

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN HISTORICAL STUDIES
SYLLABUS WITH EFFECT FROM 2023-2024

THIRD YEAR – SEMESTER- V

CORE-IX: INDIAN NATIONAL MOVEMENT 1858 – 1947 CE

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
306C5A	INDIAN NATIONAL MOVEMENT 1858 – 1947 CE	Core					4	5	25	75	100
Course Objectives											
C1	Identify the causes of the rise of nationalism in India										
C2	Trace the emergence of Indian National Congress.										
C3	Provide an understanding about the historical sense of Indian freedom struggle and its various ideologies.										
C4	Evaluate the role of Gandhi towards Indian independence and recognize his involvements in social movements										
C5	Discuss the various stages of the National Movement in India Course Outcome										
UNIT	DETAILS										No. of Hours
I	Queen’s Proclamation - Impact of Western Education - Socio-Religious Reform Movements of the 19th Century – Indian National Congress – Moderate Phase.										15
II	Extremist Phase: Partition of Bengal and Swadeshi Movement – Formation of Muslim League - Indian Council Act of 1909 – The Ghadar Party – Home Rule Movement of Tilak and Annie Besant – Congress League Scheme – Rowlatt Act – Jallianwala Bagh Massacre – Government of India Act of 1919.										15
III	Khilafat – Non-Cooperation Movement –The Swarajya Party – Simon Commission – Nehru Report – Jinnah’s Fourteen Points – Civil Disobedience Movement – Round Table Conferences – Poona Pact –The Government of India Act of 1935.										15
IV	The Congress Ministry, 1937-39 - Quit India Movement - Cripps Proposal – The Muslim League -Rise of Communalism – Peasant and Labour Movements - Role of Press, Theatre and Cinema in the National Movement.										15
V	Subash Chandra Bose and INA - Cabinet Mission Plan – Mountbatten Plan – Indian Independence Act, 1947.										15
Total										75	
Course Outcomes											PO
CO	On completion of this course, students will										
1	Acquire knowledge on the origin of freedom movement.										PO1
2	Understand emergence of Socio-Religious Reform movements										PO2, PO3
3	Analyze various stages of the national movement										PO1, PO2
4	View Peasant and Labour Movements as part of the national movement										PO1, PO4
5	Get a proper perspective of the Independent struggle.										PO5

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Text Book	
1	Agarwal, R.C., National Movement and Constitutional Development in India, S Chand, 2005.
2	Bipan Chandra, et.al., India's Struggle for Independence, Penguin, New Delhi.
3	Bipan Chandra, Nationalism and Colonialism in Modern India, Orient Longman, 1981.
4	Grover and Grover, A New Outlook on Modern Indian History, S. Chand & Co., Pvt. Ltd., New Delhi, 1969.
5	Sumit Sarkar, Modern India 1885-1947, Palgrave Macmillan UK.
6	Tara Chand, History of the Freedom Movement in India Vols I – IV, Publications Divisions, Ministry of Information and Broadcasting, 1965 - India
7	Venkatesan, G, History of Freedom Struggle in India, V.C. Publications, 2013.
8	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	2	3	2	3
CO 5	2	2	2	2	2	3	2	3
Weightage	14	14	14	14	13	15	13	15
Weighted percentage of course contribution to POS	2.8	2.8	2.8	2.8	2.6	3.00	2.6	3.00

S-Strong-3 M-Medium-2 L-Low-1

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THIRD YEAR – SEMESTER- V

CORE X – FREEDOM MOVEMENT IN TAMIL NADU 1806 - 1947 CE

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
306C5B	FREEDOM MOVEMENT IN TAMIL NADU 1806 - 1947 CE	Core					4	5	25	75	100
Course Objectives											
C1	To know about the early resistance against the British in Tamil Nadu.										
C2	To learn about the various associations before the emergence of the Indian National Movement in Tamil Nadu.										
C3	To study the vibrant role of Tamil people towards the nationalist upsurge.										
C4	To inspire students to appreciate and respect the Tamil leaders and instill patriotism.										
C5	To enable the students understand the development of Cinema and Print Media.										
UNIT	DETAILS										No. of Hours
I	Introduction of Western Education – Christian Missionary Activities – Political Awakening – Formation of Madras Native Association – Madras Mahajana Sabha – Emergence of Indian National Congress.										15
II	The Early Phase of Indian National Congress – Swadeshi Movement and V. O. Chidambaram – Extremist Politics -Vanchinathan – Subramania Siva - Role of the Press- Subramaniya Bharathi.										15
III	Home Rule Movement – Justice Party in Power - Communal G.O. – Achievements of Justice Party - Temple Entry Movement - The Self Respect Movement.										15
IV	Civil Disobedience Movement - Congress in Power – Anti-Hindi agitation - Quit India Movement – Rise of Dravidian Identity Politics.										15
V	Development of Silent Cinema- Rise of the print Media and Literature- Formation of interim government- Declaration of Independence.										15
Total										75	
Course Outcomes									Programme Outcomes		
CO	On completion of this course, students will										
1	This course will impart knowledge on the origin of freedom movement in Tamil Nadu.										PO1,PO2, PO5
2	It inculcates the knowledge about India’s fight for independence with special referenceto Tamil Nadu and the roles of the different sections of the society to the students.										PO2, PO3
3	Students have understood the emergence of Justice Party and Self Respect Movement.										PO1, PO2
4	Students have understood the rise of Congress and the Dravidian identity Politics										PO1, PO2
5	Students have understood the development of Literature and the Print Media.										PO4, PO5

Text Book	
1	Arockiasamy. M , History of Tamil Nadu, Kudal Publications, Madras, 1990.
2	Baker, C.J. The Politics of South India, 1919-1939, Cambridge, 1977.
3	Chellam, V.T. History of Tamil Nadu, Kudal Publications, Madras, 1995.
4	David Washbrook, The Emergence of Provincial Politics ; Madras Presidency 1880-1920
5	Devanesan, History of Tamil Nadu, Benu Publications, Madurai, 1990.
6	Nebrou Karashima (Ed), A Concise History of South India: Issues and Interpretations, Oxford University Press, New Delhi, 2014.
7	Rajayyan K. History of Tamil Nadu 1565-1987, Madurai, Madurai University, 1974.
8	Rajayyan. K , History of Tamil Nadu, Ratna Publications, Trivandrum, 1989.
9	Subramaniam, N. History of Tamil Nadu, Madurai, Koodal Publishers, 1977.
10	Subramanian.N - History of Tamil Nadu from 1336-1989, Ennes Publications, Udumalpet, 1985.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	2	3	2	3
CO 5	2	2	2	2	2	3	2	3
Weightage	14	14	14	14	13	15	13	15
Weighted percentage of course contribution to POS	2.8	2.8	2.8	2.8	2.6	3.00	2.6	3.00

S-Strong-3 M-Medium-2 L-Low-1

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THIRD YEAR – SEMESTER- V

CORE XI –HISTORY OF USA 1945 – 2000 CE

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
306C5C	HISTORY OF USA 1945 – 2000 CE	Core					4	5	25	75	100
Course Objectives											
C1	To understand the concept of containment										
C2	To analyze background to Civil Rights Movement										
C3	To focus on the domestic policy of Richard Nixon										
C4	To know about disbarment talks										
C5	To know the causes of the end of the Cold War										
UNIT	DETAILS										No. of Hours
I	The Cold War: Strategy of “Containment” – Harry S. Truman – Fair Deal – Truman Doctrine – Marshall Plan – Point Four Programme – Eisenhower – Suez Canal Crisis – Anti-Communist Crusade - Korean War - Cuban Crisis.										15
II	John F. Kennedy – New Frontier Policy - Civil Rights Movement – Martin Luther King - L.B. Johnson – Great Society - Foreign Policy.										15
III	Richard Nixon – Watergate Scandal - Ping Pong Diplomacy – Man on the Moon – Super Power Rivalry – Vietnam War.										15
IV	America under Jimmy Carter – Domestic and Foreign Policy – Détente: Strategic Arms Limitation Treaty [SALT-II] – Ronald Reagan, Escalation of the Cold War – US-Soviet Relations.										15
V	George Bush Senior – End of Cold War – Bill Clinton – USA as a Super Power – Domestic and Foreign Policy – George Bush Junior.										15
	Total										75
Course Outcomes									Programme Outcomes		
CO	On completion of this course, students will										
1	Understand the politics of post world war dominance										PO1,PO2, PO5
2	Analyze the existence of racial divide in USA										PO2, PO3
3	Understand the problems of the freedom of expression										PO1, PO2
4	Discuss the domestic policies of Ronald Reagan and others										PO1, PO2
5	Analyse the the foreign policies of George Bush and his successors										PO1,PO2,P03

Text Book	
1	Alalasundaram, R., A History of United States of America 1865-1974, Podhigai Pathipaham, Pondicherry, 1981.
2	. Rajayyan, K, History of the U.S.A., Madurai Publishing House, Madurai, 1978.
3	Krishnamurthi, History of the United States of America, 1492-1965, Madurai Printers, Madurai, 1980.
4	Majumdar, R.K. and Srivastva, A.N., History of the United States of America From 1845 to Present Day, SBD Publishers & Distributors, New Delhi, 1998
5	Nambi Arooran, A History of the USA (Tamil), Tamil Nadu Text Book Society Publication, Chennai, 1980. Subramanian, N., A History of the USA, Ennes Publication, Udumalpet, 1986.
6	Marshall Smelsor, American History – At A Glance, Barnes and Noble INC, New York, 1962.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	2	3	2	3
CO 5	2	2	2	2	2	3	2	3
Weightage	14	14	14	14	13	15	13	15
Weighted percentage of course contribution to POS	2.8	2.8	2.8	2.8	2.6	3.00	2.6	3.00

S-Strong-3 M-Medium-2 L-Low-1

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THIRD YEAR – SEMESTER- V

Elective V: HISTORY OF CIVILIZATION (Excluding India)

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
306E5A	HISTORY OF CIVILIZATION (Excluding India)	Elective					3	4	25	75	100
Course Objectives											
C1	To make students aware of evolution of Culture and Civilization										
C2	To give a critical understanding of the contributions made by the Civilizations of the ancient world. the political history of the Tamil Nadu										
C3	To study various aspects of Civilizations like Polity, Literature, Philosophy, Science and Arts of these Civilizations										
C4	It also focuses on the development of education, science and technology										
C5	To enhance the students' knowledge about the past										
UNIT	DETAILS										No. of Hours
I	Introduction: Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilization – Toynbee and D.D. Kosambi's views on Civilization.										15
II	Egyptian Civilization: Society, Religion, Culture and Art – Mesopotamian Civilization: Sumerian, Babylonian – Code of Hammurabi, Religion, Art and Architecture – Persian Civilization and its important features										15
III	Ancient Greek Civilization: City States, Legacy in the fields of Science and Philosophy – Roman Civilization: Society, Government, Law and Architecture – Chinese Civilization and its important features.										15
IV	Middle Ages: Byzantine and Saracenic Civilization – Feudalism – Origin, Merits and Demerits – Crusades – Growth of Cities and Progress of Education.										15
V	Transition to Modern Age: Geographical Discoveries – Renaissance: Causes and Results – Reformation and Counter Reformation – Industrial and Agrarian Revolutions.										15
	Total										75
Course Outcomes									Programme Outcomes		
CO	On completion of this course, students will										
1	Understand the distinction between culture and civilisation										PO1,PO2, PO5
2	Appreciate the evolution of institutions										PO2, PO3
3	Understand rise of towns and cities										PO1, PO2
4	Analyse better the course of the historical developments										PO1, PO2
5	Appreciate the impact of scientific spirit										PO1,PO2,P03

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Text Book	
1	Gokhale. B.K. : Introduction to Western Civilization
	Rice, E. F., Jr. The Foundations of Early Modern Europe, 1460–1559. 2nd ed. New York: W.W. Norton & Co., 1994.
2	Barnes. H.E. : The History of Western Civilization
3	Hayes C.J. : History of Civilization
4	Judd. G.P. : History of Civilization
5	Thorndike. L. : History of Civilization
6	T. Walter Wall Bank & Alastair : Civilization: Past and Present
	Phul. R.K. : World Civilization
7	Joshi P.S. : History of Civilization
	MacCulloch, D. The Reformation: A History
8	Edward MacNall Burns : Western Civilization

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	2	3	2	3
CO 5	2	2	2	2	2	3	2	3
Weightage	14	14	14	14	13	15	13	15
Weighted percentage of course contribution to POS	2.8	2.8	2.8	2.8	2.6	3.00	2.6	3.00

S-Strong-3 M-Medium-2 L-Low-1

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THIRD YEAR – SEMESTER- V

ELECTIVE-VI: HISTORY OF MODERN EUROPE 1789–1919 CE

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
306E5B	HISTORY OF MODERN EUROPE 1789–1919 CE	Elective					3	4	25	75	100
Course Objectives											
C1	To enhance the students' knowledge about the French revolution and its impact on Europe										
C2	To gain a deeper understanding about the rise of Nationalism and formation of nation state.										
C3	To analyze the importance of the Unification of Italy										
C4	To analyze the importance of the Unification of Germany										
C5	To know the revolutions in Europe.										
UNIT	DETAILS										No. of Hours
I	Ancient Regime of France – The French Revolution - Causes, Course and Results - Rise of Napoleon Bonaparte – Consulate - Constitution of 1799 - Napoleon as Emperor – Napoleonic Wars - Reforms of Napoleon – Downfall of Napoleon										15
II	The Congress of Vienna - Concert of Europe - Metternich – Charles X - Revolution of 1830 and its results – Greek War of Independence - Louis Philippe – Causes for the Revolution of 1848 – Course and Results.										15
III	Napoleon III – His Foreign Policy - Unification of Italy – Risorgimento – Rise of Mazzini – Cavour – Garibaldi – Victor Immanuel.										15
IV	Unification of Germany – Zollverein – Germany and Italy – Austro-Prussian War – Franco-Prussian War										15
V	Russia – Reforms of Alexander I – Eastern Question – The Crimean War – Results of War – Mehmet Ali and Turkey.										15
Total										75	
Course Outcomes									PO		
CO	On completion of this course, students will										
1	Acquire knowledge about the French revolution and its impact on Europe										PO1,PO2, PO5
2	Understand concept of nation state										PO2, PO3
3	Understand the forces behind rise of nationalism										PO1, PO2
4	Analyse the progressive forces in the nineteenth century										PO1, PO2
5	Understand the causes of the First World War										PO1,PO2,P03

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Text Book	
1	Arun Bhattacharjee, A History of Europe (1789-1945), Sterling Publishers, New Delhi, 1982.
2	Huges, H.S., Contemporary Europe, Prentice Hall, New Delhi, 1991.
3	David Thompson, Europe since Napoleon, McGraw-Hill Publishers, New Delhi, 1962.
4	Carlton J, H.Hays, Modern Europe to 1870, Mac Millan, New York, 1953.
5	Grant, A.J. and Temperly, Europe in the 19th and 20th Centuries, Orient Longman, 1965.
6	Scammell, G. V. The First Imperial Age: European Overseas Expansion, c. 1400–1715. London: Routledge, 1989.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	2	3	2	3
CO 5	2	2	2	2	2	3	2	3
Weightage	14	14	14	14	13	15	13	15
Weighted percentage of course contribution to POS	2.8	2.8	2.8	2.8	2.6	3.00	2.6	3.00

S-Strong-3 M-Medium-2 L-Low-1

UNIVERSITY OF MADRAS
U.G. DEGREE COURSE

PART – IV - VALUE EDUCATION

Common for all U.G. & Five Year Integrated Courses
(Effective from the Academic Year 2012 – 2013)

SYLLABUS

CREDITS: 2

III YEAR / V SEM

Objective: Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

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U.G. DEGREE COURSE

Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.
