

M. A. History

Syllabus

AFFILIATED COLLEGES

Program Code: 31E

2021 – 2022 onwards



BHARATHIAR UNIVERSITY

(A State University, Accredited with “A” Grade by NAAC,
Ranked 13th among Indian Universities by MHRD-NIRF,
World Ranking : Times - 801-1000, Shanghai - 901-1000, URAP - 1047)

Coimbatore - 641 046, Tamil Nadu, India

PROGRAM EDUCATIONAL OBJECTIVE (PEOs) are:

Program Educational Objectives (PEOs)	
THE M.A. HISTORY PROGRAM (Affiliated Colleges) (describe accomplishments that graduates are expected to attain within five to seven years after graduation)	
PEO1	To construct the vision of students to recognize the historical diversity of human experience in time and space without any distinction of countries, ethnicity, religion, caste, class, language, sex etc. and to make them work towards universal brotherhood.
PEO2	To equip the students with a set of professional dispositions and abilities required to be a historian, teacher, professor, archivist, archaeologist, museologist, epigraphist, writer, politician, orator, lawyer, journalist, tourist guide and administrators.
PEO3	To motivate the students to acquire the competencies in the skills and tools of historical research and analysis to take up higher studies of research in the diverse fields of history like political, social, economic, and cultural as well as Archaeology, Museology, Epigraphy etc.
PEO4	To endow the graduates with the knowledge of recent trends and sequence in history and to promote their ability to interpret, analyze, write and communicate historical knowledge in excellence.



Program Specific Outcomes (PSOs)	
After the successful completion of M.A. History program, the students are expected	
PSO1	To acquire mastery of the knowledge in history and its various political and social structures, cultures, specific events, facts, terminologies, conventions, and methodology.
PSO2	To obtain a deep understanding of history with the ability to comprehend the facts and principles of different historical times and make an advance exploration in specific historical topics.
PSO3	To assess the values of unity in diversity and construct a humanitarian approach towards society to become better citizens of their nation and world.
PSO4	To analyze the history of different societies, civilizations, cultures and their interconnection and classify, compare and contrast the events, facts, concepts, ideas and philosophies.
PSO5	To evaluate and recognize the values of history.
PSO8	To integrate their learning from different fields of history to develop a scientific, secular approach towards history and advance arguments in support of right historical contention.
PSO9	To equip with the essentialities of their choice of chosen career.

Program Outcomes (POs)	
On successful completion of the M.A. History program the learner will:	
PO1	Acquire mastery of the historical knowledge of the diversity of human experience in political, social, cultural, economic, scientific fields and events over a period of time and space.
PO2	Understand the similarities, differences and interconnections of different histories of the world and acquire multicultural sensitivity by exploring the past in different angles.
PO3	Demonstrate mastery of information literacy through writing about the Indian History, World History, History of Tamil Nadu, Archaeology, Museology and Tourism.
PO4	Communicate historical knowledge, interpretations, and arguments clearly in oral presentations and history projects.
PO5	Illustrate an attitude of research of social relevance and develop a secular, scientific approach towards history.
PO6	Analyze the political, social and cultural aspects of different times, regimes and dynasties.
PO7	Compare and contrast different events, ideas, thoughts, philosophies and institutions of history to construct a coherent narrative.
PO8	Identify and appreciate the contributions of civilizations, empires and nation states.
PO9	Recognize and evaluate the achievements of man in history and progress of ideas.
PO10	Develop worthy intellectual attitude and will acquire the modern skills, aptitude and potentialities of most creative mode in history.

BHARATHIAR UNIVERSITY :: COIMBATORE 641 046
M.A. HISTORY Curriculum (Affiliated Colleges)
(For the students admitted during the academic year 2021 – 2022 onwards)

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
FIRST SEMESTER							
	CORE – 1 Social and Cultural History of India upto 1206 A.D.	4	5	-	50	50	100
	CORE – 2 History of the Delhi Sultanate from 1206 A.D. to 1526 A.D.	4	5	-	50	50	100
	CORE – 3 History of the Mughals from 1526 A.D. to 1773 A.D.	4	5	-	50	50	100
	CORE – 4 Constitutional History of India from 1773 A.D. to 1950 A.D.	4	5	-	50	50	100
	CORE – 5 History of Indian National Movement since 1885 A.D.	4	5	-	50	50	100
	Elective I -	4	5	-	50	50	100
	Total	24					600
SECOND SEMESTER							
	CORE – 6 Social and Cultural History of Tamil Nadu from Sangam Age to 1800 A.D.	4	5	-	50	50	100
	CORE – 7 Social and Cultural History of Tamil Nadu from 1800 A.D. to 1916 A.D.	4	5	-	50	50	100
	CORE – 8 Panchayat Raj	4	5	-	50	50	100
	CORE – 9 History of Kongu Nadu	4	5	-	50	50	100
	CORE-10 Contemporary History of India from 1947	4	5	-	50	50	100

	A.D. to 2014 A.D.						
	Elective II –	4	5	-	50	50	100
	Total	24					600
THIRD SEMESTER							
	CORE – 11 History of Ancient Civilization up to 476 A.D. (Excluding India)	4	5	-	50	50	100
	CORE – 12 History of Medieval Civilization from 476 A.D. to 1453 A.D.	4	5	-	50	50	100
	CORE – 13 Historiography: Theory and Methods	4	5	-	50	50	100
	CORE – 14 History of Far East from 1800 A.D. to 1989 A.D.	4	5	-	50	50	100
	CORE – 15 Social and Cultural History of Tamil Nadu from 1916 A.D. to 2001 A.D.	4	5	-	50	50	100
	Elective III –	4	5	-	50	50	100
	Total	24					600
FOURTH SEMESTER							
	CORE – 16 International Relations and Diplomacy from 1914 A.D. to 1991 A.D.	4	6	-	50	50	100
	CORE – 17 Project and Viva Voce***	4	6	-	50	50	100
	Special Elective – 1##	3	6	-	30	45	75
	Special Elective – 2##	3	6	-	30	45	75
	Elective IV –	4	6	-	50	50	100
	Total	18					450
	Grand Total	90					2250
ONLINE COURSES							
	SWAYAM – MOOC – Online Course* @	2	-	-	-	-	50
	Non-scholastic with Credits						
<p>*@The students can do any 2 online course in the I and III semester but ITS NOT MANDATORY. A pass or fail of the student in the online courses will in no way affect the regular course.</p>							

PAPERS FOR ELECTIVES

(Colleges can choose any ONE elective per semester from the choices)

	Titles of the Elective Courses		
PAPER I/ SEMESTER-I	TOURISM AND TRAVEL MANAGEMENT	(OR)	EPIGRAPHY
PAPER II/ SEMESTER-II	OFFICE AUTOMATION AND APPLICATIONS (Industry 4.0)	(OR)	PRINCIPLES AND METHODS OF ARCHAEOLOGY
PAPER III/ SEMESTER- III	INTERVIEW SKILLS AND TECHNIQUES	(OR)	MUSEOLOGY
PAPER IV/ SEMESTER- IV	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS	(OR)	TEMPLE ART AND ARCHITECTURE OF TAMIL NADU

**PAPERS FOR SPECIAL ELECTIVE 1 AND 2 OF
FOURTH SEMESTER**

(Choose any two of the following papers listed 1-4)

1)	Women's Studies
2)	Human Rights
3)	Introduction to Journalism and Mass Communication
4)	History of U.S.A. from 1865 A.D. to 1974 A.D.

***** A Project is to be done in the IV Semester with viva-voce examination at the end of the IV Semester.**

- **A Project on any historical topic pertaining to any period of student's interest to be done under the supervision of a guide and submit a project report of not more than 50 pages and not less than 40 pages (The *Times New Roman* font sized 12 (1.5 spaced) in A4 size paper)**
- **The 50 marks of CIA of the project must be on the basis of the students field visits, collections of sources and his overall performance as a new researcher.**
- Project must be related to a topic relevant to the history.
- The Project must be submitted *before* the end of the 4th Semester Examination.
- **A viva-voce examination must be conducted at the end of the IV semester. The 50 marks of ESE must be based on Viva-voce. The evaluation of the project shall be done by a panel of examiners not less than two (one External and one Internal).**

Weightage of marks for Project CIA	Marks
a. Brief description of the plan of the project and discussions with the guide	10
b. Field visits to Archives, Libraries, Record offices, Historical sites etc.	10
c. Preparation of preliminary report	30
Total Internal marks	50

Weightage of marks for Viva-voce (ESE)	Marks
a. Presentation in completeness in terms of expectation of the project (abstract, introduction, scope, objectives, historical sources, chapters, conclusion findings, suggestions etc.)	30
b. Questions and answer session	20
Total External marks	50



**First
Semester**

COURSE CODE	SOCIAL AND CULTURAL HISTORY OF INDIA UPTO 1206 A.D.		L	T	P	C
CORE-1			4	-	-	4
Pre-requisite	A basic historical knowledge about Indian history at undergraduate level		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are :						
<ol style="list-style-type: none"> To understand the social structure, religion and culture of India. To learn about the birth of new religions in ancient India and importance of social harmony. To devote greater attention to non-political aspects of history by introducing concepts with a view to enabling comprehension rather than the retention of facts 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember and follow clues, traces left by people who lived in the past.					K1
2	Understand the problems of their times, their legacy, literature, inventions and discoveries that slowly transformed human societies.					K2
3	Apply the concepts for contemplation and promoting universal brotherhood and harmony.					K3
4	Analyze the impact of foreign invasions on society and culture.					K4
5	Evaluate the contribution of Jainism and Buddhism to Indian Culture					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:I	SOCIAL AND CULTURAL LIFE OF HARAPPANS AND DRAVIDIANS				15-- hours	
Pre-historic culture-Socio - Cultural life of the Indus Valley people –Indus Script- Religion – Economy and Trade- Causes for the decline of the Indus Valley Civilization- Dravidian Society and Culture.						
Unit:II	SOCIAL INSTITUTIONS UNDER ARYANS				15-- hours	
The Advent of the Aryans - Social and cultural life of the Rig Vedic and LaterVedic Aryans – Religious ideas, rituals and practices- Evolution of Social Institutions-Origin and growth of caste system and its impact on society-Position of women.						
Unit:III	RELIGIOUS UNREST AND ITS IMPACT				15-- hours	
Religious unrest in 6th Century B.C.–Racial, Social, Economic and Religious factors- Jainism and Buddhism-Contribution to Indian culture-Language, Literature, Art and Architecture-Persian and Greek influence-The Rise of Urban Centres-Cultural interaction between India and neighboring countries (Central Asia, South East Asia, China)						
Unit:IV	LEGACY OF MAURYAS AND SATAVAHANAS				14-- hours	
Mauryan Legacy-Asoka and his Policy of Dharma-Asokan Edicts-Brahmi and Kharosthi scripts-Spread of Buddhism –Mauryan Art and Architecture- Transformation of Buddhism –Rise of Mahayanism -Gandhara School of Art- Cultural legacy of the Satavahanas.						

Unit:V	AGE OF GUPTAS DOWN TO HARSHA	14-- hours
Golden Age of the Guptas-Revival of Hinduism during the Gupta period - Its impact on Society - Progress of Science and Literature-Art and Architecture-Paintings-Coinage of Guptas- Great Educational Centres- Nalanda and Vikramasila- Age of Harsha- Society and Culture.		
Unit:VI	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		75-- hours
Book(s) for Study		
1	Jayapalan, N., <i>History of Indian Culture</i> , Atlantic Publishers & Distributors, New Delhi, 2001.	
2	Kosambi,D.D., <i>The Culture and Civilisation of Ancient India in Historical Outline</i> , Vikas Publishing HousePvt.Ltd., New Delhi, 1977.	
3	Mahajan,V.D., <i>The History of India upto 1206 A.D</i> , S Chand & Co New Delhi,1970.	
Book(s) for Reference		
1	Basham,A.L, <i>Cultural History of India</i> , Ed. Oxford University Press, New Delhi, 1975.	
2	Nilakantasastri,K.A., <i>History of India</i> , Oxford University Press,New Delhi,.1950	
3	Smith,V.A., <i>Oxford History of India</i> , OUP, New Delhi.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/History_of_India	
2	https://ndl.iitkgp.ac.in/homestudy/humanities	
3	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829	
4	http://egyankosh.ac.in/handle/123456789/53713	
Course Designed By: Prof. R.PRAKASH , Assistant Professor in History, Sri Vasavi College , Erode. E-mail ID prakashero80@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	M	M	S	M	M
CO2	M	S	S	M	S	M	M	S	S	M
CO3	S	S	M	M	S	M	M	S	M	S
CO4	S	S	S	S	M	M	M	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	HISTORY OF THE DELHI SULTANATE FROM 1206 A.D. TO 1526 A.D.		L	T	P	C
CORE-2			4	-	-	4
Pre-requisite	Knowledge of Indian History at U.G. level		Syllabus rsion		2021- 2022	
Course Objectives:						
The main objectives of this course are :						
1. To acquaint students with the new developments in the different spheres of life during the period of Delhi Sultanate						
2. To provide students with a comprehensive understanding of the events between 1206 A.D. to 1526 A.D.						
3. To create awareness among students about the socio-political and cultural changes India had undergone during the medieval period.						
Expected Course Outcomes:						
On the successful completion of the course, students will be able to:						
1	Continue to enhance their knowledge through independent work and practice.					K1
2	Understand the administration and disintegration of Delhi Sultanate.					K2
3	Apply their knowledge and critical understanding of history to a greater extent.					K3
4	Act autonomously for planning and executing research and writing.					K4
5	Critically evaluate the current research, practice, and debate in Medieval history of India					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:I	SLAVE DYANASTY				15- hours	
Sources - India on the eve of the Muslim conquest - Arab, Ghaznavid and Ghorid Invasions: Nature and Impact - Qutb-ud-din-Aibek - Iltutmish - Nobles – Ulema – The Forty- Raziya – Balban-Theory of Kingship-Successors of Balban.						
Unit:II	KHILJI DYNASTY				15-- hours	
The Khilji Revolution- Jalal-ud-din-Khilji- Ala-ud-din-Khilji- Theory of kingship- Conquests and Territorial Expansion- Administrative System- Price Control and Market Regulations- Agrarian measures –Military reforms- Foreign policy- southern conquest- Mongol invasions and its effects.						
Unit:III	TUGHLUQ DYNASTY				15 hours	
Ghiyas-ud-din Tughluq- Mohammed-bin-Tughluq –Administrative experiments – The disorders of his reign - Firoz Tughluq –Foreign policy-Administration- Humanitarian measures- Timur's invasion of India and its impact.						
Unit:IV	SAYYID AND LODI DYNASTY				14-- hours	
Khizr Khan - Mubarak Shah - Alam Shah -Bahlol Lodi- Sikander Lodi - Ibrahim Lodi- Decline and disintegration of the Delhi Sultanate- Administration of Delhi Sultanate						
Unit:V	SOCIETY AND CULTURE				14- hours	

Social life of the people -Slavery and Non-Muslims subjects under the sultanate - Agrarian relations and taxation during the Sultanate period –Bhakthi Movement- Art and Architecture - Rise of urban economy -Trade and commerce		
Unit:VI	Contemporary Issues	2- hours
Expert lectures, online seminars - webinars		
Total Lecture hours		75- hours
Book(s) for Study		
1	Mahajan V.D., History of Medieval India, S Chand publication, Delhi, 1991.	
2	Mukerjee L, A study of History of India: Medieval Period, Surjeet Publications, Delhi, 2018.	
3	Prasad Iswari, History of Medieval India, India Press, Allahabad, 1940.	
Book(s) for Reference		
1	Colonel Sir Wolseley Haig, <i>Cambridge History of India. Volume III, Turks and Afghans</i> , The University Press, Macmillan, New York, 1928.	
2	Ishwari Prasad, <i>History of Medieval India (from 647 to 1526 A. D.)</i> , Surjeet publications Delhi - 110 052, 2018	
4	Majumdar R.C., <i>Delhi Sultanate, Vol-VI</i> , Bharathi Vidya Bhavan, 1967.	
5	Maqbul Ahmad, S., <i>Indo-Arab Relations: An Account of India's Relations with the Arab World from Ancient Up to Modern Times</i> , Indian Council for Cultural Relations, New Delhi-2, 1969.	
6	Mehta J. L., <i>Advanced Study in the History of Medieval India, Volume- I</i> , Sterling Publications Private Limited, Delhi, 110020, 2019.	
7	Rizvi S.A.A., <i>The Wonder that was India, Vol-2</i> , Pan Macmillan Publishing India Private Limited, New Delhi -1, 2005.	
8	Sathis Chandra, <i>History of Medieval India (800-1700A.D.)</i> , Orient Blackswan, Delhi- 02, 2007.	
9	Srivastava A.L., <i>The Sultanate of Delhi (711-1526 A.D)</i> , Shivalal Agarwala & Company, Agra, 1977.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://swayam.gov.in/nd2_cec20_hs27/preview	
2	https://nptel.ac.in/courses/124/106/124106009/	
3	https://ndl.iitkgp.ac.in/	
4	http://www.indohistory.com/	
5	https://www.wikipedia.org/	
Course Designed By: MR.C.GURUCHANDRAPADMAN , Assistant Professor, Department of History, Chikkanna Government Arts College, Tirupur-2. E-mail ID guruchandrapadman@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	M	S	S	M	S
CO2	M	S	S	S	M	S	M	S	S	S
CO3	S	S	S	S	M	M	M	M	M	M
CO4	M	M	M	M	S	S	S	S	S	S
CO5	M	M	M	M	S	S	S	S	S	S

*S-Strong; M-Medium; L-Low



Course code	HISTORY OF THE MUGHALS FROM 1526 A.D TO 1773 A.D.	L	T	P	C
CORE-3		5	1	-	6
Pre-requisite	Basic knowledge of History at U.G. level	Syllabus rsion		2021- 2022	
Course Objectives:					
The main objectives of this course are:					
<ol style="list-style-type: none"> To understand the Mughal era warfare, religious condition, cultural variables and Indian responses to the challenges faced from outside. To understand the contribution of Babur for the foundation of the Mughal Rule. To explain the reign of Akbar the Great in Consolidation of the Mughal Rule. To appreciate the growth of art and architecture under the Mughals. To acquaint the learners the policies of Aurangzeb and its impact. To acquire knowledge about the socio, economic and cultural condition during the Mughal rule. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to:					
1	Recall the political condition of India as gleaned from Babur Nama.				K1
2	Summarize the contribution of Sher Shah to Mughal administration.				K2
3	Recognize the importance of Akbar's Policy in consolidation of the Mughal Rule.				K3
4	Understand the development of Art and Architecture during the period of Shah Jahan.				K2
5	Evaluate Aurangzeb and his policies.				K5
6	Analyse the factors leading to the establishment of British rule in India.				K4
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create					
Unit-1	SOURCES OF THE MUGHAL EMPIRE	15- hours			
Sources – Literary sources-Archaeological, epigraphic and numismatic materials- Foreigner's Accounts – Political condition of India on the eve of Babur's invasion – The foundation of Mughal Empire –Babur- Babur Nama- Humayun – Causes for his failure- Shershah and his Administrative Reforms.					
Unit-2	AKBAR THE GREAT	15-- hours			
Akbar – Conquest and consolidation of empire – Religious policy-Rajput Policy – Revenue Administration-Raja Todarmal-The Mansabdari System					
Unit-3	ART AND ARCHITECTURE OF MUGHAL EMPIRE	15-- hours			
Jahangir– The Nurjahan Junta – Shahjahan – War of succession – Art and Architecture under the Mughals-Mughal school of Paintings-Sikhism –AdiGranth-The Khalsa					
Unit-4	AURANGAZEB AND HIS POLICIES	14-- hours			
Aurangazeb – Religious policy – Deccan policy – Rise of Marathas –Shivaji- Maratha administration-Astapradan, Chauth and Sardeshmukhi					
Unit-5	SOCIETY AND CULTURE UNDER MUGHALS	14-- hours			
Later Mughals – Society, economy and culture during Mughal period –Social classifications- Position of women –System of Education-Decline of Mughal Empire- Causes- Legacy of Mughals.					

Unit-6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		75-- hours
Book(s) for Study		
1	Gomathinayagam.P, <i>History of India</i> Prem Publications, Rajapalayam, 1999.	
2	Mahajan, V.D., <i>Modern Indian History</i> , S.Chand & Company Ltd, New Delhi, 2012.	
3	Ramalingam T. S, <i>History of India TSR Publication</i> , Madurai, 1994	
4	Swaminathan, A., <i>History of India</i> , Deepa Pathippagam, Chennai, 2002.	
Book(s) for Reference		
1.	Animesh Mullick, <i>Medieval Indian History</i> , Dominant Publishers, New Delhi, 2011.	
2.	Athar Ali, M., <i>Mughal India</i> , Oxford University Press.	
3.	Choudhary, B.P., <i>History of India</i> , Abhijeet Publication, New Delhi, 2012.	
4.	Goalen Paul, <i>India from Mughal Empire to British Raj</i> , Cambridge University Press, 1993.	
5.	Majumdar, R.C., <i>The Mughal Empire</i> , Vol VII, Bharathi Vidya Bhavan, 1977.	
6.	Majumdar, R.C. & Raychoudri, H.C., <i>An Advanced History of India</i> , Macmillian Publishers, India Ltd, New Delhi, 1978.	
7.	Sharma, S.R., <i>Mughal Empire in India</i> , Lakshmi Naraian Agarwal, Educational Publishers, Agra, 1934.	
8.	Smith V.A., <i>Akbar the Great Moghul</i> , Chand & Company Ltd, Ram Nagar, New Delhi, 1966.	
9.	Srivastava, A. L., <i>Mughal Empire</i> , Shivalal Agarwala & Company, Educational Publishers, Agra, 1977.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Mughal_Empire	
2	https://www.britannica.com/topic/Mughal-dynasty	
3	http://ndl.iitkgp.ac.in/document/L0RkbGVmMkU0aVJCdjN3WnpQSUh6QWhJd3ZEemVFSEgXRIN5TUU3WWtDZzd3aXdHWktRdVVxMFFPVUZId0VtYg	
4	http://ndl.iitkgp.ac.in/document/R0w0dG1TM1N1ZmlyRDNXUFRLNFhpazQ2emI1SFphNIVmS2YydHVkUXpCTklpejVCZ2pXbmZycHdsZXNrdlRHaQ	
5	https://www.youtube.com/watch?v=TqbJCUJi_Ak https://www.youtube.com/watch?v=9CTF0smmfVg	
Course Designed By: Mrs. S.PANDIYALAKSHMI , Assistant Prof. in History, Sri Vasavi College, Erode. E-mail ID_sarveskavishs@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	S	S	S	S
CO2	S	S	S	M	M	S	S	S	S	M
CO3	S	M	S	S	M	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S
CO5	S	M	S	S	M	S	S	M	M	M

*S-Strong; M-Medium; L-Low

Course code	CONSTITUTIONAL HISTORY OF INDIA FROM 1773 A.D. TO 1950 A.D.		L	T	P	C
CORE-4			5	-	-	5
Pre-requisite	Basic knowledge of Constitutional development at U.G. level		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are to:						
1. To enable the students to learn the fundamental concepts of the constitution and understand the evolution of Indian constitution.						
2. To acquaint the students about their rights and responsibilities as citizens of India.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the provisions of Charter Acts and Government of India Acts passed by the British government and learn about the historical evolution of the Indian Constitution of 1950.					K1
2	Understand the origin and development Republican Government of India.					K2
3	Analyze the historical background of the constitution.					K4
4	Evaluate the importance of Fundamental Rights and Duties.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	CONSTITUTIONAL DEVELOPMENT DURING EAST INDIA COMPANY (1773-1857)				15-- hours	
Regulating Act (1773) – Pitt’s India Act (1784)-Causes, Provisions and Significance-Charter Acts of 1813, 1833, 1853-Provisions and Significance.						
Unit:2	CONSTITUTIONAL DEVELOPMENT UNDER BRITISH CROWN (1857-1919)				15-- hours	
Government of India Act 1858- Indian Council Acts of 1861 and 1892- Minto-Morley Reforms, (1909) and Montague Chelmsford Reforms (1919).						
Unit:3	GOVERNMENT OF INDIA ACT 1935				15-- hours	
Government of India Act (1935): Salient features-Nature of Federal Government-Provincial Autonomy-Its meaning and working-Indian Reactions.						
Unit:4	NATIONAL MOVEMENT AND CONSTITUTION				14-- hours	
Developments during World War II-Cripps Proposals (1942)-Wavell Plan (1945) - Cabinet Mission Plan (1946)-Mountbatten Plans (1947)-Indian Independence Act of 1947.						
Unit:5	FRAMING OF INDIAN CONSTITUTION				14-- hours	
Formation of Constituent Assembly-Drafting Committee-Salient Features of Indian Constitution-Preamble-Fundamental Rights and Duties-Directive Principles of State Policy-Legislature-Judiciary-Judicial Review-Executive.						

Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Forms of Governments: Monarchy, Anarchy, Aristocracy, Oligarchy, Republicanism, Federalism, Feudalism, Socialism, Totalitarianism, Theocracy, Dictatorship, Bureaucracy, and Democracy		
Total Lecture hours		75-- hours
Book(s) for study		
1	Agarwal, R.C., <i>Constitutional Development of India and National Movement</i> , S.Chand and Company Ltd, New Delhi, 1999.	
2	Austin, Granville., <i>The Indian Constitution</i> , New Delhi, Oxford University Press, 1966.	
Book(s) for Reference		
1	Rao, B Shiva., (Ed)., <i>The Framing of India's Constitution: Select Documents</i> , Volume 1, Delhi, Universal Law Publishing Company, 1967.	
2	Vishnu Bhagavan, <i>Indian Constitutional Development: 1600 to 1947</i> , Sterling Publishers, Pvt.Ltd, New Delhi, 2001.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SAKSHAT (https://sakshat.ac.in/)	
2	e-PG Pathshala (https://epgp.inflibnet.ac.in/)	
4	SWAYAM(https://swayam.gov.in/)	
Course Designed By: DR.K.MADHUSUDHARSANAN , Assistant Prof. & HOD of History, Chikkaiah Naicker College, Erode. E-mail ID sudharsancnc@gmail.com		

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	M	S	M	M	M	M
CO2	S	S	S	S	M	S	M	M	M	M
CO3	S	M	M	M	M	S	S	M	M	M
CO4	S	M	M	M	M	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	HISTORY OF INDIAN NATIONAL MOVEMENT SINCE 1885 A.D	L	T	P	C
CORE-5		5	-	-	5
Pre-requisite	Basic knowledge of Indian History at U.G. level	Syllabus		2021-2022	
Course Objectives:					
<ol style="list-style-type: none"> 1. To acquaint the students about the Freedom movement in India since A.D.1885. 2. To understand the factors leading to the rise of Nationalism. 3. To acquire the knowledge of the role of Indian National Congress and the nature of the different movements. 4. To evaluate the role of freedom fighters and their contribution. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to:					
1	Acquire in depth knowledge of freedom struggle in India.				K1
2	Understand the factors leading to the rise of nationalism and trace the emergence of Indian National Congress.				K2
3	Contribute to the society by learning principles of non-violence, sathyagraha, service, sacrifice and patriotism.				K3
4	Analyse the implications of Colonialism and Communalism.				K4
5	Evaluate the importance of communal harmony.				K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
Unit:1	EMERGENCE OF NATIONLISM AND THE INDIAN NATIONAL CONGRESS	15-- hours			
Rise of Indian Nationalism –Causes- Birth of the Indian National Congress –various theories- Moderates (1885 to 1905) – Gopala Krishna Gokhale –Birth of Extremist movement- Swadeshi Movement-B.G.Tilak.					
Unit:2	FORMATION OF MUSLIM LEAGUE – REVOLUTIONARY MOVEMENT	15-- hours			
Muslim League – Communal Representation-Political Impact-Revolutionaries in Freedom Movement: V.D.Savarkar-Ram Prasad Bismil-Ashfaq Ullah Khan-Sardar Bhagat Singh-Mrs. Annie Besant and Home Rule Movement- Ghadar Movement -Rowlatt Act- Jallianwalabagh Tragedy.					
Unit:3	GANDHIAN ERA	15-- hours			
Khilafat Question-Gandhiji and Non-Co-operation Movement-Swarajist Interlude-Civil Disobedience Movement – Simon Commission -Round Table conferences –Communal Award - Gandhi - Irwin Pact.					
Unit:4	INDIA’S FREEDOM STRUGGLE (1930 – 1940)	14-- hours			
Two Nation Theory - Second World War and the resignation of Congress Ministries in 1939 - Indian National Army - Subash Chandra Bose- August Declaration of 1940					

Unit:5	TOWARDS INDEPENDENCE	14-- hours
Cripps Mission - Quit India Movement - Cabinet Mission – Direct Action of Muslim League- Communal Strife - Mountbatten Plan – Indian Independence Act - Partition of India and its impact on Indian History.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75-- hours
Book(s) for study		
1	Bipan Chandra, <i>India's struggle for Independence</i> .	
2	Mahajan, V.D., <i>Indian Freedom Struggle</i> .	
Book(s) for Reference		
1	Ayesha Jalal, <i>Jinnah: The Sole Spokesman</i> , Cambridge University Press.	
2	Bipan Chandra, <i>Communalism in Modern India</i> .	
3	Bipan Chandra, <i>India's Struggle for Independence</i> , Penguin, 1989.	
4	Chattarjee, A.C., <i>India's Struggle for Freedom</i> , Chattarjee & Co. ,Ltd., Calcutta 1947	
5	Desai, A.R., <i>Social Background of Indian Nationalism</i> , Popular Prakashan, Bombay.	
6	Gandhi. M.K., <i>The Selected Works of Mahatma Gandh</i> , Ahmedabad, Navajivan Publishing House, 1968.	
7	Majumdar, R.C., <i>Three Phases of India's Freedom Struggle</i> , Bombay, Bharatiya Vidya Bhavan, 1961.	
8	Mushirul Hasan, <i>Nationalism and Communal Politics in Modern India, 1885-1930</i> , Manohar, Delhi (revised & updated edition).	
9	Sekhar Bandyopadhyay, <i>From Plassey to Partition and After</i> .	
10	Sumit Sarkar, <i>Modern India 1885-1947</i> (1983).	
11	Sumit Sarkar, <i>Swadeshi Movement</i> .	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.swayamprabha.gov.in/index.php/program/archive/2 https://www.youtube.com/embed/AqVh0i8aEwo https://www.youtube.com/watch?v=Vpldd5QVpGU&feature=emb_rel_pause https://www.youtube.com/embed/bD3-OuNNyEk https://www.youtube.com/embed/pE_tIQIS9m8 https://www.youtube.com/embed/N9hwVFI925c https://www.youtube.com/embed/N9hwVFI925c	
2	https://www.classcentral.com/course/swayam-history-of-indian-independence-1857-1950-17634 https://nios.ac.in/media/documents/SecSocSciCour/English/Lesson-08.pdf	
3	https://nios.ac.in/media/documents/SecSocSciCour/English/Lesson-08.pdf	
Course Designed By: K.RADHIKA , Assistant Professor in History, Chikkaiah Naicker College, Erode..E-mail ID thiyanesradhika@gmail.com		

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	S	L	S	S
CO2	S	M	S	S	M	S	S	L	S	M
CO3	S	S	S	S	M	S	S	L	S	S
CO4	S	S	S	S	M	S	S	L	M	M
CO5	M	S	M	M	M	M	S	L	M	S

*S-Strong; M-Medium; L-Low





Second Semester

Course code	SOCIAL AND CULTURAL HISTORY OF TAMIL NADU FROM SANGAM AGE TO 1800 A.D.			L	T	P	C
CORE-6				5	-	-	5
Pre-requisite	Basic knowledge of the History of Tamil Nadu			Syllabus rsion		2021- 2022	
Course Objectives:							
The main objectives of this course are:							
<ol style="list-style-type: none"> To learn Ancient History of Tamil Nadu. To know the ethnology of the Tamils and their socio-cultural activities. To provide the knowledge on trade and commerce of the ancient Tamil people. To acquaint the learners about the development of art and architecture in Tamil Nadu. 							
Expected Course Outcomes:							
On the successful completion of the course, students will be able to:							
1	Infer the sources available to study the ancient Tamil History and discuss the cultural life during Sangam Age.						K1
2	Outline the development of education, religion and architecture during Pallava period.						K2
3	Assess the influence of temple on social and cultural life of Cholas.						K3
4	Evaluate the economic life of Pandiyas and spread of Islam in Tamil Nadu.						K5
5	Compare, contrast and inspect the changes in architecture and development of literature during Pallava, Chola, Pandya, Vijayanagar and Nayaks periods.						K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create							
Unit:1	SOURCES AND THE AGE OF SANGAM					15-- hours	
Sources: Archaeology, Epigraphy, Numismatics and Literature – Ethnography-Geography- Sangam Age: Tamil Society and Culture, Position of Women, Religious life, Trade and Commerce, Literature.							
Unit:2	SOCIAL AND CULTURAL LIFE UNDER KALABHRAS AND PALLAVAS					15-- hours	
Kalabhra Interregnum - Influence of Jainism and Buddhism - Pallavas: Social life under the Pallavas, Progress of Education, Contribution of Pallavas to Art and Architecture - Cave Temples: Mamallapuram - Bhakti Movement: Alvars and Nayanmars.							
Unit:3	SOCIETY AND CULTURE UNDER CHOLAS					15-- hours	
Cholas: Society and Culture - Idankai Valankai divisions - Religion-Art and Architecture: Brahadiswara Temple, Role of Temple in Society, Economic Life - Segmentation of lands, Trade Inland and Foreign , Trade Guilds.							
Unit:4	SOCIETY AND CULTURE UNDER PANDIYAS					14-- hours	
Second Pandiya Empire: Society, Art and Architecture, Economic life: Land Classification, Ownership of Land, Features of Feudalism, Coinage and Urbanization - Accounts of Marcopolo - Social and cultural impact of Muslim invasion.							

Unit:5	TAMIL SOCIETY UNDER VIJAYANAGAR AND NAYAKS	14-- hours
Tamilagam under Vijayanagar and Nayaks: Social and Religious condition, Economic Life: Agriculture and Trade, Contribution to Art and Architecture, Literature.		
Unit:6	Contemporary Issues	2 hours
Recent Excavation, Expert lectures, online seminars - webinars		
Total Lecture hours		75-- hours
Book(s) for study		
1	Pillay K.K., <i>Social History of the Tamils</i> , Madras University, Madras, 1975	
2	Subramanian, N., <i>Social and Cultural History of TamilNad</i> , 9 th ed, Ennes Publications, Udumalpet, 2005.	
3	<i>Monographs</i> , (Alvars, Nayanmars) Sahitya Academi (National Academy of Letter), An Autonomous Organisation of Government of India, Ministry of Culture.	
Book(s) for Reference		
1	Burton Stein, <i>Peasant state and society in Medieval South India</i> , Oxford University Press, Delhi, 1999.	
2	Mahalingam T.V., <i>Economic life in the Vijayanagar Empire</i> , Madras University, Madras, 1951.	
3	Minakshi C., <i>Administration and social life under the Pallavas</i> , Madras, 1977.	
4	Neelakanta Sastri K.A., <i>The Colas</i> , University of Madras, 1975	
5	Neelakanta Sastri K.A., <i>Social History of South India</i> , Oxford university press Madras, 1980.	
6	Sathyanatha Aiyar R., - <i>History of the Tamils</i> , Madras University, Madras, 1975.	
7	Shanmugam P., <i>The Revenue System under the Cholas</i> , New Era, Madras, 1924.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/History_of_Tamil_Nadu	
Course Designed By: DR.R.SHANGAMESWARAN , Assistant Professor in History, Chikkanna Government Arts College, Tirupur. E-mail ID Shangamesh75@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	S	M	S	M	M
CO2	S	S	S	S	M	S	M	S	M	M
CO3	S	S	S	S	M	S	M	S	M	M
CO4	S	S	S	S	M	S	M	M	M	M
CO5	S	S	S	S	M	S	M	S	M	M

*S-Strong; M-Medium; L-Low

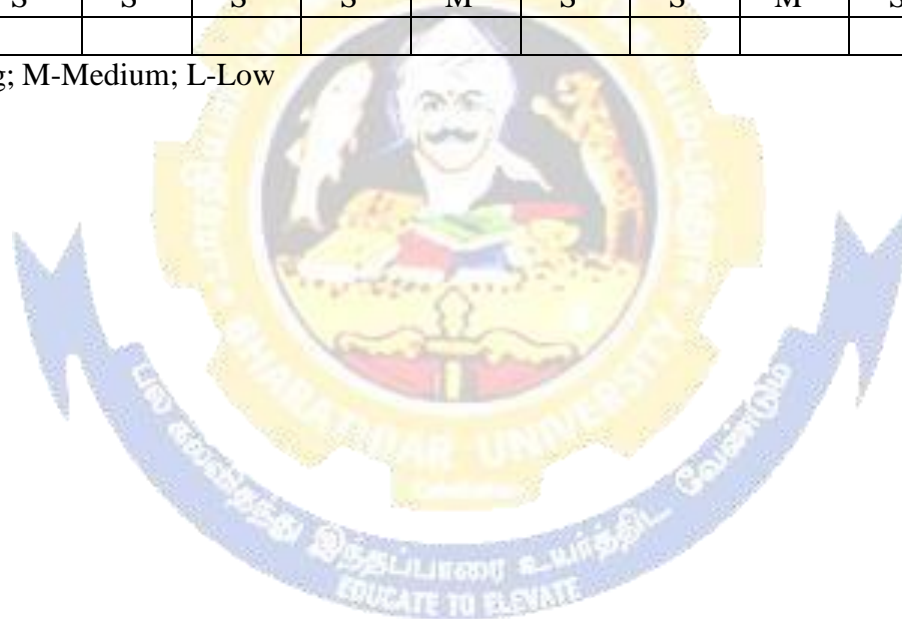
Course code	SOCIAL AND CULTURAL HISTORY OF TAMIL NADU FROM 1800A.D. TO 1916 A.D.		L	T	P	C
CORE-7			3	1	-	4
Pre-requisite	Basic knowledge of history of Tamil Nadu at U.G. level.		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are:						
1. To acquire the knowledge about sources, facts, events, ideas and thoughts of the period.						
2. To develop an understanding of the social issues, disgusting customs and the social reforms in Tamil Nadu.						
3. To inculcate the ability of critical and rational thinking.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall the sources, facts, events, ideas and personalities.					K1
2	Understand and acquire an indepth knowledge of the social life in Tamil Nadu during 19 th Century.					K2
3	Apply a humanitarian approach towards all social problems.					K3
4	Analyze the impact of western system of education in Tamil Nadu.					K4
5	Evaluate and appreciate the role of reforms movements.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	TAMIL SOCIETY IN 19TH CENTURY				15-- hours	
Sources: Archival- Institutional papers –Private papers –Literature –Folklore-Newspapers and Journals-Social condition-Caste system and conflicts-Social Evils-Position of Women-Devadasi System-Impact of Western Culture-Religion in 19 th century Tamil Nadu-Hinduism, Islam and Christianity.						
Unit:2	UNDERSTANDING ECONOMY IN SOCIAL TERMS				15-- hours	
Land Tenure- Zamindari and Ryotwari Systems – Economic conditions- Agriculture and Industry during colonial period –Landlords –Peasants-Small tenant–Trading classes-Rise of Indigenous Commercial Elite –the Dubashies-Labourers-Commercialization of Agriculture-Famine of 1876 and its impact.						
Unit:3	EDUCATION IN TAMIL NADU				15-- hours	
Indigenous Institutions of learning –Introduction of Western Education –Munro’s Scheme of Education – Contribution of Christian Missionaries in field of Education -Education of Depressed classes-University of Madras.						
Unit:4	SOCIO-RELIGIOUS REFORM MOVEMENTS				14-- hours	
St. Ramalinga and his teachings-Sudha Sanmarga Sangam-Vaikundasamy and his teachings-Theosophical Society-Ramakrishna Mission- Ayothidasar						
Unit:5	LITERATURE AND POLITICAL ASSOCIATIONS				14-- hours	
Vedanayagam Pillai-U.V. Swaminatha Iyer-Robert Caldwell-G.U. Pope-Emergence of political association-Madras Native Association-Madras Mahajana Sabha.						

Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		75-- hours
Book(s) for study		
1	Devanesan, A., <i>History of Tamilnadu</i> , Renu Publication, Marthandam, 1997.	
2	Jayabalan, N., <i>Social and Cultural History of Tamil Nadu</i> .	
3	Nadarajan.C., <i>Social History of Modern Tamilnadu</i> , Ulaga Tamizhppadaippalar Nool Veliyeetagam, Trichy, 2013.	
4	Nilakanta Sastri, K.A., <i>A History of South India: From Prehistoric Times to the Fall of Vijayanagar</i> , New Delhi: Oxford University Press, 2000.	
5	Rajjayan, K., <i>A Real History of Tamil Nadu, Upto 2004 A.D.</i> , Trivandrum, 2005.	
6	Subramanian, N., <i>Social and Cultural History of Tamilnadu, 1336 to 1984</i> , Ennes Publication, Udumalpet.	
Book(s) for Reference		
1	Berekley Beck, B.E.F, “ <i>The Right –left Division of South Indian Society</i> ” journal of Asian studies xxix:4, 1970.	
2	Beteille, Acaste, <i>Class And Power: Changing Patterns Of Stratification In A Thanjavur Village</i> , 1965.	
3	Jeevanandam, S., & Rekha Pande, <i>Devadasis in South India: A Journey from sacred to a Profane Spaces</i> .	
4	Kumar, D., <i>Land And Caste In South India, Agriculturallabour In The Madras Presidency During Nineteenth Century</i> , Cambridge, (1965).	
5	Mahalingam, A., <i>Land, Society and Art in Tamil Nadu</i> .	
6	Mepheron, K.(1969) “ <i>The Social Background And Politics Of The Muslims Of Tamilnadu 1901-1937</i> ”, Indian Social and Economic History Review, Vol 4.	
7	Mohan ,P.E., <i>Scheduled Castes:History of Elevation</i> ,Tamil Nadu 1900-1995, Madras, New Era, 1993.	
8	Paramarthalingam, C., <i>Social Reform Movement in Tamil Nadu in the 19th Century with Special Reference to St. Ramalinga</i> , Rajakumari Publications, Tamil Nadu, 1995.	
9	Pillay, K.K., <i>Social History of the Tamils</i> , University of Madras, 1975.	
10	Rajendran,N., <i>Agitation Politics and State Coercion</i> , National Movement in Tamilnadu, 1905-1914, Oxford University Press, Madras, 1994.	
11	Saskia C.Kersenboom, <i>Nityasumangali: Devadasi Tradition in South India</i> .	
12	Sivagnanam, M.P., <i>Vallalar Kanda Orumaipadu (Tamil)</i> , Inba Nilayam, Madras, 1967.	
13	Sobhanan, <i>Temple Entry Movement and Sivakasi Riots</i> , Madurai.	
14	V.T.Chellam, <i>History and Culture of Tamilnadu</i> , Manivasagar Publication, Chennai, 2006.	
15	Varghese Jeyaraj, S., <i>Socio-Economic History of Tamilnadu</i> .	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	Devadasis- http://www.samarthbharat.com/files/devadasihistory.pdf https://en.wikipedia.org/wiki/Devadasi#External links ,	
2	https://en.wikipedia.org/wiki/Periyar E. V. Ramasamy https://en.wikipedia.org/wiki/Iyothee Thass	

	https://en.wikipedia.org/wiki/Rettamalai_Srinivasan
4	http://egyankosh.ac.in/handle/123456789/21055 Theosophical Society- https://www.ts-adyar.org/ Ramakrishna mission - https://chennai.math.org/
1. Course Designed By: DR. S.Z. NIAZUDEEN , Assistant Professor in History, Sri Vasavi College, Erode. niazudeenz78@gmail.com	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	M	S	M	M	M
CO2	S	S	S	S	M	S	M	S	M	S
CO3	M	S	S	S	M	S	S	M	M	S
CO4	S	S	S	S	M	S	S	M	M	M
CO5	S	S	S	S	M	S	S	M	S	S

*S-Strong; M-Medium; L-Low



Course code	PANCHAYAT RAJ		L	T	P	C
CORE-8			4	-	-	4
Pre-requisite	A basic knowledge local self government in Indian History		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are:						
<ol style="list-style-type: none"> 1. To familiarize the students with the self governing Institutions in India. 2. To understand the political aspects affecting the rural people. 3. To make the students aware of the various local self institutions, their functions, compositions and importance. 						
Expected Course Outcomes:						
On the successful completion of the course, students will be able to:						
1	Remember the facts, terms and history of Panchayat Raj system in Tamilnadu.					K1
2	Understand the origin of Panchayat Raj System in India.					K2
3	Analyse the functioning of Panchayat Raj system in Independent India.					K4
4	Evaluate the contributions of self governing institutions for upliftment of the rural masses.					K5
5	Judge the working of Panchayat Raj system in India at its grass root level and the benefit of welfare schemes.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	ORIGIN OF PANCHAYAT RAJ				15-- hours	
Evolution, Meaning, Features and Significance. – Local Administration under the Mauryas – Manrams and Kuttambalams in Ancient Tamil Nadu – Local self government under the Cholas, the Pandyas and the British .						
Unit:2	PANCHAYAT RAJ AFTER INDEPENDENCE				15-- hours	
Mahatma Gandhi's Concept of Panchayat Raj – Vinobhaji's Views on Gramodhan and Boothan Movement – Committees on Panchayat Raj after independence – 73rd and 74th Constitutional Amendments-Nagar Palikas –. Structures and functions of Village Panchayat, Panchayat Union and District Panchayat – Municipalities and corporation ,Notified Area committee,Town Area Committee ,Cantonment Board, Township						
Unit:3	PANCHAYAT RAJ SYSTEM IN TAMIL NADU				15-- hours	
Panchayat Raj system from 1687 to 1920 – Action of the British Government between 1920 – 1947 Subsequent changes from 1947 to Present day – Constitutional Assembly – Debates on Panchayat Raj – Two Tier system under Kamaraj and Direct Election under MGR .						
Unit:4	CENTRAL RURAL DEVELOPMENT PLANS				14-- hours	
Integrated Rural Development Programme (IRDP) –Training of Rural Youth for Self Employment (TRYSTEM) – Development of Women and children in Rural Areas (DWACRA) – Jawahar Rozhgar Yojana, Jawahar Gram Samridhi Yojana						

Unit:5	STATE RURAL DEVELOPMENT PLANS	14-- hours
Anna Marumalarchi Plan -Namaku Namey Plan - Kalaingar Housing Scheme -Pasumai Housing Plan –Member of State Legislative Assembly Constituency Development Scheme – Samathuvapuram –Ulavar Sandhai – Biogas Plan.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75-- hours
Book(s) for Study		
1	Battacharya, B., <i>Urban Development in India</i> , Shree Publishing House: Delhi, 1979.	
2	Kuldeep Mathur, <i>Panchayati Raj: Oxford India Short Introductions</i> (Delhi: OUP India, 2013)	
3	Maheswari S.R. and Sri Rammaheswari, <i>Local Self Government in India</i> , Orient Longman, New Delhi, 1971.	
4	Raghava Rao, D.V., <i>Panchayat and Rural Development</i> .	
Book(s) for Reference		
1	Gandhi, M.K., <i>Panchayati Raj</i> , Navjeevan Publishing House, Ahmedabad, 1959.	
2	Sivasankaran S., and Selvakumar D., <i>Panchayat Rajyam</i> , New Century Book House Chennai, 2007.	
3	Venkataranagaiah M., and Pattabhiram M., <i>Local Government in India :Select Readings</i> , Allied publications, New Delhi, 1969.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Local_government_in_India	
2	http://mospi.nic.in/sites/default/files/Statistical_year_book_india_chapters/local_bodies.pdf?download=1	
3	https://www.youtube.com/watch?v=CuqrIXnbJt4	
Course Designed By: Prof.R.PRAKASH , Assistant Professor in History, Sri Vasavi College ,Erode.E-mail ID prakashero80@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	S	S	M	M	M
CO2	S	M	S	S	M	S	S	M	M	M
CO3	M	M	S	S	M	S	M	M	M	M
CO4	S	M	S	S	M	M	M	M	M	S
CO5	S	M	S	S	M	S	S	M	M	S

*S-Strong; M-Medium; L-Low

Course code	HISTORY OF KONGU NADU		L	T	P	C
CORE-9			4	-	-	4
Pre-requisite	Pass in any degree and basic knowledge in regional history		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are to:						
1. Impart regional history to the students.						
2. Introduce the social and cultural life of the people of Kongu Nadu.						
3. Make the students to understand the economic development in Kongu Nadu.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the historical events that happened in Kongu region.					K1
2	Understand the history of Kongu Nadu under the rule of various dynasties.					K2
3	Construct an idea about Kongu region as a distinct part of Tamil Nadu in its culture.					K3
4	Identify the important cities and towns and analyze their historical significance.					K4
5	Evaluate and recognize economic development of Kongu Nadu.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	FEATURES OF KONGU NADU				15 hours	
Sources for the study of Kongu Nadu – Pre-historical sites – Literary – Epigraphical sources – Geographical features of Kongu Nadu – Political Geography – Roman Trade - Trade Routes – Trading Centers – Recent Discoveries.						
Unit:2	SANGAM AGE TO VIJAYANAGAR RULERS				15 hours	
History of Kongu Nadu from Sangam Age to Vijayanagar rulers – Cheras – Vira Keralas – Ratta-Ganga – Pallava Pandiya Struggle – Art and Culture of Kongu Cholas – Pandyas and Vijayanagar rulers.						
Unit:3	KONGU NADU UNDER VARIOUS RULERS				15 hours	
Kongu Nadu under Nayak rule –Ketti Mudali - Kongu Nadu under Hyder Ali- Tippu Sultan – British occupation of Kongu Region – Freedom Struggle in Kongu Region – Important Forts.						
Unit:4	SOCIO-ECONOMIC DEVELOPMENT				14 hours	
Socio Economic and Religious Condition of the people of Kongu Nadu through the ages - Growth of Education-Industry in Kongu Nadu.						
Unit:5	AGRICULTURAL DEVELOPMENT				14 hours	
Condition of peasants - Agriculture and Irrigational development - Important cities and towns in Kongu Region in the Modern Period.						
Unit:6	Contemporary Issues				2 hours	
Expert lectures, online seminars– webinars						

	Total Lecture hours	75 hours
Book(s) for Study		
1	Arokiaswamy M., <i>The Kongu Country</i> , University of Madras, 1956.	
2	Kovaikizhar, <i>Kongu Nattu Varalaru</i> (in Tamil), Centenarycelebrations of Kovaikizhar, Coimbatore, 1987.	
3	Karuppusamy, G., <i>Kongu Nattin Varalaru</i> , (Tamil) Abinaya Press, Chithode, Erode, 2020.	
Book(s) for Reference		
1	Manickam, V., <i>A History of Kongunadu upto 1400 A. D</i> (in English & in Tamil), Makal Veliyeedu, Chennai, 2001.	
2	Rajan K., <i>Archaeology of Coimbatore District</i>	
3	Ramamoothy, V., <i>The History of Kongu, (Part-I Pre-Historic period to 1300 A.D, International Society for the Investigation for Ancient Civilization</i> , Madras, 1986.	
4	Vaidyanathan. K. S., <i>Ancient Geography of the Kongu Country</i> , Govt of India, Department of Culture, 1983.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Kongu_Nadu	
2	https://shodhganga.inflibnet.ac.in/bitstream/10603/17424/8/08_chapter%202.pdf	
3	https://www.youtube.com/watch?v=HVIQO9-hVYE	
4	https://www.youtube.com/watch?v=OOL8kmcGa3c	
Course Designed By: DR. MATHIALAGAN , Associate Prof. of History, Govt. Arts College, Udumalpet.E-mail ID alaganudt@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	M	S	S	M
CO2	S	S	S	S	S	M	M	S	S	M
CO3	S	S	S	S	M	S	M	M	M	M
CO4	S	S	S	S	M	S	M	S	M	M
CO5	S	M	S	S	M	M	M	M	M	M

*S-Strong; M-Medium; L-Low

Course code	CONTEMPORARY HISTORY OF INDIA FROM 1947 A.D. TO 2014 A.D.		L	T	P	C
CORE-10			4	-	-	4
Pre-requisite	Basic knowledge of Indian History at U.G. level	Syllabus	rsion	2021-2022		
Course Objectives:						
The main objectives of this course are :						
1. To acquaint the learners about the Indian Constitution.						
2. To familiarize with centre - state relations and emergence of regional parties.						
3. To give insight about popular movements and coalition era politics.						
4. To make them understand the major problems faced by Indian Democracy.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall the political events since Independence.					K1
2	Understand the Centre - State Relations and rise of regional parties.					K2
3	Assess the significance of popular movements after Independence.					K3
4	Analyse the reservation policy, New Economic policy and the impact of Science & Technology.					K4
5	Evaluate the major issues that challenge Indian democracy.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	NEHRU ERA				15-- hours	
Making of Parliamentary Democracy-Issues and Challenge of Independent India-Integration of India-Sardar Vallabhbai Patel-Linguistic Re organization of States-Nehruvian Democratic Socialism-Mixed Economy-Planning –Agricultural and Industrial growth –Kashmir issue.						
Unit:2	POLITICAL DEVELOPMENTS IN INDIA				15-- hours	
Political Development in India –Sub Nationalism –Centre –State Relations –Emergence of Regional parties –Dravidian parties –Anti Hindi Agitation –Telugu Desam –Shiromani Akali Dal –Punjab crisis –State Autonomy –Sarkaria Commission-Article 356 of Indian Constitution.						
Unit:3	POPULAR MOVEMENTS				15-- hours	
Popular Movements –Bhoodan Movement –Agrarian Struggles-Zamindari Abolition - Jayaprakash Narayan and Total Revolution –Dalit’s Assertion –Dr.B.R.Ambedkar –Jyothiba Phule –Trade unions and popular strikes –Prohibition movement (Tamilnadu) –Anti Corruption Movement.						
Unit:4	COALITION ERA POLITICS				14-- hours	
Coalition Era Politics –Mandal Commission –New Economic Policy –Globalization and its impact –Emergence of Corporates-Modern Indian Media –Right to Information Act –Intelligentsia –AmartyaSen-Science and Technology –Dr.M.S.Swaminathan –Dr .A.P.J.AbdulKalam.						

Unit:5	CHALLENGES TO INDIAN DEMOCRACY	14-- hours
Challenges to Indian Democracy :Terrorism –Corruption –Pseudo Secularism –Religious Fundamentalism –Communalism and Casteism –Political violence –Water Crisis –Inter –State Water Disputes –Cauvery–problems of Peasants-Population and Problems of Urban Poor-Poverty-Illiteracy-Gender Discrimination.		
Unit:6	CONTEMPORARY ISSUES	2 hours
Water Disputes, Problems of Peasants, Expert lectures, online seminars - webinars		
Total Lecture hours		75-- hours
Book(s) for Study		
1	Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, <i>India since Independence</i> , Penguin Books India, New Delhi, 2008.	
2	Venkatesan, K., <i>History of Contemporary India</i> , V C Publications, Rajapalayam, 2012	
Book(s) for Reference		
1	Bates, Crispin, and Subho Basu, <i>The Politics of Modern India since Independence</i> , Routledge/Edinburgh South Asian Studies Series, 2011.	
2	Bras, Paul., <i>The Politics of India since Independence</i> , 2 nd edition, Cambridge University Press, 1994.	
3	Gopal, S., <i>Jawaharlal Nehru - A Biography</i> , Oxford University Press, 2011.	
4	Guha, Ramachandra, <i>India After Gandhi ,The History of the World`s Largest Democracy</i> , Pan Macmillan, 2011.	
5	Kapila, Uma(Ed), <i>Indian Economy Since Independence</i> , 30 th ed, Academic Foundation, 2019.	
6	Subhash C.Kashyap, <i>Our Constitution</i> , 2 nd ed, National Book Trust, India, 2011.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://swayam.gov.in/nd2_cec20_hs05/preview	
2	https://en.wikipedia.org/wiki/History_of_the_Republic_of_India	
Course Designed By: DR.R.SHANGAMESWARAN , Assistant Professor of History, Chikkanna Government Arts College, Tirupur. E-mail ID Shangamesh75@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	S	L	S	M
CO2	S	M	S	S	M	S	S	L	S	M
CO3	S	S	S	S	M	S	S	L	S	M
CO4	S	S	S	S	M	S	S	L	S	M
CO5	S	M	S	S	M	S	S	L	M	M

*S-Strong; M-Medium; L-Low



Third Semester

Course code	HISTORY OF ANCIENT CIVILIZATION UP TO 476 A.D. (EXCLUDING INDIA)		L	T	P	C
CORE-11			4	-	-	4
Pre-requisite	Basic knowledge of World History at U.G. level.		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are:						
1. To acquaint the learners about the early history of the world.						
2. To understand the Human Evolution.						
3. To study the salient features of Ancient Civilizations.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Acquire the knowledge of the early History of the World.					K1
2	Understand the impact of geographical features on history.					K2
3	Identify and construct an idea about the tools used by the Stone Age men.					K3
4	Compare and contrast the society and culture of different civilization.					K4
5	Recognise the contribution of different civilizations.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	PRE-HISTORIC CIVILIZATION				15 hours	
Origin of the Earth – Human Evolution and Migration – Civilization and Culture – Pre-historic civilization – Paleolithic and Neolithic civilization – Egyptian civilization.						
Unit:2	MESOPOTAMIAN CIVILIZATIONS				15 hours	
Salient features of Sumerian civilization – Babylonian civilization – Hammurabi Code of Law- Assyrian civilization.						
Unit:3	HEBREW CIVILIZATION				15 hours	
Salient features of Hebrew civilization - Phoenician civilization – Persian civilization.						
Unit:4	GREEK & ROMAN CIVILIZATION				14 hours	
Aegean civilization – Greek civilization – Socrates and Aristotle –Roman civilization and its Legacy.						
Unit:5	CHINESE & AMERICAN CIVILIZATION				14 hours	
Chinese civilization –Confucius - Mayan civilization – Azteches and Incas civilization.						
Unit:6	Contemporary Issues				2 hours	
Expert lectures, online seminars – webinars.						
Total Lecture hours					75 hours	
Book(s) for study						
1	Davis, A.G., <i>History of the World</i> , OUP, Calcutta, 1974.					
2	Joshi, P.S. Pradhan, Kaisre, J.V., <i>Introduction to Asian Civilizations upto A.D.1000</i> , S Chand & Co, Ramnagar, New Delhi.					

Book(s) for Reference	
1	Majumdar, R. K. Srivastava, A.N., <i>History of World Civilizations</i> , SBD Publishers and distributors, 4075, Nai Sarak, Delhi.
2	McNeil and Burns, <i>A World History</i> , OUP, New York, 1965, Ed-I.
3	McNeill, W.H, & Sedler, <i>The Origin of Civilizations</i> , OUP, New York.
4	Ralph, Burns and others, <i>World Civilization</i> , Vol.I, 2011.
5	Swain, J.E., <i>A History of World Civilizations</i> , Eurasia Publishing House, New Delhi.
6	Vishal, Sood, <i>Ancient Civilizations of the World</i> , APH, Publishing Corporation, 2012.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.youtube.com/watch?v=uHUTbq-j0UU
2	https://en.wikipedia.org/wiki/sumer
3	https://www.youtube.com/watch?v=JFq0mq-KtaE
Course Designed By: Mr. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.E-mail ID thangavelhistorysvc@gmail.com.	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	M	M	S	M	M
CO2	M	M	S	S	M	M	L	L	L	L
CO3	S	S	S	S	M	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S
CO5	S	S	S	S	M	S	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	HISTORY OF MEDIEVAL CIVILIZATION FROM 476 A.D. TO 1453 A.D.		L	T	P	C
CORE – 12			4	-	-	4
Pre-requisite	Basic knowledge of Civilizations		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are:						
1. To teach and explore the medieval history from the downfall of Imperial Rome to the conquest of Constantinople by Turks covering a variety of historical aspects of the period and cultures, including Roman, Byzantine, Gothic, Frankish, Islamic and others.						
2. To impart the social, cultural and political perceptions and influence of Christianity and Islam on world civilization.						
3. To acquaint the student about the evolution of social hierarchy of rulers, aristocracy, peasants, townspeople, and clergy in the medieval period.						
4. To learn about the growth of cities, economic structures, art and architecture, evolved in medieval Europe.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember and think critically about the development of nationalities and people politically, socially, and economically in medieval times.					K1
2	Understand the changing social and political role of religions in Medieval society and how mixing of religion with politics leads to fragmentation of polity and society.					K2
3	Analyze the assimilation and transformation of culture and science and acquire the historical awareness of human experience in relation to place and time.					K4
4	Trace the evolution of political systems and religions and evaluate their contribution to world civilization.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	BARBARIAN INVASIONS				15-- hours	
Barbarian Invasions – Causes for the fall of Roman Empire – Barbarian settlements in Western Europe – Franks, Visigoths, Ostrogoths- Vandals, Anglo-Saxons – Byzantine Empire – Justinian-Code of Laws- Contribution to culture.						
Unit:2	CHRISTIANITY AND ITS IMPACT				15-- hours	
Rise of Christianity – Teachings of Jesus – Church in the Middle Ages – Monasticism – St. Benedict-Contribution of Christianity to Medieval Civilization.						
Unit:3	THE HOLY ROMAN EMPIRE				15-- hours	
Holy Roman Empire – Charlemagne – Carolingian Renaissance – Struggle between the Empire and the Papacy – Schism – Restoration of the Papacy – John Huss						
Unit:4	BIRTH OF ISLAM AND ITS IMPACT				14-- hours	
Rise of Islam –Contribution of Islam to Medieval Civilization – Crusades –Causes-Results- Muslims in Spain						

Unit:5	MEDIEVAL SOCIETY AND CULTURE	14-- hours
Medieval Society-Feudalism-Merits and Demerit-Growth of cities and towns – Guilds – Education in the middle ages – Rise of Universities – Art and Architecture in the middle ages.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars - webinars		
Total Lecture hours		75-- hours
Book(s) for study		
1	Henri Pirenne, <i>Economic and Social History of Medieval Europe</i> , London, 1949.	
2	Ramalingam, T.S., <i>History of Europe from 476 A.D. to 1453 A.D.</i> ,	
3	Swain J.E., <i>History of World civilization</i> , Eurasia Publishing House Pvt. Ltd., New Delhi, 1984.	
Book(s) for Reference		
1	Davis, A.G., <i>History of the World</i> , OUP, Calcutta, 1974.	
2	Marc Bloch, <i>Feudal Society</i> , London, 1961.	
3	McNeil and Burns, <i>A World History</i> , OUP, New York, 1965, Ed-I.	
4	South Gate, H.W., <i>A History of Europe</i> Vol. I to V, Aldine Press, New Delhi, 1966, Ed.I.	
5	Will Durant, <i>Age of Faith</i> , Simon Publishers, New York, 1966, Ed,II.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.britannica.com/event/Middle-Ages	
2	https://en.wikipedia.org/wiki/Middle_Ages	
2. Course Designed By: Dr.S.Z.NIAZUDEEN , Assistant Professor, Sri Vasavi College, Erode niazudeenz78@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	M	M	M	M
CO3	S	S	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	HISTORIOGRAPHY: THEORY AND METHODS		L	T	P	C
CORE-13			4	-	-	4
Pre-requisite	Basic knowledge of history at U.G. level		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are:						
<ol style="list-style-type: none"> To acquaint the learners about the history of historiography. To enable the students to learn the major research methods of the discipline. To acquire proficiency in the art of history writing. To make students to formulate judgments in terms understanding, analyzing, and evaluating evidence. 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the various definitions and terminologies of History.					K1
2	Understand the meaning of history and acquire the knowledge of history of historiography.					K2
3	Apply the concepts of history in future historical research and will offer explanations about analytical historical writings.					K3
4	Able to extract the evidence from primary and secondary sources to evaluate them in historical context.					K4
5	Create an idea of recent trends in historiography.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	INTRODUCTION TO HISTORY				15-- hours	
Definition of History – Nature and Scope of History – History –An Art or Science – Uses and abuses of history –Branches of history-Ancillary Sciences-Archaeology-Anthropology-Other aids to History: Palaeography, Epigraphy, Numismatics.						
Unit:2	ANCIENT HISTORIOGRAPHY				15-- hours	
Origins of Historical narrative-Greek historiography – Herodotus and Thucydides – Roman historiography – Livy and Tacitus.						
Unit:3	CONCEPTS OF HISTORY				15-- hours	
Philosophy of History (concepts only) – Historical Materialism-Positivism –Annales School –Structuralism – Subaltern studies – Modernism – Post Modernism.						
Unit:4	METHODOLOGY OF HISTORICAL WRITING				14-- hours	
Methodology : Preliminary operations –Source-Primary and Secondary- Analytical operations – -Objectivity and Subjectivity in historical writing-Methods of Referencing-Foot Notes-Preparation of Bibliography-Concluding operations.						
Unit:5	INDIAN HISTORIOGRAPHY				14-- hours	
Kalhana-Ibn khaldun–Barani-Abul Fazal- R.C. Dutt-D.D Kousambi-Romila Thapar- Ranajit Guha -Krishnasamy Iyengar – K.A.N.Sastri –Sathyanathaiyer, N.Subramanian.						

Unit:6	Contemporary Issues	2 hours
Internet History-Digital Sources-Authenticity-Environmental History		
Total Lecture hours		75-- hours
Book(s) for Study		
Rajayyan, K., <i>A Study in Historiography: History in Theory and Method</i> , 4 th ed. Rathna Publication, Dindugal, 1988.		
Shiek Ali, B., <i>History: Its Theory and Method</i> , 2 nd ed. Macmillan, New Delhi, 1981.		
Subrahmanian, N., <i>Historical Research Methodology</i> , ENNES Publications, Madurai, 1980.		
Book(s) for Reference		
Carr,E.H., <i>What is History?</i> Middlesex, Penguin Books, 1975.		
Collingwood R.G., <i>The Idea of History</i> , OUP, Oxford, 1993.		
Irfan Habib , <i>Ziya Barani's Theory of the History of the Delhi Sultanate-Indian Historical Review</i> , Vol. 7, Nos. 1-2.		
Manickam, S., <i>Facets of History, A spectrum of Thought</i> , Publication Division, Madurai Kamaraj University,1998.		
Romila Thapar, <i>The Historical Ideas of Kalhana as Expressed in the Rajtarangini</i> ” in ed. M. Hasan, <i>Historians of Medieval India</i> , Meenakshi Prakashan, Meerut, 1968.		
Sen S.P., <i>Historians and Historiography in Modern India</i> , Institute of Historical Studies, Calcutta, 1969.		
<i>Subaltern Studies II, Writings on South Asian History and Society</i> , Anmol Publications, New Delhi,1983.		
Thompson, J.W., <i>History of Historical Writing</i> . The Macmillan Company, 1942.		
Woolf, D.R., ed. <i>A Global Encyclopedia of Historical, Writing</i> , 2 Vols.,Garland Pub., New York, 1998.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
https://nptel.ac.in/course.html - (Humanities and Social Sciences)		
http://www.nptelvideos.in/2012/12/history-of-economic-theory.html		
https://en.wikipedia.org/wiki/Historiography		
https://nptel.ac.in/courses/109/106/109106137/		
http://vidyamitra.inflibnet.ac.in/index.php/content/index/5a5dcb208007be02c2bc2ff3		
https://www.youtube.com/watch?v=5T_Q_VWjZGU (Historiography of Indian Nationalism)		
3. Course Designed By: Dr. S.Z. NIAZUDEEN , Assistant Professor in History, Sri Vasavi College, Erode niazudeenz78@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	S	S	M	S	L	S	S
CO3	S	S	S	S	S	M	S	L	S	S
CO4	M	M	S	S	S	L	S	L	S	S
CO5	S	L	S	S	S	L	S	L	M	S

*S-Strong; M-Medium; L-Low



Course code	HISTORY OF FAR EAST FROM 1800 A.D. TO 1989 A.D.		L	T	P	C
CORE-14			4	-	-	4
Pre-requisite	Basic knowledge of world history at U.G. level		Syllabus rsion		2021- 2022	
Course Objectives:						
The main objectives of this course are:						
<ol style="list-style-type: none"> To acquaint the learners about the intrusion of the westerners in the east and its repercussions. To know about the ideas and influence of leaders who emerged out during the period. To enable the students to know about Chino-Japanese relations, the rise of Communism, Militarism and its impact on foreign relations. To present the impact of World Wars and the aftermath of atomic bombings of Japan. 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the historical events and interpret them in historical context.					K1
2	Understand the impact of world wars on China and Japan, Rise of Communism in China and the ideological impact, emergence of China and Japan in Modern world.					K2
3	Analyze the interconnection of global events and their effect on nations.					K4
4	Evaluate the causalities of wars and the good fortune of peace that made Japan an economic power.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	CHINA AND THE INTRUSION OF WEST				15-- hours	
China under the Manchus –Opium Wars –Causes- Commercial treaties –Sphere of influence- The Taiping Rebellion.						
Unit:2	OPENING OF JAPAN TO THE WEST				15-- hours	
The Tokugawa Shogunates in Japan – The opening of Japan to the West – The Meiji Restoration – Social and economic development of Japan – Japanese Constitution.						
Unit:3	POLITICAL UPHEALS IN FAR EAST				15-- hours	
The Sino – Japanese War of 1894-95 - the Reform Movement in China – the Boxer Rebellion – the Russo – Japanese War of 1904 – 05 – Chinese Revolution of 1911 – Yuan Shikai – Dr. Sunyatsen –Kuomintang party-Nationalism in Burma-Indonesia.						
Unit:4	FIRST WORLD WAR AND ITS IMPACT				14-- hours	
Nationalism in Indo-China-The First World War – Growth of Chinese Nationalism – Rise of Militarism in Japan – Chiangkai Shek – Manchurian Crisis – Sino – Japanese War of 1937-41.						
Unit:5	SECOND WORLD WAR AND IDEOLOGICAL IMPACT				14-- hours	
Role of Japan and China in the Second World War – Allied occupation of Japan –Recovery of						

Japan – Liberalization & Democratization- The People’s Government of Peking – China under Mao- Tse – Tung - Cultural Revolution- Deng Xiaoping-Tiananmen square, 1989 and the Crisis of Communism.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		75-- hours
Book(s) for Study		
1	Alexis Krausse, <i>The Far East: Its History and Its Question, Forgotten Books, 2017.</i>	
2	Harold M. Vinacke, <i>A History of the Far East in Modern Times</i> , Kalyani Publisher, New Delhi 1982.	
3	Jones, F.C., <i>The Far East</i> , Ed. Pergamon, 1966.	
4	Majumdar, R.K., & Srivastva A.N., <i>History of Far East</i> , SBD Publisher’s, New Delhi, 2006.	
5	Shivkumar, S., and Jain, <i>History of Modern China</i> , S. Chand & Co Pvt Ltd.,	
Book(s) for Reference		
1	Brown, D.M., <i>Nationalism in Japan.</i>	
2	Claude A Buss, <i>Asia in the Modern World</i> , OUP, New York 1955.	
3	Clyde and Beers, <i>The Far East</i> , Printice Hall of India Pvt. Ltd., New Delhi, 6 th ed.,1988.	
4	Crofts & Buchanan, <i>A History of the Far East.</i>	
5	Janet E. Hunter, <i>The Emergence of Modern Japan.</i>	
6	Latourette, <i>A History of Japan</i> OUP 1982.	
7	Marius B. Jansen, Ed., & Peter Duus Ed., <i>Cambridge History of Japan</i> , Volume 5 &6, 2008.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Historiography_of_Japan	
2	https://en.wikipedia.org/wiki/History_of_China	
3	http://necrometrics.com/wars19c.htm White, Matthew. "Statistics of Wars, Oppressions and Atrocities of the Nineteenth Century"	
4. Course Designed By: Dr. S.Z. NIAZUDEEN , Assistant Professor in History, Sri Vasavi College, Erode. niazudeensz78@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	M	M	S	M
CO3	S	S	S	S	M	S	S	L	S	M
CO3	S	S	S	S	M	S	S	L	M	L
CO4	S	S	S	S	M	S	S	S	S	M

Course code	SOCIAL AND CULTURAL HISTORY OF TAMIL NADU FROM 1916 A.D. TO 2000 A.D.		L	T	P	C
CORE-15			4	-	-	4
Pre-requisite	Basic knowledge of History of Tamil Nadu at U.G. level		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are :						
<ol style="list-style-type: none"> To enable the learners to interpret the social and cultural history of Tamil Nadu. To acquaint the importance of Dravidian movement in promoting social justice. To develop a healthy social attitude by recognizing the historical facts of period. 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the important leaders and reformers of the period of study.					K1
2	Understand the contribution of Dravidian Movement to establish social justice.					K2
3	Assess the role of Kamaraj in the field of education and its impact.					K3
4	Compare and contrast the society and culture of various periods of history in Tamil Nadu.					K4
5	Judge the importance of social welfare measures.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	RADICAL SOCIAL REFORM MOVEMENT				15-- hours	
Causes-Concept of Dravidian Culture –Justice Party and its achievements-Non –Brahmin Movement –Dr. Natesa Mudaliar- Sir P. Thyagaraja Chettiar-T.M. Nair-Periyar E.V.R and the Self –Respect Movement.						
Unit:2	SOCIAL AND POLITICAL MOVEMENTS				15-- hours	
Temple Entry Movement-The Dravida Kazhagam-Dalit movement:- –M.C.Rajah- Erattamalai Srinivasan - Muthulakshmi Reddy-Abolition of Devadasi system-Home Rule Movement in Madras Presidency-Prohibition movement.						
Unit:3	KAMARAJ AND ANNADURAI				15-- hours	
Contributions of Kamaraj-Growth of Education-Mid day Meal Scheme and its impact-Land reforms and Social welfare-Annadurai-Rise of regional politics and it impact-Anti Hindi Agitations.						
Unit:4	SOCIAL WELFARE				14-- hours	
D.M.K and ADMK-Nutritious Meal Scheme-Social Welfare Schemes-Contribution to the growth of Tamil Language-Reservation-Women Welfare Schemes and Social Legislations-Labour Welfare Schemes- Cauvery river water dispute and social implication-Agriculture and Industry.						
Unit:5	EDUCATION, LITERATURE, AND CULTURE				14-- hours	
Education-Growth of Universities-Literature- Subramania Bharathi – Bharathidasan –Namakkal Ramalingam Pillai –Kavimani Desika Vinayagampillai-MaraimalaiAdigal –Growth of Tamil						

Press since 1916-Cinema: Impact on society and politics-Stage plays-Fan Culture-Impact of Information Technology on Tamil culture and society.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75-- hours
Book(s) for Study		
1	Swaminathan, A., <i>Social and Cultural History of Tamilnadu</i> , Deepa Pathippagam, 1984.	
2	Venkatesan. G., <i>History of Modern Tamilnadu</i> , 2011.	
Book(s) for Reference		
1	Abdul Khader Fakhri, S.M., <i>Dravidian Sahibs and Brahmin Maulanas: The Politics of the Muslims of Tamil Nadu 1930-1967</i> , 2008.	
2	Baker,C.J., <i>The Politics of South India 1920-1937</i> ,Cambridge, 1976.	
3	Geetha ,V., & S.V.Rajadurai, <i>Dalits and Non –Brahmin Consciousness in Tamilnadu</i> , E.P.W., 25,SEP 1993.	
4	Hardgrave, R.L., <i>The Dravidian Movement</i> , Bombay, 1965.	
5	Irschick, E.F., <i>Politics and social conflicts in south India</i> ,Berkeley, 1969.	
6	Jeevanandam, S., & Rekha Pande, <i>Devadasis in South India: A Journey from sacred to a Profane Spaces</i> .	
7	Kumar, D., <i>Land And Caste In South India, Agriculturallabour In The Madras Presidency During Nineteenth Century</i> ,Cambridge, 1965.	
8	Mepherson, K., “ <i>The Social Background And Politics Of The Muslims Of Tamilnadu 1901-1937</i> ”,Indian social and economic History Review Vol 4, 1969.	
9	Mohan ,P.E., <i>Scheduled Castes:History of Elevation</i> ,Tamil nadu 1900-1995, Madras, New era, 1993.	
10	More, J.B.P., <i>Political Evolution of Muslims in Tamilnadu and Madras 1930–1947</i> .	
11	Paramarthalingam, C., <i>Social Reform Movement in Tamil Nadu in the 19th Century with Special Reference to St. Ramalinga</i> , Rajakumari Publications, Tamil Nadu, 1995.	
12	Rajaraman, P., <i>The Justice Party.Madras</i> , 1985.	
13	Rajendran,N.(1994) <i>Agitation Politics and State Coercion, National Movement in Tamilnadu,1905-1914</i> .Oxford University Press,Madras.	
14	Saskia C., Kersenboom, <i>Nityasumangali: Devadasi Tradition in South India</i> .	
15	Sobhanan, <i>Temple Entry Movement and Sivakasi Riots</i> , Madurai.	
16	The Hindu, <i>Therkilirundu Oru Suriyan</i> , (Tamil) Chennai.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.tn.gov.in/tamilnadustate	
2	https://en.wikipedia.org	
3	Websites of Political Parties and Organizations	
5. Course Designed By: Dr. S.Z. NIAZUDEEN , Assistant Professor in History, Sri Vasavi College, Erode. niazudeensz78@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	S	S	L	S	M
CO2	S	S	S	S	M	S	S	M	S	M
CO3	S	M	S	S	M	S	S	M	S	M
CO4	S	S	S	S	M	S	S	M	M	S
CO5	S	S	S	S	M	S	S	M	M	S

*S-Strong; M-Medium; L-Low





**Fourth
Semester**

Course code	INTERNATIONAL RELATIONS AND DIPLOMACY FROM 1914 A.D. TO 1991 A.D.			L	T	P	C
CORE-16				3	1	-	4
Pre-requisite	Basic knowledge of World History at U.G. level			Syllabus revision		2021-2022	
Course Objectives:							
The main objectives of this course are:							
<ol style="list-style-type: none"> To make students understand the concept, nature and scope of international relations. To acquaint the theories and concepts with an emphasis on the dynamics of power in international relations. To make an understanding about issues in global politics. 							
Expected Course Outcomes:							
On the successful completion of the course, student will be able to:							
1	Recall the political events and their effects on international relations.						K1
2	Understand the concept of balance of power.						K2
3	Explain the rise of dictatorship and its evil effects on world politics.						K3
4	Analyze the historical background of international relations between two World Wars.						K4
5	Evaluate the importance of world peace.						K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create							
Unit:1	INTRODUCTION TO INTERNATIONAL RELATIONS					15-- hours	
International Relations - Definition and Scope –Kinds of Diplomacy-Communism and Nationalism							
Unit:2	FIRST WORLD WAR AND ITS IMPACT					15-- hours	
First World War - League of Nations - Nature of Balance of Power in 20th century - Rise of Nazism and Fascism-Peace Settlements 1919-1923.							
Unit:3	SECOND WORLD WAR AND DIPLOMACY					15-- hours	
Second World War - Causes and effects –UNO and its Achievements- International law and its enforcement – Peace efforts- Specialized Agencies-ILO,FAO,UNESCO,WTO,WHO.							
Unit:4	COLD WAR AND ITS EFFECTS ON FOREIGN RELATIONS					14-- hours	
Cold War : NATO, SEATO, CENTO and WARSAW PACT - EEC (European Economic Community) - The Arab Leagues (OPEC) - The Organization of African Unity (OAU)							
Unit:5	TOWARDS WORLD PEACE					14-- hours	
Disarmament- International law – Non-Alignment Movement - SAARC – ASEAN-EU - The Concept of World State-Unipolar –Bipolar-Multipolar.							

Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Terrorism, Environment issues, Globalization, Nuclear Proliferation, Energy crisis, Food crisis.		
Total Lecture hours		75-- hours
Book(s) for Study		
1	Ghosh.P., <i>International Relations</i> , New Delhi, Learning Pvt.Ltd, 2013.	
2	Gomathinayaham. P., <i>International Relations : Politics and Institutions</i> (T).	
3	Mahajan V.D., <i>International Relations Since1900</i> , S.Chand & Company Ltd.,New Delhi.	
4	Srivastava, A.L., <i>International Relation from 1945 to Present Day</i> , SBD Publication, New Delhi,1991.	
Book(s) for Reference		
1	Carr.E.H., <i>International Relations Between Two World Wars</i> .	
2	Palmer and Perkins, <i>International Relations</i> .	
3	Pierre Marie Martin, <i>Introduction to International Relations</i> , (Translated from the French by Arti Sharma), ed. J.C.Johari, Sterling Publication, Pvt.Ltd, New Delhi, 1981.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	SAKSHAT (https://sakshat.ac.in/)	
2	e-PG Pathshala (https://epgp.inflibnet.ac.in/)	
3	SWAYAM(https://swayam.gov.in/)	
Course Designed By: DR.K.MADHUSUDHARSANAN , Assistant Professor & HOD of History, Chikkaiah, Naicker College, Erode.		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	M	L	M	M
CO3	S	S	S	S	M	S	S	L	M	M
CO3	S	S	S	S	M	S	S	L	M	M
CO4	S	S	S	S	M	S	S	L	M	M
CO5	S	S	S	S	M	S	S	L	M	S

*S-Strong; M-Medium; L-Low

PROJECT AND VIVA-VOCE

Course code	PROJECT AND VIVA-VOCE			L	T	P	C	
CORE-17				2	2	-	4	
Pre-requisite	Knowledge of Research Methodology in the previous semester.			Syllabus Version		2021-2022		
Course Objectives:								
The main objectives of this course are:								
<ol style="list-style-type: none"> To learn the research methods practically and acquire the requisites of a researcher. To acquire proficiency in historical writing. To understand, analyze and evaluate the sources collected for the project. To prepare a project in the field of interest in history. 								
Expected Course Outcomes:								
On the successful completion of the course, student will be able to:								
1	Remember the process of doing research and acquire knowledge of selection of topic, collection and analysis of sources.						K1	
2	Understand the methodology of research.						K2	
3	Apply the acquired knowledge in future research studies.						K3	
4	Compare and contrast different types of sources.						K4	
5	Evaluate the sources on the basis of their closeness to truth and derive a conclusion.						K5	
6	Document the project.							
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create								

- A Project on any historical topic pertaining to any period of students interest to be done under the supervision of a guide and submit a project report of 50 pages (The *Times New Roman* font sized 12 (1.5 spaced) in A4 size paper)
- A viva-voce examination must be conducted at the end of the IV semester.
- The CIA must be on the basis of the students field visits, collections of sources and his overall performance as a new researcher and viva-voce.
- Project must be related to a topic relevant to the history.
- The Project should be submitted *before* the end of the 4th Semester Examination.
- **Viva-voce** and the evaluation of the project shall be conducted by a Panel of teachers not less than two (one External and one Internal).

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	S	S	S	M	S	L	M	S
CO3	M	M	S	S	S	S	S	L	S	S
CO3	M	M	S	S	S	S	S	L	S	S
CO4	M	M	S	S	S	L	L	L	L	S
CO5	M	M	S	S	S	S	M	L	L	S



Elective Course

ELECTIVE SUBJECTS

**COLLEGES CAN CHOOSE
ANY ONE ELECTIVE FROM THE CHOICES PER SEMESTER**

**ELECTIVE PAPER I / FIRST SEMESTER
TOURISM AND TRAVEL MANAGEMENT (OR) EPIGRAPHY**

Course code	TOURISM AND TRAVEL MANAGEMENT		L	T	P	C
Elective-I			4	-	-	4
Pre-requisite	Basic Knowledge of Tourism.		Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> To acquaint the learners about the potentiality of tourism industry in India. To equip the learner with business skills of tourism industry. To know about the national and international organization of Tourism, Travel Agencies, 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the important tourist destinations of India.					K1
2	Understand the role and responsibilities of travel agency, travel agent and the guide.					K2
3	Apply the historical knowledge in the field of Tourism.					K3
4	Analyze the role of tourism organizations in promotion of tourism.					K4
5	Recognize the importance of modern technologies in tourism and travel management.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	TOURISM IN INDIA				15-- hours	
Definition, Meaning and Nature of Tourism-Historical Background of Tourism and Travel-Prospective Indian Tourism Industry-Heritage Monuments-Socio-cultural facets of India-Festivals and fairs of India-Eco tourism in India.						
Unit:2	ORGANISATIONS OF TOURISM				15-- hours	
WTO – IATA – UFTAA – PATA – ICAO – ASTA- TAAI- ITDC – TTDC						
Unit:3	TOURISM BUSINESS				15-- hours	
Travel Agency and Tour Operators – Travel Agency – Structure – Functions – Types of Travel Agency –Setting up of Travel Agency-Source of Income- Wholesaler - Retailer and Tour Operators – Distinction between Wholesale Travel Agency and Tour Operator- Indian Travel Agents-Tour guiding-Role and responsibilities-occupational skills-Group guiding.						
Unit:4	TRAVEL MANAGEMENT				14-- hours	

Definition of Travel Management-Travel procedures- Itinerary-Types-Travel Documentation-Types-Health Regulation, Currency Regulation, Customs-Travel Insurance.		
Unit:5	MODERNIZATION OF TOURISM	14-- hours
Modern Technologies in Tourism-Computer Reservation System - Impact of Internet in Tourism Industry – Mode of Payments- Ticketing-Reservation and Cancellation-Request-Invoicing and Accounts-Online Booking - Airlines, Hotel, Railways and other transportation facilities-Modern media and tourism promotion.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		75-- hours
Book(s) for Study		
1	Bhatia, A.K., <i>Tourism Development – Principles and Practices</i> , Sterling Publishers Pvt Ltd, New Delhi, 2003	
2	Mohinder Chand, <i>Travel Agency Management</i> , Anmol Publications Pvt Ltd, New Delhi, 2000	
Book(s) for Reference		
1	Dr. Thandavan & Dr. Revathy Girish, <i>Tourism Product</i> , Volume 1, Dominant Publishers, Delhi, 2005.	
2	<i>Fairs and Festivals of India</i> , Hindoology Books, Delhi, 2006.	
3	Mario D’Souza, <i>Tourism Development and Management</i> , Mangal Deep Publications, Jaipur, 2003.	
4	Pran Nath Seth, <i>An Introduction to Travel and Tourism</i> , Sterling Publishers Pvt Ltd, Delhi, 1998.	
5	Pran Nath Seth, <i>Successful Tourism Management</i> , Sterling Publishers Pvt Ltd, Delhi, 1997.	
6	Rabindra Seth Om Gupta, <i>Tourism in India</i> , Kalpaz Publications, New Delhi, 2005.	
7	Sati, V.P., <i>Tourism Development in India</i> , Pointer Publications, Jaipur, 2001.	
8	Sinha P.C., <i>Tourism Marketing</i> , Anmol Publications, Delhi, 2003.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=1827 (Tourism Management)	
2	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=1827 Tour Guiding P-09, Module 1-19.	
6. Course Designed By: Dr. S.Z. NIAZUDEEN , Assistant Professor in History, Sri Vasavi College, Erode niazudeensz78@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	L	S	L	S
CO2	M	M	S	S	M	S	L	S	M	S
CO3	S	S	S	S	M	S	L	S	M	S
CO4	S	M	S	S	M	M	L	M	M	L
CO5	S	M	S	S	M	M	M	L	M	S

*S-Strong; M-Medium; L-Low

ELECTIVE PAPER I / FIRST SEMESTER

Course code	EPIGRAPHY			L	T	P	C
Elective-I				4	-	0	4
Pre-requisite	Basic knowledge of Archaeology at U.G. level			Syllabus	rsion	2021-2022	
Course Objectives:							
The main objectives of this course are to:							
1. Study about the evolution and development of inscriptions in India.							
2. Teach the knowledge of the art of ancient writing.							
3. Acquaint the students about the various types of scripts and inscriptions.							
Expected Course Outcomes:							
On the successful completion of the course, student will be able to:							
1	Remember the important inscriptions of India.						K1
2	Understand the meaning and evolution of Epigraphy.						K2
3	Identify ancient scripts and also find out new inscriptions.						K3
4	Demonstrate the ability to apply his knowledge in recognizing the scripts.						K4
5	Evaluate the importance of inscriptions in the study of history.						K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create							
Unit:1	EVOLUTION OF INSCRIPTIONS					15 hours	
Meaning and Definition –Evolution, Nature and importance of inscriptions – Types of Inscriptions.							
Unit:2	ANCIENT SCRIPTS					15 hours	
Harappan script - Kharoshti - Brahmi Script - Asokan Edicts.							
Unit:3	ART OF WRITING IN SOUTH INDIA					15 hours	
Art of Writing in South India- Tamil Brahmi, Vatteluttu & Tamizh.							
Unit:4	NORTH INDIAN INSCRIPTIONS					14 hours	
North Indian Inscriptions : (Allahabad Inscriptions of Samudragupta, Hathigumpah Inscriptions of Kharavela)							
Unit:5	SOUTH INDIAN INSCRIPTIONS					14 hours	
South Indian Inscriptions: Pallavas - Kuram Plate, Cholas-Uttiramerur, Pandyas-Velvikudi Plates.							
Unit:6	Contemporary Issues					2 hours	
Expert lectures, online seminars – webinars							
Total Lecture hours						75 hours	
Book(s) for Study							
1	Buhler, G., <i>Indian Paleography</i> , Ideological book house, Delhi, 1968.						
2	Sircar D.C., <i>Indian Epigraphy</i> , New Delhi, 1966.						

Book(s) for Reference	
1	Govindaraj, R., <i>Evolution Scripts in Tamilnadu</i> , Tamilnadu Archaeological Society Special Issue, No.1. 1994.
2	Kasinathan, <i>Natana Kalleluttukalai</i> (in Tamil).
3	Mahadevan, I., <i>Early Tamil Epigraphy</i> , Cre-A, Chennai, 2003.
4	Mahalingam, T. V., <i>Early South Indian Paleography</i> , University of Madras, Chennai, 1967.
5	Rajan, K., <i>Kalvetiyal</i> (in Tamil).
6	Sivaramamurthy, <i>Indian Epigraphy and South Indian Scripts</i> ,
7	Subramanian. T.N., <i>Pandaiya Tamil Eluttukkal</i> (in Tamil).
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.youtube.com/watch?v=dlm5itnOBZM >> e-Pathsala
2	https://www.youtube.com/watch?v=7mEkIpqKSwA >> e-Pathsala
3	https://www.youtube.com/watch?v=kdotSUbYZQk >> e-Pathsala
4	https://en.wikipedia.org/wiki/Epigraphy
5	https://en.wikipedia.org/wiki/Edicts_of_Ashoka
Course Designed By: DR. R. SANTHANAM , Assistant Professor of History, Sri Vasavi College, Erode. E-mail ID rsanma86@yahoo.in	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	M	M	M	M	M
CO3	S	S	M	M	M	S	S	S	S	M
CO3	S	S	M	M	S	S	M	S	S	S
CO4	S	S	M	M	S	S	M	S	S	S
CO5	S	S	M	M	S	S	M	S	S	M

*S-Strong; M-Medium; L-Low

SECOND SEMESTER

ELECTIVE PAPER II / SECOND SEMESTER

OFFICE AUTOMATION AND ITS APPLICATIONS (Industry 4.0)

(OR)

PRINCIPLES AND METHODS OF ARCHACOLOGY

Course code		OFFICE AUTOMATION AND ITS APPLICATIONS (Industry 4.0)	L	T	P	C
Elective-II			4	-	-	4
Pre-requisite		Basic knowledge of computer at U.G. level.	Syllabus		2021-2022	
Course Objectives:						
The main objectives of this course are to:						
1. To acquaint the learners about the office automation and its utility.						
2. To make the learners proficient in the application of MS word, Spread sheet, power point presentation, google applications and the basics of Internet of things.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the important short cut key operations and formulas in operating computer.					K1
2	Understand the uses of computer in the field of history.					K2
3	Apply the knowledge of computer in learning, writing, documentation, power point presentation, project preparation and thesis writing of history.					K3
4	Evaluate the recent trends in Industry 4.0.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	WINDOWS AND MS WORD				15-- hours	
Windows: Definition of Operating System, Functions of OS, types of OS. Desktop icons and their functions: My computer, My documents, My Network Place, Recycle Bin, Files, Folder, Local Disk Drive, CD/DVD Drive, Pen Drive.						
MS Word: Features, creating, saving and opening documents in word, interface, toolbars, ruler, menus, keyboard shortcut keys, Editing, previewing, printing and formatting a document, advanced features of MS Word, find and replace..						
Unit:2	SPREAD SHEET				15-- hours	
Creating worksheet, entering and editing text, Saving, modifying worksheet, range selection, copying and moving data, inserting and deleting rows and columns, naming Worksheet. Setting Formula: Finding total in a column or row, mathematical operations like addition, subtraction, multiplication, division using formulas. Printing worksheet, Creating charts, Pivot tables.						
Unit:3	POWER POINT PRESENTATION				14-- hours	
Basic of power point, creating and editing slides, formatting slides, Master slides, Templates, coloring text and objects, Transitions, heading slides, using clip art gallery, chart creations, managing files.						

Unit:4	GOOGLE APPLICATIONS	14-- hours
Basics of Google Play store, Google Calendar, Google Contacts, Google Docs, Google Sheets, Google Slides, Google Drive, Google Meet.		
Unit:5	INTERNET OF THINGS	15-- hours
Introduction, Definition & characteristics of IOT, IOT in everyday life, Internet of everything. IOT Applications: Intelligent Traffic systems, Smart Parking, Smart cities and location sharing, Smart Agriculture, IOT in education. Development of India in IOT: Aadhaar Card System, IOT in health care industry, IOT in financial sectors, IOT in rural empowerment. Challenges in IOT: Big Data Management, Connectivity challenges. Social Media Applications: About WhatsApp, Facebook, Twitter, YouTube, Instagram.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		75-- hours
Book(s) for study		
1	Joyce Cox & Polly Urban, <i>Quick Course in Microsoft Office-GOLGOTIA</i> Publications.	
2	Arshdeep Bahga, Vijay Madiseti, <i>Internet of Things-A hands on Approach</i> Authors, Universities press.	
Book(s) for Reference		
1	Taxali, R.K., <i>PC Software for Windows Made Simple</i> , Tata McGrawHill Publishing Company, 1998.	
2	Srinivasa, K.G., Siddesh G.M., Hanumantha Raju R., <i>“Internet of Things”</i> Cengage Learning India pvt. Ltd., 2018.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	Word : https://www.youtube.com/watch?v=d1cm4frzNEQ	
2	Excel : https://www.youtube.com/watch?v=rwbho0CgEAE	
3	PowerPoint : https://www.youtube.com/watch?v=8ovm_qUX7yE	
4	Google Sheet : https://www.youtube.com/watch?v=FlkZ1sPmKNw	
5	Google Drive : https://www.youtube.com/watch?v=YPbWTG6LM84	
6	IOT : https://www.youtube.com/watch?v=UrwbeOIlc68	
Course Designed By: DR. S. PRASATH , Coordinator & Assistant Professor in Computer Science, Centre for E-Learning and Development, Nandha Arts and Science College, Erode. E-mail ID.prasath.sivasankaran@nandhaarts.org		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L	L	M	M	L	L	S	S	S	S
CO2	M	L	M	M	L	M	S	M	S	S
CO3	S	L	M	M	L	L	S	M	S	S
CO4	S	L	S	S	L	L	S	M	S	S

*S-Strong; M-Medium; L-Low

ELECTIVE PAPER II / SECOND SEMESTER

Course code	PRINCIPLES AND METHODS OF ARCHAEOLOGY		L	T	P	C
Elective-II			4	-	-	4
Pre-requisite	Basic Knowledge of History at U.G. level.		Syllabus	rsion	2021-2022	
Course Objectives:						
The main objectives of this course are:						
<ol style="list-style-type: none"> To impart the principles and methods of Archaeology. To acquaint the learner about the excavations, dating methods and other aspect of Archaeology. To train the students to understand the importance of archaeology through field visits to excavation sites and heritage monuments. 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Master the archaeological aspects of Pre-historical cultures and contribution of various archaeological experts.					K1
2	Identify and understand key themes and concepts in Archaeology and its development.					K2
3	Apply his knowledge to find out archaeological sites and artifacts.					K3
4	Analyze the origin and nature of National and State Department of Archaeology in India.					K4
5	Evaluate excavation, dating methods and other techniques used in Archaeology.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	CONTRIBUTION OF VARIOUS ARCHAEOLOGISTS				15 hours	
Contribution of James Princep - Sir William Jones - Alexander Cunningham – Sir John Marshall - Mortimer Wheeler - Archaeological Survey of India.						
Unit:2	EXPLORATION				15 hours	
Exploration methods - Methods and objectives– Sources – Literary - Inscription – Aerial Survey - Scientific instruments in Exploration.						
Unit:3	EXCAVATION				15 hours	
Excavation Methods - Surveying and mapping – Staff – Equipments – Stratigraphy – Analysis – Documentation.						
Unit:4	DATING METHODS				14 hours	
Dating methods: Absolute and Relative dating – Carbon 14 method – Thermoluminescence – Potassium – Argon method – Archaeo Magnetism – Dendro Chronology – Fluorine method.						
Unit:5	FEATURES OF ARCHAEOLOGY				14 hours	
Preservation and Conservation methods in Archaeology - Archaeology in Post Independent India.- Functions of Archaeological Survey of India – State Department of Archaeology						

Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		75 hours
Book(s) for Study		
1	Raman K.V., <i>Principle and Methods of Archaeology</i> , Parthajan Publication, Chennai 1998.	
2	Vengatraman, R., <i>Indian Archaeology (A Survey)</i> , Ajanta Achagam, Vadipatty.	
Book(s) for Reference		
1	Barker, Philip, <i>Technics of Archaeological Excavation</i> , London 1977.	
2	Childe, V.Gordon, <i>A Short Introduction to Archaeology</i> , New York, 1960.	
3	Ekambarathan. A., & Ponnusamy. R., <i>Tholliyal Akalaivu Nermuraikal</i> (in Tamil), Chennai, 2002.	
4	Rajan, K., <i>Archaeology, Principle and Methods</i> , Tanjore, 2002.	
5	Shankalia, A.D., <i>New Archaeology – Its Scope and Application in India</i> , OUP, 1954.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.youtube.com/watch?v=prpnOZhXPrk	
2	https://www.youtube.com/watch?v=FDt9VEX6SNs	
3	https://www.youtube.com/watch?v=VbgrVMu3TwU	
4	https://www.youtube.com/watch?v=1pL7NDpWl5Y&feature=emb_title	
Course Designed By: PROF. M. THANGAVEL & DR. R. SANTHANAM , Sri Vasavi College, Erode. E-mail ID thangavelhistorysvc@gmail.com .		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	S
CO3	M	M	S	S	S	S	S	S	S	S
CO4	M	M	S	S	M	M	M	M	M	M
CO5	S	S	S	S	S	M	M	M	S	M

*S-Strong; M-Medium; L-Low

THIRD SEMESTER

ELECTIVE PAPER III/THIRD SEMESTER

**INTERVIEW SKILLS AND TECHNIQUES
(OR)
MUSEOLOGY**

Course code	INTERVIEW SKILLS AND TECHNIQUES		L	T	P	C
Elective-III			4	-	-	4
Pre-requisite	No Pre-requisite is required		Syllabus rsion		2021- 2022	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> To inculcate the potential skills and techniques in the learners and to prepare them to face interviews confidently. To develop the dynamic qualities of enthusiasm, self confidence, sense of responsibility and determination. To teach what interviewers expect from an interviewee. To facilitate the students to develop their personality. 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the etiquette and mannerism.					K1
2	Understand the meaning and nature of interviews.					K2
3	Apply the soft skills and the knowledge acquired in real life situations.					K3
4	Analyse and Identify the strengths and weakness.					K4
5	Recognize the importance of the Interview skills and Techniques.					K5
6	Write a good application and curriculum vitae.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	INTRODUCTION TO INTERVIEW				15-- hours	
Meaning and nature of Interview-Types of Job Interviews-Screening and Selection Interviews-Traditional One to One Interview, Panel Interview, Behavioural Interview, Stress Interview, Follow up interview, Telephone Interview, On Site Interview-Video Conferencing..						
Unit:2	INTERVIEW PREPARATION				15-- hours	
Job application and curriculum vitae-Preparing for interview-Knowing the Organization-Types of interview questions-Common Questions-Behaviour based Questions-Situational Questions-Negative Questions-Expected Questions.						

Unit:3	SKILL DEVELOPMENT	15-- hours
Introduction to Soft skills-Presentation skills-Effective Presentation-Group Discussion-Importance of Communication Skills-Effective Talking-Effective Listening-Body Language-e-Communicative Skills-Etiquette and Mannerism-Cleanliness		
Unit:4	PERSONALITY DEVELOPMENT	14-- hours
Personality-How to Develop the Personality-Positive Attitude-Motivation-Self Motivation- - Leadership Qualities-Life Skills-Self Awareness, Critical and Creative Thinking-Social Adjustment- Social Effectiveness-Initiative- Self-Confidence – Decision Making-Time Management-Self Esteem.		
Unit:5	INTERVIEW TIPS	14-- hours
Checklist-Preparation before Interview-Upon Arrival-Preparation during Interview-Appearance-Power of Expression-Level of Intelligence-Strengths and Weakness-Interview Dos and Don'ts.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		75-- hours
Book(s) for Study		
1	Andrews Sudhir, <i>How to Succeed at Interview</i> , Mc Graw Hill India.	
2	Jain, J.S., & Gupta, <i>Interview and Group Discussion</i> , Upkars.	
3	Madhukar Kumar Bhagat, <i>Civil Service Interview How to Excel</i> , Mc Graw Hill Education.	
4	Paul, D.S., & Manpreet Kaur, <i>Interview Skills A Practical Guide for the Interviewer and Interviewee</i> , Goodwill, 2019.	
Book(s) for Reference		
1	Ameer Ali, P., <i>Sizzling Soft Skills for Spectacular Success: A Practical Guide on Personality Development</i> , Notion Press, Chennai, 2017.	
2	Julie Gray, <i>Interview Success: Get the Edge: A Teach Yourself Guide. Teach Yourself.</i> New York, McGraw-Hill editions, 2012.	
3	Nitin Bhatnagar & Mamta Bhatnagar, <i>Effective Communication and Soft Skills Strategies for success</i> , Pearson, Kindle Edition.	
4	Philip Charsley, <i>Interview Preparation: Deconstructing the Interview Process</i> , CreateSpace Independent Publishing Platform, 2014.	
5	Verma, <i>Enhancing Employability @ Soft Skills</i> .	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=1610 Human Resource Management, Paper 16- Skill Development and Social Entrepreneurship, Module 1 to 9.	

2	http://egyankosh.ac.in/bitstream/123456789/60110/1/Unit-24%20Personality%20Development%20And%20Communicating%20Skills.pdf
4	http://egyankosh.ac.in/handle/123456789/35099 communication skills
5	https://ndl.iitkgp.ac.in
7. Course Designed By: Dr. S.Z. NIAZUDEEN , Assistant Professor in History, Sri Vasavi College, Erode niazudeensz78@gmail.com	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	L	L	L	L	M	M	L	M	S
CO2	M	L	L	L	L	L	M	L	M	S
CO3	L	L	L	L	L	L	L	L	M	S
CO4	L	L	L	L	L	L	L	L	L	S
CO5	L	L	M	M	L	L	L	L	L	S

*S-Strong; M-Medium; L-Low



ELECTIVE PAPER III / THIRD SEMESTER

Course code	MUSEOLOGY		L	T	P	C
Elective-III			3	1	-	4
Pre-requisite	A inquisitive interest in artifacts & museum		Syllabus Version		2021-2022	
Course Objectives:						
The main objectives of this course are:						
<ol style="list-style-type: none"> To educate the students about the development and growth of Museum and Museology. To train the students for curatorial work, research and preservation To impart knowledge of conservation of cultural, natural and national heritage. 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the context and concepts of Museum and Museology.					K1
2	Understand the importance of museums and education institutions.					K2
3	Document and classify museum objects and acquire skills to manage and demonstrate them in museum.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	INTRODUCTION TO MUSEUMS				15-- hours	
Definitions and Concepts of Museum- Classification and Types of Museums- Eco Museum, Community Museum, Virtual Museum, Neighbourhood Museum-Functions and role of Museums-Important International and Indian Museums.						
Unit:2	COLLECTION AND DOCUMENTATION				15-- hours	
Collection- Types of Collection- Tangible and Intangible Cultural Heritage Modes of Collection: Fieldwork, purchase, donation/gift, loan, exchange etc. Specific issues related to collection. -- Types of documents – entry, accession, classified, and movement registers; Index and Catalogue cards. Digital documentation--Numbering the objects – numbering systems, procedure of applying numbers on objects-Barcoding.						
Unit:3	PREVENTIVE CONSERVATION				14-- hours	
Traditional methods of preventive Conservation --Preventive Conservation measures of inorganic, organic and composite objects: -Monitoring Museum Environment- Relative Humidity and temperature, light, air pollution, and biological agents-Guidelines for handling museum object-Good housekeeping practices-Professional organizations related to conservation e.g. NRLC, INTACH, ICCROM.						
Unit:4	DISPLAY AND EXHIBITIONS				15 -- hours	
Purpose and principles - Display furniture and fixtures: cases, pedestals, stands, panels, mounts, structures, etc. - Lighting fixtures. - Circulation: random, suggestive, directional. - Labels: types, material, size, language, position, execution, evaluation, etc. Visual & verbal aids: charts, graphs/graphics, photographs, film/video, CDROM/DVD. Types of exhibits: original/fabricated, static/movable, models (scale/non-scale, working/non-working), participatory/interactive, diorama/habitat group, tableaux, etc. Types of exhibitions: object-oriented/concept-oriented, thematic, contextual, chronological,						

geographical,integral,comparative,natural,synthetic,didactic,special,permanent/temporary/travelling/circulating/mobile, etc.		
Unit:5	EDUCATION AND PROFESSIONAL ORGANISATIONS	14-- hours
Education programmes and publications related to exhibitions for various audiences-Provisions for people with disabilities. Promotion of exhibitions.-Role of national and international professional organizations – Museums Association (U.K.), Museums Association of India, UNESCO, ICOM, ICCROM, Commonwealth Association of Museums, American Alliance of Museums, IASC, IIC, IUCN, UNESCO-ICOM Museum Information Center, etc.--ICOM code of ethics.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars-Visit to Museums-Case study: Study/Evaluation of any one museum.		
Total Lecture hours		75-- hours
Book(s) for Study		
1	Dilip Kumar Roy, <i>Museology</i> .	
2	Jeyaraj, V., <i>Museology Heritage Management</i> , Chennai museum, 2005.	
3	Vibha Upadhyaya, <i>Archaeology, Museology and Conservation link</i> Ed Vibha Upadhyaya	
Book(s) for Reference		
1	Usha Agarwal, <i>Museums of India</i>	
2	Agrawal, O.P., <i>Care and Preservation of Museum Objects</i> , NRLC, New Delhi, 1977.	
3	Nigam M.L., <i>Fundamentals of Museology</i> , Navahind Prakashan, 1966.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	http://www.e-books-chennai-museum.tn.gov.in/chennai-museum/images/152/mobile/index.html#p=20	
2	http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/images/UNIT16.pdf	
3	https://www.youtube.com/watch?v=vNTYe-22MEo&list=RDCMUCCUr096WDp86n62CXBeHlQw&start_radio=1&t=15	
Course designed by: PROF. R.PRAKASH , Assistant Professor in History,Sri Vasavi College, Erode. E-mail ID prakashero80@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	S	S	S
CO2	M	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S

*S-Strong; M-Medium; L-Low

FOURTH SEMESTER

**ELECTIVE PAPER IV/ FOURTH SEMESTER
GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS
(OR)
TEMPLE ART AND ARCHITECTURE OF TAMIL NADU**

Course code	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS	L	T	P	C
Elective-IV		4	-	-	4
Pre-requisite	Basic General Knowledge	Syllabus		2021-2022	
Course Objectives:					
The main objectives of this course are to:					
1. To coach the learners in general studies for competitive examinations.					
2. To develop the language skill and general aptitude.					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to:					
1	Recall the Indian Heritage, Culture, Geography and Scientific laws				K1
2	Understand the concepts of science and arthematics.				K2
3	Explain the concepts of Globalization, Liberalization, Social empowerment				K3
4	Analyse the importance of Planning, land reforms, PDS, and social welfare schemes.				K4
5	Identify the geographical features and locations in India				K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create					
Unit:1	INDIAN HERITAGE AND CULTURE	14-- hours			
Art Forms-Literature-Architecture (Ancient, Medieval and Modern)- Salient features of Indian Society-Diversity of India-Effects of Globalization on Indian Society.					
Unit:2	GEOGRAPHY	15-- hours			
The Earth and Solar system-Salient features of physical Geography-Land forms-Atmosphere-Climature-Important Geophysical phenomena- Earthquakes, Tsunami, Volcanic activity, Cyclone – Geographical features and their location (India)- Indian flora and fauna –Forests of India-Mineral Resources of India.					
Unit:3	INDIAN ECONOMY	15-- hours			
Planning-Five Year Plans- New Economic Policy (1991)-Liberalization and its effects- Concept of Inclusive Growth-Land Reforms in India-Major Cropping Patterns in India-Types of Irrigation and Irrigation System-Transport-E-Technology in the aid of farmers-PDS (Public Distribution System)-Industry					
Unit:4	SCIENCE AND GENERAL APTITUDE	15-- hours			
Basic Science -Scientific laws-Newton's Law of Motion-Energy resources- -Classification of living organisms-Systems of Human Body-Diseases- Vitamins and Minerals -Acids, Salts, Elements and Compounds-Achievements of India in the field of Science and Technology.					
General Aptitude -Basic Numeracy-Number Series-Percentage-Simple and Compound Interest-					

Time and Work-Ratio and Proposals.		
Language: Learner to write essay on any general topic, Official Letters		
Unit:5	GENERAL AWARENESS	14-- hours
Poverty-Population Growth and Issues-Urbanization and its problems -Social Empowerment-Welfare Schemes for vulnerable sections of Population by Centre and State-Rural Welfare Programmes-E-Governance-Role of Civil Service in Democracy-Threats to National Security.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75-- hours
Book(s) for Study		
1	Agarwal, R.S., Quantitative Aptitude for Competitive Exams, S. Chand, 2017	
2	Indian Heritage and Culture, General Studies-I, Publisher Lexis Nexis.	
3	Krishna Reddy, <i>Indian History for Civil Service Examination</i> , Mc Graw Hill.	
4	Manohar Pandey, <i>General Knowledge</i> , Arihant, 2019.	
5	Sheelwant Singh, Kriti Rastogi & Sarika, NCERT General Studies for Civil Services & Preliminary Examinations, Mc Graw Hill India, 2020.	
Book(s) for Reference		
1	Edgar Thorpe & Showick Thorpe, <i>General Studies for Civil Service Preliminary Exam</i> , Pearson, 2020	
2	Hartshorne & Alexander, <i>Economic Geography</i>	
3	Majid Husain, <i>Agricultural Geography, Human Geography</i>	
4	NCERT Books.	
5	Ramachandran, <i>Urbanization & Urban Systems in India</i>	
6	Ramesh Singh, <i>Indian Economy</i> , Mc Graw Hill, 2020	
7	Romila Thapar, <i>History of India (Volume-I)</i>	
8	Sathish Chandra, <i>History of Medieval India</i>	
9	Sharma, R.S., <i>Ancient India (NCERT)</i>	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829 Indian Culture.	
2	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17 Geography.	
3	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=453 Population Studies.	
4	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=30 Public Administration, Public Policy.	
	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=11 Economic Planning in India	
8. Course Designed By: Dr. S.Z. NIAZUDEEN , Assistant Professor of History, Sri Vasavi College, Erode. niazudeensz78@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	L	M	M	L	L	S
CO2	M	M	S	S	L	L	L	L	M	S
CO3	S	S	S	S	L	M	S	L	M	M
CO4	S	L	S	S	L	M	M	L	M	M
CO5	S	S	S	S	L	M	L	L	L	M

*S-Strong; M-Medium; L-Low



ELECTIVE PAPER IV/ FOURTH SEMESTER

Course code	TEMPLE ART AND ARCHITECTURE OF TAMILNADU		L	T	P	C
Elective-IV			4	-	-	4
Pre-requisite	Basic knowledge of Art and Architecture of Tamil Nadu at U.G. level.		Syllabus rsion		2021- 2022	
Course Objectives: The main objectives of this course are :						
<ol style="list-style-type: none"> To acquaint the learners about richness of the Temple Art and Architecture of Tamil Nadu To enable the students to understand contribution of various dynasties to the development of Art and Architecture. To acquire a deep knowledge of different styles of Temple Art and Architecture 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the important temples of Tamilnadu.					K1
2	Understand the art and architectural features of the temples of various dynasties.					K2
3	Choose temple study as a subject for research.					K3
4	Differentiate the art and architecture of different dynasties and period.					K4
5	Evaluate the skill of artisans in producing the marvels of temple art and architecture.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	ART AND ARCHITECTURE OF PALLAVAS				15-- hours	
Pallava Architecture-Rock Cut Architecture- Caves-Monoliths and structural Temples of Pallava-PallavaArt.						
Unit:2	ART AND ARCHITECTURE OF PANDYAS				15-- hours	
Pandayas-Caves and Monoliths (Vettuvan Koil) and structural temples.						
Unit:3	CHOLA ART AND ARCHITECTURE				15-- hours	
Chola Architecture-Structural Temples of Cholas-Chola Art						
Unit:4	VIJAYANAGAR ART AND ARCHITECTURE IN TAMILNADU				14-- hours	
Structural temples of Vijayanagar- Architectural contributions at Kanchipuram, Tiruvanamalai, Sri Villiputur, Srirangam.						
Unit:5	TEMPLE ICONOGRAPHY				14-- hours	
Iconographic features of Temples-Pallava Sculptures-Chola Sculptures.						
Unit:6	Contemporary Issues				2 hours	
Expert lectures, online seminars – webinars						
					Total Lecture hours	75-- hours
Book(s) for Study						
1	Balasubramaniam, S.R., <i>Architecture of Early Medieval India.</i>					

2	Percy Brown, <i>Indian Architecture</i> .
3	Dayalan, D., <i>Early Temples of Tamilnadu: Their Role in Socio-Economic Life (A.D. 550-925)</i> , Harman Publishing House, New Delhi.
Book(s) for Reference	
1	George Michell, <i>The New Cambridge History of India</i> , Cambridge University Press, Cambridge, 1995.
2	Jouveau Dubreuil, G., <i>Iconography of Southern India</i> , Cosmo Publications, New Delhi, 2001.
3	Mohinder Singh Randhawa and Doris Schreier Randhawa, <i>Indian Sculpture</i> , Vakils, Feffers Simons Ltd., Bombay, 1985.
4	Soundara Rajan, K. V., <i>The Art of south India-Tamilnadu and Kerala</i> , SundeepPrakashan, New Delhi, 1978.
5	Soundara Rajan, K. V., <i>Cave Temples of the Deccan, Architectural Survey of Temples</i> , No. 3, Archaeological Survey of India, New Delhi, 1981.
6	Soundara Rajan, K.V., <i>Rock Cut Temple Styles, Early Pandyan Art and the Ellora Shrines</i> , Sowmaiya Publication Pvt. Ltd.
7	Srinivasan, K. R., <i>Cave-Temples of the Pallavas, Architectural Survey ofTemples</i> , No. I, Archaeological Survey of India, New Delhi, 1964.
8	Srinivasan, K. R., <i>Temples of South India</i> , National Book Trust, Delhi 1972.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829 (Subject: Indian Culture, Paper Art and Architecture of India, Module 26 to 32, 35 to 36, For Vijayanagar Architecture See-Paper 14 Art and Architecture of India-II, Module-07)
2	http://kumbakonam.info/index.php?option=com_content&view=category&id=35&Itemid=55
3	http://whc.unesco.org/en/list/250
4	https://en.wikipedia.org/wiki/Art_and_architecture_of_the_Pallavas
9. Course Designed By: Dr. S.Z. NIAZUDEEN , Assistant Professor in History, Sri Vasavi College, Erode. niazudeensz78@gmail.com	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S
CO5	S	M	S	S	S	S	S	S	S	S

*S-Strong; M-Medium; L-Low

FOURTH SEMESTER

PAPERS FOR SPECIAL ELECTIVE 1 AND 2 IN FOURTH SEMESTER

(Choose any two of the following from papers listed 1-4)

1. WOMEN STUDIES
2. HUMAN RIGHTS
3. INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION
4. HISTORY OF THE U.S.A. FROM 1865 A.D. TO 1974 A.D.

**FOURTH SEMESTER
SPECIAL ELECTIVE OPTION-1
WOMEN STUDIES**

Course code	WOMEN STUDIES			L	T	P	C
Special Elective (Option-1)				3	-	-	3
Pre-requisite	Basic knowledge of Women Studies			Syllabus	rsion	2021-2022	
Course Objectives:							
The main objectives of this course are to: <ol style="list-style-type: none"> 1. To sensitize men and women to recognize the importance of multidimensional role of women in society. 2. To inculcate the importance of empowerment of women and to acquaint the students about the Women Rights. 3. To inspire a positive change in attitude towards the women in social structure. 4. To learn about the measures and initiative of National Commission of Women. 							
Expected Course Outcomes:							
On the successful completion of the course, student will be able to:							
1	Remember the important social legislations concerning Women.						K1
2	Understand the ideals of feminism.						K2
3	Apply his wisdom in promotion of women's rights.						K3
4	Analyze the importance of the multidimensional role of women in society.						K4
5	Extend support in the creation of an erudite society respecting human rights.						K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create							
Unit:1	INTRODUCTION TO WOMEN STUDIES					15-- hours	
Definition -Relevance and purpose of Women Studies-Status of Women through Ages-Women's Movements in the West-Women's Movements in India.							
Unit:2	FEMINISM					15-- hours	
Definition- Origin of Feminism -Types of Feminism: Liberal-Marxist-Socialist-Cultural-Domestic and Philosophical-Women's Liberation Movements-Views of Subramania Bharathi and E.V.R. Periyar on Women's Rights.							

Unit:3	SOCIAL LEGILATIONS	15-- hours
Social Legislation of Bristish Rule -Women's Rights - Right to Inheritance -Right to Divorce, Right to Remarry-Right to Equality in Education, Training and Employment.		
Unit:4	ISSUES AND SOLUTIONS	14-- hours
Contemporary issues related to Women-Female infanticide - Dowry – Domestice Violence- Honour Killings-Problems of Rural Women –Legislations and Legal provisions in favour of Women since Independence - National and State Commissions for Women		
Unit:5	WOMEN IN NATION BUILDING	14-- hours
Role of Women in Nation Building-Vijayalakshimi Pandit - Indira Gandhi-Muthulakshmi Reddy-M.S.Subbulakshmi- Women Entrepreneurs - Women in Modern Society		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75-- hours
Book(s) for Study		
1	Gokilavani, <i>Women Studies, Principles Theories and Methodologies</i> , 1999.	
2	Agarwala, S. K., <i>Directory of Women Studies in India</i> , New Delhi – 1991.	
Book(s) for Reference		
1	Beteille, A., <i>The Position of Women in Indian Society</i> , Government of India, Ministry of Information and Broadcasting, Publications Division, New Delhi, 1975.	
2	<i>Guidelines for the Development of Women Studies in Indian Universities and College</i> , New Delhi UGL 1997.	
3	<i>Guidelines for the Development of Women's Studies</i> , New Delhi, UGL, 1993.	
4	Jain D., (ed.) <i>Indian Women</i> , Government of India, Ministry of Information and Broadcasting, Publications Division, New Delhi, 1975.	
5	Richardson, Diane and Victoria Robinson, <i>Introduction to Women Studies Feminist Theory and Practice</i> , London, 1983.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=456 Paper 01 to 15 (All modules)	
2	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=828 Subject-Human Rights and Duties, Paper 1to 35, Module 1 to 22.	
4	https://shodhganga.inflibnet.ac.in/bitstream/10603/118048/13/13_chapter%203.pdf Women Studies its concepts and Growth in India.	
10. Course Designed By: Dr. S.Z.NIAZUDEEN , Assistant Professor in History, Sri Vasavi College, Erode. niazudeensz78@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	S	M	L	L	S
CO2	S	M	S	S	S	S	S	L	S	S
CO3	S	S	S	S	M	S	S	L	M	S
CO4	S	S	S	S	M	S	S	L	S	S
CO5	S	S	S	S	M	S	S	L	S	S

*S-Strong; M-Medium; L-Low



FOURTH SEMESTER

SPECIAL ELECTIVE OPTION-2

HUMAN RIGHTS

Course code	HUMAN RIGHTS			L	T	P	C
Special Elective (Option-2)				3	0	0	3
Pre-requisite	Basic knowledge in Human rights			Syllabus	rsion	2021-2022	
Course Objectives:							
The main objectives of this course are:							
<ol style="list-style-type: none"> To acquaint the students about the concept of human rights and its importance. To learn the importance of human rights and self respect. To understand the principles of liberty, equality and social justice. 							
Expected Course Outcomes:							
On the successful completion of the course, student will be able to:							
1	Remember the concept of natural rights.						K1
2	Understand the historical growth of the idea of human rights.						K2
3	Assess the importance of Human Rights and respect the rights of others.						K3
4	Analyze the issues and challenges of Human Rights.						K4
5	Evaluate the role of various organization in protection of Human Rights.						K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create							
Unit:1	THEORIES OF HUMAN RIGHTS & UDHR					18 hours	
Concepts and theories of Human Rights – Universal Declaration of Human Rights – International Covenants on Economic, Social, and Cultural Rights – Optional Protocols.							
Unit:2	INDIAN CONSTITUTION & HUMAN RIGHTS					18 hours	
Indian Constitutional Guarantee on Human Rights – Directive Principles of State Policy – Civil and Political Rights.							
Unit:3	WOMEN’S RIGHTS & RIGHT TO INFORMATION					18 hours	
Women’s rights – Prisoner’s Rights – Children’s Rights – Judiciary and Human Rights- Right to Information.							
Unit:4	NON-GOVERNMENT HUMAN RIGHTS ORGANISATIONS					17 hours	
Human Rights and International organizations: Amnesty International – Asia Watch- Hot Line - Human Rights and National Organizations – Media and Human Rights.							
Unit:5	UNO & NATIONAL HUMAN RIGHTS COMMISSION IN INDIA					17 hours	
United Nations and enforcement of Human Rights – Protection of Human Rights Act 1993 – National Human Rights Commission – State Human Rights Commission - Human Rights Courts.							

Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
Total Lecture hours		90 hours
Book(s) for Study		
1	Adil Yasin, Archana Upadhyay, <i>Human Rights</i> , Akansha Publishing House, New Delhi, 2004.	
2	<i>Human Rights</i> , National Book Trust, New Delhi, 1998.	
Book(s) for Reference		
1	Das Jatindra Kumar, <i>Human Rights Law and Practice</i> , PHI, 2016.	
2	Lina Gonsalves, <i>Women and Human Rights</i> , APH Publishing Corporation, 2001.	
3	Nirmal,C.J., <i>Human Rights in India: Historical, social and Political</i> , Oxford & IBH, New Delhi, 2000.	
4	Sudhi Kapoor, <i>Human Rights in the 21st Century</i> , Mangal deep Publications, Jaipur,2003.	
Magazines		
1	<i>Economic and Political Weekly, Bombay.</i>	
2	<i>The Lawyer, Bombay.</i>	
3	<i>Human Rights Today, Colombia University.</i>	
4	<i>International Instruments of Human Rights, UN Publication.</i>	
5	<i>Dalit Voice.</i>	
6	<i>Amnesty International Report</i>	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Human_rights	
2	http://www.humanrights.is/en/human-rights-education-project/human-rights-concepts-ideas-and-fora/part-i-the-concept-of-human-rights/definitions-and-classifications	
3	https://www.un.org/en/universal-declaration-human-rights/	
Course Designed By: Prof. THANGAVEL.M , Asst. Prof. of History, Sri Vasavi College, Erode. E-mail ID thangavelhistorysvc@gmail.com .		

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	S	M	S	S
CO2	S	S	S	S	M	S	S	L	S	S
CO3	S	S	M	M	M	S	S	L	M	S
CO4	S	S	M	M	M	M	M	L	S	S
CO5	S	S	M	M	M	M	S	L	S	S

*S-Strong; M-Medium; L-Low

**FOURTH SEMESTER
SPECIAL ELECTIVE OPTION-3
JOURNALISM AND MASS COMMUNICATION**

Course code	TITLE OF THE COURSE	L	T	P	C
Special Elective(Option-3)	JOURNALISM AND MASS COMMUNICATION	4	-	-	4
Pre-requisite	Basic knowledge about journalism at undergraduate level	Syllabus	rsion	2021-2022	
Course Objectives:					
The main objectives of this course are to:					
1. To educate the students about development and growth of Journalism and Mass communication.					
2. To train the students for reporting, news writing and editing.					
3. To acquaint about the role of press in freedom struggle and freedom of press.					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to:					
1	To remember the role of press in obtaining, preserving and exercising freedom of expression and thought.				K1
2	To understand the course of Indian journalism.				K2
3	To apply the tools of journalism and mass communication.				K3
4	To analyze the components and genuinity of the news and social media.				K4
5	To create news agency or to take up freelance journalism.				K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create					
Unit:1	EVOLUTION OF INDIAN JOURNALISM	15-- hours			
Basic concepts-History of the press in India.-Role of the Press in Freedom Movement..					
Unit:2	COURSE OF INDIAN JOURNALISM	15-- hours			
Leading Newspapers of India (Tamil - English)-Freedom of the Press- Brief history of Tamil Journalism.					
Unit:3	REPORTING AND EDITING	15-- hours			
Principles of Reporting - Definitions, Components and sources of news. Writing the news - types of Lead, body.Principles of Editing - Editing techniques.					
Unit:4	WRITING AND TRENDS	12-- hours			
Writing Headlines and types of Headlines. Law of Defamation. Recent trends in Indian press-news agencies.					
Unit:5	TOOLS OF MASS COMMUNICATION	12-- hours			
Tools of Mass Communication: Newspapers, Magazines, Radio, TV, Films, Internet, mobiles. Advertising, Public Relations & Public Affairs, Traditional & Folk Media, Media and modern society, Media and democracy.					
Unit:6	Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars					

	Total Lecture hours	75-- hours
Book(s) for Study		
1	Sinha, K.K., <i>Business Communication</i> , Galgotia Publishing Company.	
2	Mehta, D.S., <i>Mass Communication Journalism in India</i> .	
3	Kamath, M.V., <i>Professional Journalism</i> , Vikas Publishing, New Delhi.	
Book(s) for Reference		
1	MohitMoitra, <i>A History of Indian Journalism</i> , National Book Agency.	
2	Srivastava, K.M., <i>News Reporting and Editing</i> , Sterling Publishers Pvt. Ltd., 2003.	
3	Rangaswamy Parthasarathi, <i>Journalism in India</i> , Sterling Publishing, New Delhi.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Freedom_of_expression_in_India	
2	http://ndl.iitkgp.ac.in/	
3	https://www.youtube.com/watch?v=YBC0VBAG9SY&t=43s	
4	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=24	
Course Designed By: PROF. R. PRAKASH , Assistant Professor in History, Sri Vasavi College, Erode. E-mail ID prakashero80@gmail.com		

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	L	L	L	M	S
CO2	S	M	S	S	M	L	L	L	M	S
CO3	L	L	M	M	L	L	L	L	L	S
CO4	S	S	M	M	L	L	L	L	L	S
CO5	L	L	S	S	L	L	L	L	M	S

*S-Strong; M-Medium; L-Low

FOURTH SEMESTER

**SPECIAL ELECTIVE OPTION-4
HISTORY OF U.S.A FROM 1865 A.D. TO 1974 A.D.**

Course code	TITLE OF THE COURSE			L	T	P	C
Special Elective(Option-4)	HISTORY OF U.S.A FROM 1865 A.D. TO 1974 A.D.			3	1	-	4
Pre-requisite	Basic knowledge of world history at U.G. level			Syllabus rsion	2021- 2022		
Course Objectives:							
The main objectives of this course are:							
1. To acquaint the learners about the history of the emergence of U.S.A. as a world power.							
2. To give insight about the growth of Big Business.							
3. To learn about the policies of American Presidents and their role in making USA as a powerful nation.							
Expected Course Outcomes:							
On the successful completion of the course, student will be able to:							
1	Recall the events of Civil War, Reconstruction, Rise of Big Business, Cold War.						K1
2	Understand the impact of Civil War, World War I & II and the Cold War in world history.						K2
3	Explain the American Imperialism and its emergence as a super power.						K3
4	Analyze the policies of the various presidents of USA and its impacts.						K4
5	Evaluate the role of USA in world politics.						K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create							
Unit:1	RECONSTRUCTION					15-- hours	
America after Civil War: Reconstruction – Emancipation of the Negroes.							
Unit:2	RISE OF BIG BUSINESS					15-- hours	
Rise of Big Business: Railroad – Oil – Steel – John D.Rockefeller – Andrew Carnegie – Populist Movement							
Unit:3	AMERICAN IMPERIALISM					15-- hours	
Labour Movement – Urbanization and its impact – Growth of American Imperialism – The Spanish American War.							
Unit:4	PROGRESSIVE ERA					14-- hours	
Theodore Roosevelt – William Howard Taft – Woodrow Wilson – America and First World War – the Great Crash – F.D.Roosevelt and New Deal.							
Unit:5	COLD WAR					14-- hours	
America and Second World War – Cold War- Truman – D.Eisenhower – John F.Kennedy – Nixon – Water Gate Scandal.							
Unit:6	Contemporary Issues					2 hours	

America in World Affairs, Racism, Expert lectures, online seminars - webinars	
Total Lecture hours	
75-- hours	
Book(s) for Study	
1	Subrhamanian, N., <i>History of the United States of America</i> , Ennes Publications, Madurai, 1990, 2 nd Ed.
2	Majumdar, R.K, & Srivastava,A.N., <i>History of United States of America</i> , SBD Publications & Distributors, New Delhi, 2001
Book(s) for Reference	
1	David,A.Shannon, <i>Twentieth Century America, The Progressive Era</i> Vol.I, Rand McNolly,1977.
2	Hendry Bamford Parkes, <i>The United States of America: A History</i> , Scientific Book Agency, 1975.
3	Joshi,P.S., Gholkar, <i>History of United States of America,1900 – 1945</i> . A.D. S. Chand & Co., New Delhi, 1980
4	Richard Hofstadler, Ed, <i>The American Republic Vol.II</i> ,Pentice Hal of India, New Delhi, 1965.
5	Richard N.Current, Harry Williams, & Frank Freidel - <i>American History: A Survey Since 1865,Vol II</i> , Scientific Book Society, New Delhi, 1975.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://en.wikipedia.org/wiki/History_of_the_United_States
2	https://ocw.mit.edu/courses/history/
Course Designed By: DR.R.SHANGAMESWARAN , Assistant Professor of History, Chikkanna Government Arts College, Tirupur. E-mail ID Shangamesh75@gmail.com	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	S	M	S	M
CO3	S	S	S	S	M	S	S	M	S	M
CO3	S	S	S	S	M	S	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	S	S	S	M	S	S	M	S	M

*S-Strong; M-Medium; L-Low