. CO 2 – K2
3. CO 3 – K3
4. CO 4 – K4
5. CO 5 – K5

SECTION B (1 X 20 = 20 Marks)

Answer any ONE out of TWO questions each not exceeding 1200 words

6. CO 4 – K4

7. CO 5 – K5/K6

Mark Distribution: CO-wise

CO #	Section A	Section B	Total	Weightage in %
CO 1	1x 10= 10	-	10	11.11
CO 2	1x 10= 10	-	10	11.11
CO 3	1x 10= 10	-	10	11.11
CO 4	1x 10= 10	1x 20= 20	30	33.33
CO 5	1x 10= 10	1x 20= 20	30	33.33
Total	50	40	50/90	100



MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)

TAMBARAM EAST, CHENNAI 600 059

DEPARTMENT OF HISTORY

M.A. HISTORY

PART I 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
Domain Knowledge	CO2 – K2	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
Presentation	CO3 – K3	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
Analyze	CO4 – K4	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.
Evaluate & Create	CO5 – K5	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

Criteria	CO #	Marks	Weightage in %
Domain Knowledge	CO2	10	20
Presentation	CO3	10	20
Analyze	CO4	10	20

Evaluate & Create	CO5	20	40
Total		50	100



MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
TAMBARAM EAST, CHENNAI 600 059

DEPARTMENT OF HISTORY

M.A. HISTORY

PROJECT/DISSERTATION

INTERNAL CONTINUOUS ASSESSMENT TEST

(For Students Admitted from 2023-24 batch onwards)

Max. Marks: 50

Rubric for assessment					
Criteria	CO # - K Level	Descriptors			
		Outstanding (80% and above)	Good (70%-80%)	Average (50%-70%)	Unsatisfactory
Domain Knowledge	CO2 – K2	Knowledge on the Board area of Research and identification of research topic.	Knowledge on the Board area of Research	Inadequate knowledge on the area of research	Has not identified the area of research
Analyze	CO4 – K4	Exhaustive Review of Literature and Identification of research objectives and	Review of Literature of few important works and Identification of research	Minimal review of literature and some references to research objectives and methods	Inadequate Review of Literature without research objectives and methods

		methods.	objectives and methods		
Evaluate & Create	CO5 – K5	Synthesis of the research based on sources with efforts at using primary resources providing evidences for innovation and creativity	Synthesis of the research based on sources and exhibiting tendency for innovation and creativity	Synthesis of the research based largely on secondary sources.	Attempts at description and synthesis
Presentation	CO3 – K3	Proficiency and clarity in communicating the core ideas and conclusions using ICT tools.	Good in communicating the core ideas and conclusions using ICT tools.	Able to communicate with some difficulties	Unable to communicate satisfactorily

Mark Distribution: CO-wise

Criteria	CO#	ICA- I Marks	Weight age in %	ICA- II Marks	Weight age in %	ICA- III Marks	Weight age in %
Domain Knowledge	CO2	35	70	30	60	10	20
Presentation	CO3	15	30	10	20	10	20
Analyze	CO4	0	0	10	20	10	20
Evaluate & Create	CO5	0	0	0	0	20	40
Total		50	100	50	100	50	100



MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
TAMBARAM EAST, CHENNAI 600 059
DEPARTMENT OF HISTORY
M.A. HISTORY

PART I THEORY COURSES

END OF SEMESTER EXAMINATIONS – NOVEMBER/APRIL
(For Students Admitted from 2023-24 batch onwards)

Time: 3 Hours

Max. Marks: 100

SECTION A (5 X 8 = 40 Marks)

(Answer any FIVE of the following, each not exceeding 300 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 3 – K3
4. CO 1 – K1
5. CO 2 – K2
6. CO 3 – K3
7. CO 2 – K2

8. CO 4 – K4

SECTION B (3 X 20 = 60 Marks)

(Answer any THREE of the following, each not exceeding 1200 words)

Note to Q paper setter: One from each unit

9. CO 3 – K3

10. CO 4 – K4

11. CO 4 – K4

12. CO 5 – K5/K6

13. CO 5 – K5/K6

Mark Distribution: CO-wise

CO #	Section A	Section B	Total	Weightage in %
CO 1	2 x 8 = 16	-	16	10
CO 2	3 x 8 = 24	-	24	15
CO 3	2 x 8 = 16	1 x 20 = 20	36	17
CO 4	1 x 8 = 8	2 x 20 = 40	48	34
CO 5	-	2 x 20 = 40	40	24
Total	64	100	100/164	100



MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
TAMBARAM EAST, CHENNAI 600 059

DEPARTMENT OF HISTORY

M.A. HISTORY

PROJECT/DISSERTATION

END OF SEMESTER EXAMINATION – NOVEMBER/APRIL

(For Students Admitted from 2023-24 batch onwards)

Max. Marks: 100

Criteria	CO#	Marks
Viva	CO2	20
Presentation	CO3	20
Analysis of Results – Dissertation / Report	CO4	40
Evaluate & Create	CO5	20

Mark Distribution: CO-wise

Criteria	CO#	K Level	Marks	Weightage in %
Viva	CO2	K2	20	20

Presentation	CO3	K3	20	20
Analysis of Results – Dissertation / Report	CO4	K4	40	40
Evaluate & Create	CO5	K5	20	20
Total		50	100	100