



**TAMIL NADU STATE COUNCIL FOR
HIGHER EDUCATION
CHENNAI 600 005**

**Report of the Workshop on
'History Education in the 21st Century'**

August 2006

Introduction

Education is the process by which the human being develops the true form of his being as man. It determines the level of prosperity, welfare and security of the people. It improves the quality of culture. It stands for humanism, for tolerance, for reason. The principal objective of education is the total development of personality – the mind, the body and the intellect.

History is an important academic discipline, which helps the intellectual development of students. According to the 1964-66 Education Commission report, the teaching of history should aim at training the students to think historically, to apply the historical method of enquiry, reinterpret the past so that they may be more conscious of national needs and committed to social, moral and spiritual values. History offers to a greater degree than any other subject an opportunity for the study of human personality in relation to circumstances and fosters a sense of human responsibility. It develops the powers of accuracy and of the proper assessment of evidence.

History is a continuous dialogue between the present and the past. It teaches wisdom by example and trains the mind for scientific enquiry into the origin, course and nature of human activities. With the study of history one can have a better perspective of the world around him. With the knowledge of man's experience with similar situations in the past, he can have a better understanding of the present system.

While the courses of history differ from University to University and from State to State, Historians generally agree with the objectives of the teaching of history. History is a popular non-science subject as it helps in the civil service and other examinations.

The frontiers of knowledge are expanding and the study of history during the recent decades has acquired new dimensions. In the light of new developments a model syllabus becomes imperative. It has to anticipate the coming developments in the domain of history. Rigid uniformity for all the

universities cannot be prescribed, but the hard core of historical discipline should be maintained.

There is a need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral value. A good curriculum should evaluate the entry and exit behaviour of the students. The framing of the syllabus is a continuing process. The framers have to keep in mind the equipment of the students, their age as well as the depth and breath of a particular subject like history. Entry requirements therefore may be considered an important part of the curriculum.

There are two types of curriculum objectives, which must be made by teachers and curriculum makers. What is possible and what is desirable? What is possible is a problem of what has already been accomplished elsewhere. What is desirable depends on the particular student and groups of students, which in turn depends on their present characteristics and their goals and aspirations for the future. What is desirable for the individual student may coincide with the greatest range of possibilities available in the light of his ability, previous achievements and personality. If education is really to be development oriented, objectives must be selected which maximize the range of possible developments.

To achieve the above, the Council organized a workshop on "History Education in the 21st Century". The curriculum and syllabus prepared by the participants is being circulated to all concerned for further use. This can be used as a model in framing curriculum and syllabus in all universities and colleges as it is the outcome of efforts taken by many professors of History in Tamilnadu.

**TAMIL NADU STATE COUNCIL FOR HIGHER EDUCATION,
CHENNAI 600 005**

Workshop on “History Education in the 21st Century”

30th and 31st March 2006

PROGRAMME

30-3-2006

- 10.00 a.m. - Registration
- 10.30 a.m. - Inauguration
- Inaugural Address : Dr. S. Padmavathy,
Research Officer,
TANSCHE
- Special Address : Prof. S. Swaminatha Pillai
- 11.30 a.m. - Tea
- 11.45 a.m. - Framing the Structure of the
Curriculum
- 1.00 p.m. - Lunch
- 2.00 p.m. – 5.00 p.m. - Generation of Model Syllabi in groups

31-3-2006

- 10.00 a.m. – 11.15 a.m. - Generation of Model Syllabi in groups
- 11.15 a.m. – 11.30 a.m. - Tea
- 11.30 a.m. - Generation of Model Syllabi in groups
- 1.00 p.m. - Lunch
- 2.00 – 4.00 p.m. - Finalizing the Syllabi and Valediction
- Vote of Thanks - Dr. S. Padmavathy,
Research Officer, TANSCHE

CURRICULUM DEVELOPMENT PROCESS

S. SWAMINATHA PILLAI

COMPETENCIES TO BE DEVELOPED:

Knowing the form and function of a curriculum.
Understanding the need for a curriculum.
Following several steps in developing a curriculum.
Evaluating a curriculum.
Appreciating the role of curriculum in the social process of education.

ABSTRACT:

Curriculum is a contact document between the stakeholders of the educational process. It fulfils the need for directing, implementing and satisfying their role performance in the society. Being scientific in its approach a curriculum specifies all the required conditions for effective learning and teaching including testing, besides leading to continuous individual and social development. The philosophical foundations of an society is the basis for a curriculum; the practical and successful living is the result of well-developed curriculum. Economy of efforts, materials, manpower, time and money is achieved in the otherwise long, unwieldy and indirect process of education.

INTRODUCTION

The long and continuous social process of education is often offered in terms of specified periods. These periods are identified as stages of education viz., early childhood to university education. In each stage there may be several parallel forms or structures like general, special or professional education depending on the needs of the pursuers of education at that stage. To make them ready and interested in their direction of learning and teaching, it is required that both the teachers and the learners should have a clear idea about their plans and activities. This can be set by them if they are mature enough to draw the plan. Very often there arises a situation that quantitative expansion like population increase and transfer of persons like social mobility requiring some sort of uniformity or equality paving way for easy movement and comfort and confidence. Hence there is a need for a common source and plan to enable the younger generation to get the required education assuring a

sort of commonly recognized competencies at each stage of human development. This requirement is fulfilled by what is called curriculum.

WHAT IS A CURRICULUM?

A curriculum seeks to answer questions like 'What shall I teach or learn?', 'Why should I teach or learn?', 'How will I teach or learn?', 'What resources do I have at my disposal?', and 'How do I know if I have succeeded in my learning or teaching?' Thus a curriculum is a **conceptual scheme** for joint implementation by teachers and learners in core, observed and appreciated by parents and users of the product/ learners in effect and valued and admired by other stakeholders as a result. It is in fact a **changing and living entity** in view of its need for continuous modification as demanded by the members of the society in view of the fast and dynamic changes around. It is obtained from **three sources** such as replacing the familiar environment of **family and friends to school and college**, moving from the **present scenario** to a predicted or even unpredicted **future situation** and making the implementers or beneficiaries **dependent or independent**, or balancing between **individuality and conformity**.

A curriculum is in fact a **programme of studies** or activities (curricular, co-curricular and extra curricular) and guidance. It can function as a scale of values providing a set of criteria. Arising from the **basic needs** and moving on to **social, cultural, individual and traditional needs**, the curriculum very often attempts to fulfil **the ideal needs also**, such as intellectual, moral, aesthetic and religious needs. Curriculum is frequently viewed as a **school/college/university function** for preserving and transmitting traditional cultures, for the transformation of culture, and primarily **for individual development** of the participants.

PRESSURES AND PRINCIPLES OF CURRICULUM DEVELOPMENT

Curriculum is developed under **economic and social pressures**, caused by **knowledge explosion** and utilizing **research findings**. The principles of governing the development of a curriculum can be stated as follows:

*Curriculum should be **dynamic** enough to accommodate the changes in social environment; it should be specifically **goal-oriented** to move towards the accepted direction causing success; **scientific** method needs to be adopted in*

*developing a curriculum to make it reliable and successful; and curriculum has to be **evaluative** with a built-in mechanism of evaluation; and however it should be **comprehensive** enough to bring in clarity, brevity and surety in its success.*

Specifying the **objectives** in observable terms, describing a variety of alternative **learning experiences**, selecting the most appropriate **content** from the vast store of human knowledge, **organizing and integrating** the items into a homogeneous whole and providing for adequate and accurate measures of **evaluation** of the achievement of the state objectives so as to minimize, if not avoid, any loss or distortion of human development.

STAGES OF CURRICULUM DEVELOPMENT:

There are several stages in the development of a curriculum. The following are the most identifiable and adoptable stages as practiced by the curriculum developers:

PLANNING: Observing the gaps, if any, between the educational achievements and the social development there should be a systematic attempt to identify the new needs of the society by adopting the techniques of need analysis. Considering the social forces, needs, goals and objectives, knowledge has to be treated for human development on the philosophical tenets of the society incorporating the learning process with the selection of proper instructional procedure decision is to be taken on the proposed curriculum.

PREPARING: Collecting the available data, identifying the relevant sources, organizing adequate and suitable manpower, debating several styles of learning and strategies of teaching, arranging for several materials useful to cull out specific content from, a curriculum developer has to be prepared for the process. Following a systemic approach the constituent subsystems need to be integrated to deal with the collected data yielding the relevant content to be selected, organized and assessment pattern to be specified.

DESIGNING: Levels, types and structure of educational institutions which are to adopt the proposed curriculum, precepts and practices of educational technology, humanistic approach, vocational possibilities and social

reconstruction contribute to the design of a curriculum. Even the concept of de-schooling or out-of-school or distance or on-line education will have a bearing process. The popular and prominent curriculum models of Tyler and Taba offer potentials of the curriculum development.

DEVELOPMENT: Curriculum development considers instructional development, learning materials and instructional media development besides strategies of teaching and techniques of testing. It is an integrated process taking into account all possible educational practices. Three different diagrammatic approaches are presented in the next section of this paper.

IMPLEMENTATION: The chief implementers of a curriculum are teachers and learners although other educational managers have assigned roles to play. Policy-makers, system managers, auxiliary manpower like technicians and other personnel and evaluators along with users like higher education system and employment organizations definitely play a secondary role in this regard.

EVALUATION: After implementing a curriculum it is essential to evaluate the same for its effectiveness, deficiencies and mishaps. There are several models of evaluation of a curriculum proposed by experts as in the case of Stufflebeam's model or CIPP model. In any case teacher evaluation of students followed by an analysis of the latter's performance, student evaluation of students followed by their experiences, materials evaluation of all concerned and evaluation of the testing techniques adopted and the examination pattern used form the basis for valid, reliable and acceptable evaluation of a curriculum.

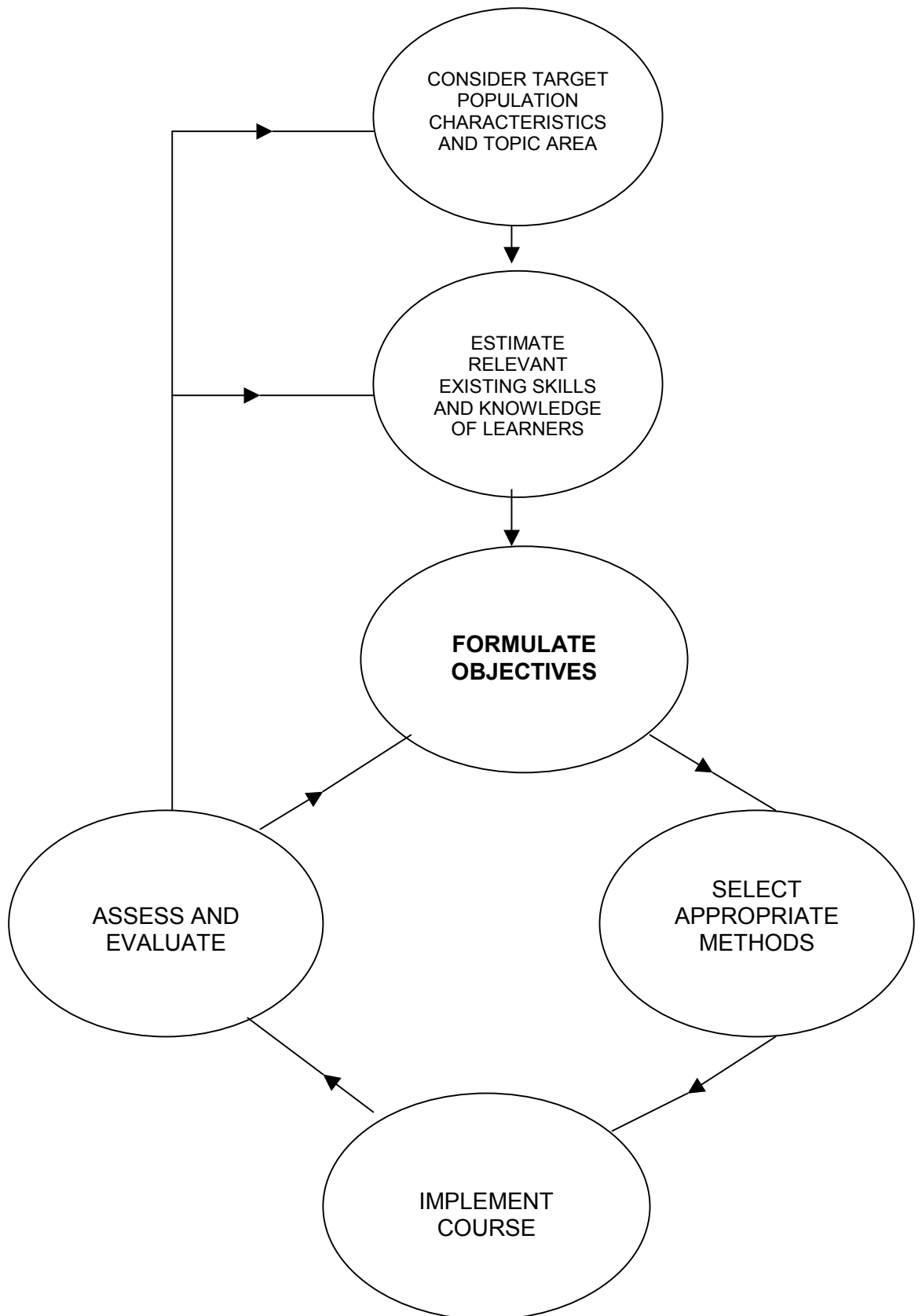
REVIEW: The after-effects of such evaluation will be the need and the mode of reviewing the developed and implemented curriculum periodically so as to make modifications in the relevant aspects of the curriculum. As per the present conditions the life of a curriculum is not even five years unlike in the past. Even annual review for making required changes in the curriculum makes it more dynamic, organizationally difficult though.

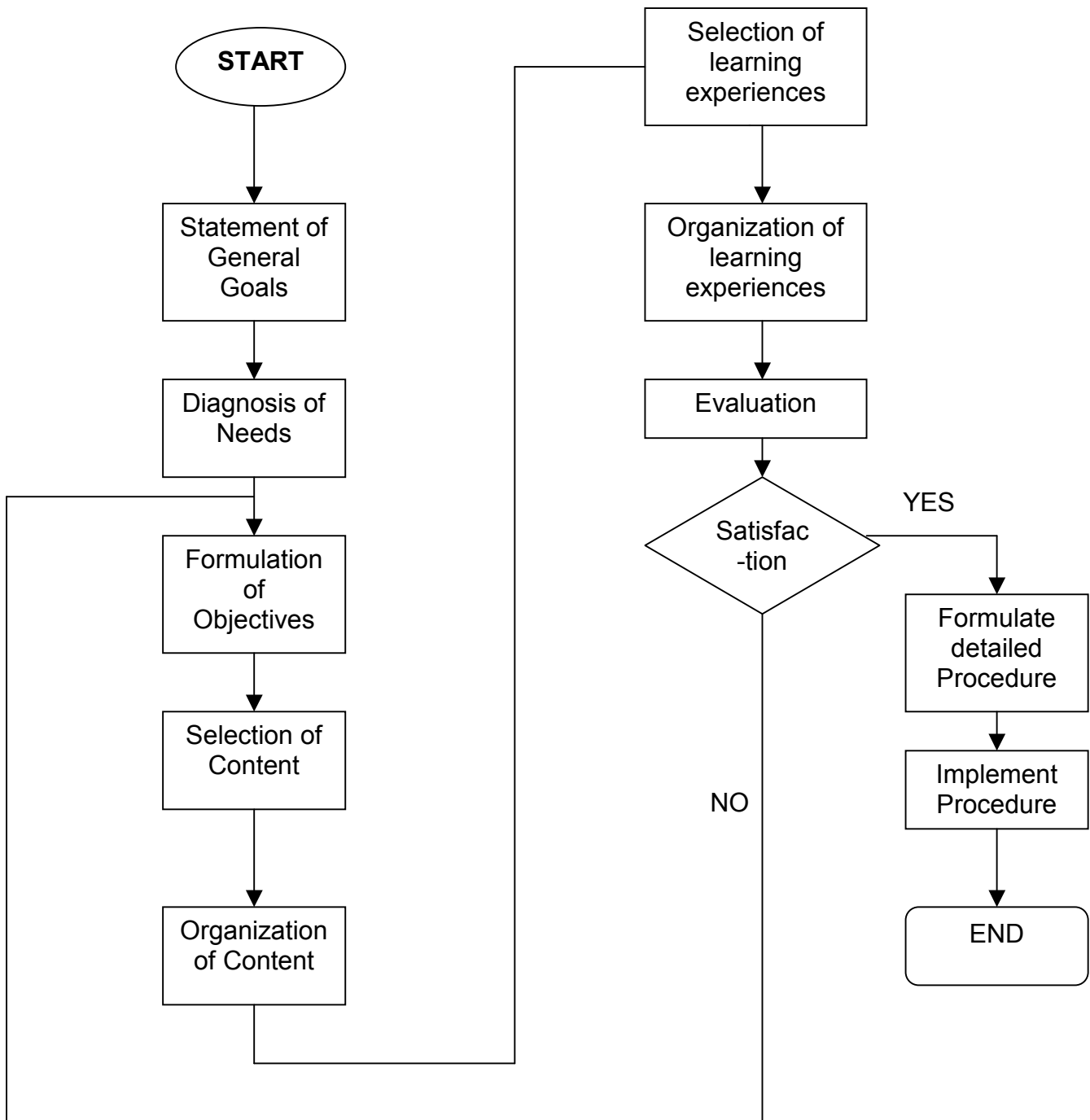
IMPROVEMENT: In order to improve a curriculum the process should have a re-look including restart from the scratch. Tinkering with a curriculum makes

it lopsided and takes its life away. Total revision is always a must. In view of the fast changes in the social milieu and of the human knowledge and experience the concept of rolling curriculum will yield better results. Anyway every five, or better, three years or period of duration of a course offered there is a need Curriculum improvement or revision or even reconstruction.

CURRICULUM DEVELOPMENT MODELS:

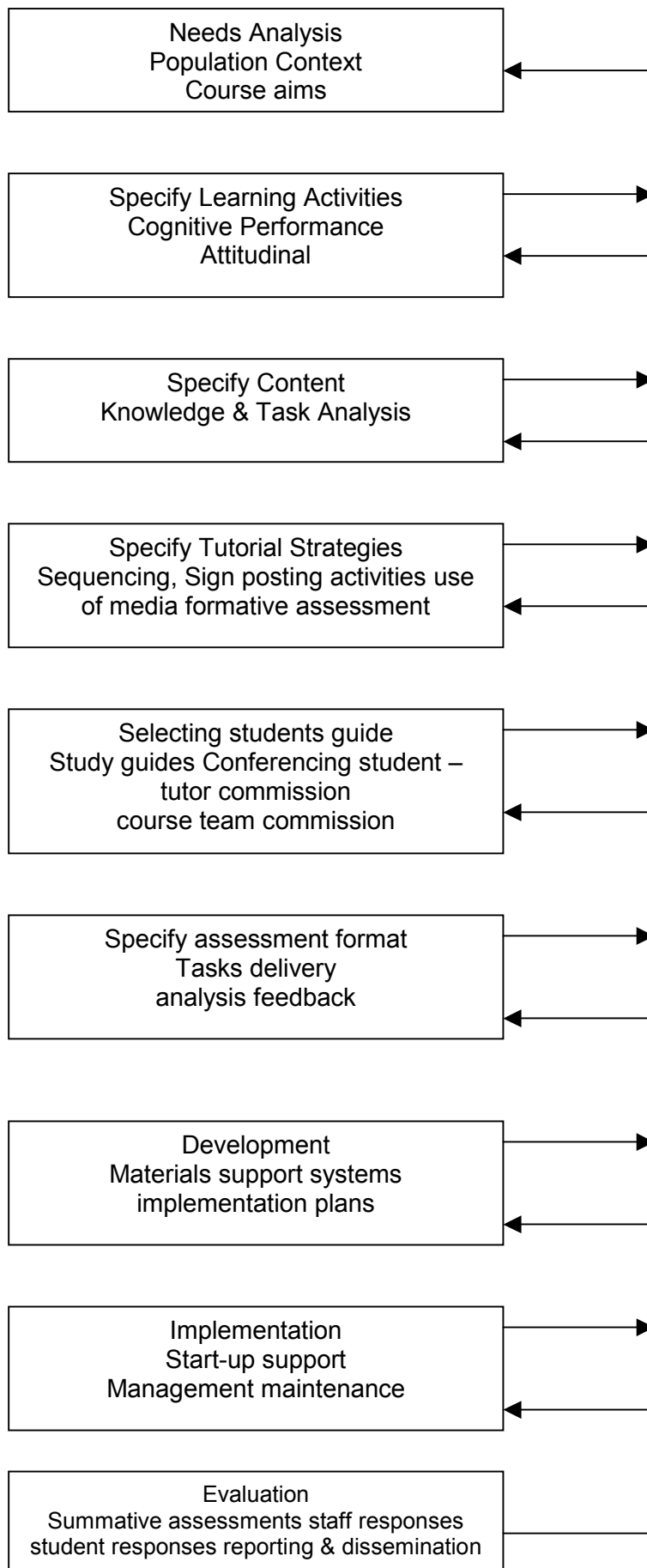
1. A SIMPLIFIED SYSTEMS APPROACH





FLOWCHART REPRESENTATION OF TABA-TYLER CURRICULUM DEVELOPMENT MODEL

3. THE COURSE DESIGN PROCESS



CURRICULUM & SYLLABUS STRUCTURE:

Structure of Curriculum

1. Introduction
2. Scope
3. Aims & Goals
4. Courses of Studies
 - Paper I
 - Paper II
 - Paper III
5. Methodology
6. Materials
7. Media
8. Evaluation
9. Outcome

Structure of Syllabus

1. Linkage
2. Objectives
 - General
 - Specific (Competences)
3. Structured Content
4. Materials
5. Methods & Media
6. Testing

F.N.:-

Objectives

Competencies

Achieve Objectives

Demonstrate Competences

Able to -----

Can do / does -----

'Learning outcome'

'Performance descriptors'

skills

indicators

CURRICULUM CHANGES:

National aspirations and needs, cultural change, social change caused by technological development, economic changes, political variations and changes in values, the value system in vogue, philosophical, sociological and psychological approaches tend to make changes in the curriculum. The National Framework for School Curriculum 2000 has now been revised as the National Framework for School Curriculum 2005. This is an example of curriculum change due to one or more of the above contexts affecting the same.

CONCLUSION:

As an MOU between the participants in the curriculum process, any curriculum is subjected to a variety of pressures, forces and changes. The vital factor involved is the societal need arising then and there in any modern set-up. Speed on the one hand and economy on the other hand provide the essential impetus to the periodical development of different curricula of different stages of education. From a one-month programme to even a five-year programme several curricula need to be developed to supply the specifically needed manpower meeting the demands of a nation.

References

- Taba, Hilda (1988) Curriculum Development
- Tyler, Robert (1986) Curriculum Development Process
- (not available) (1990) The Course Design

கலைத்திட்டமும், பாடத்திட்டமும்

முனைவர். பி.எஸ். பாலசுப்ரமணியன்,
முன்னாள் பேராசிரியர், தலைவர்,
கல்வியியல் துறை,
சென்னைப் பல்கலைக்கழகம்

எச்செயற்கும் ஏதொன்று வேண்டும். ஏதொன்றுமில்லாச் செயல் வெறுமைச் செயலாய்விடும். இதற்கு இது என்று தெளிவுறத் தெரிந்து செயல்படும் போது, அச்செயல், செய்வார்க்கும், செயப்படுவோர்க்கும் நிறைபயன் விளைவிப்பதாகும்.

கல்வியும் ஒரு காரணத்ததாகும். கற்பனை யாவும் இக்காரணத்தை அடைவதற்குதவும் கருவிகளே. கற்றலின் விளைவு அறிவு. அறிவிற்கான பெருவாயில் மொழி. மொழி வழியே, நாம் பெறும் அறிவின் பெரும்பகுதி நம்மை வந்தடையும். மொழியின் செப்பமே அதன் வழி நாம் பெறும் அறிவின் திட்டத்திற்கு அடிப்படை. மொழித்திறன் நன்கமையின் ஒருவர்க்கு அறிவின் அகற்சியும் ஆழமும் எளிதில் கைகூடும். மொழியைக் கற்றுக்கொள்வதால் விளையும் பல்வகைப் பயன்களுள் சிறந்ததும், வேண்டத்தக்கதும், அறிவின் வாயிலாய் அமைவதே.

அறிவின் முழுமையைப் பகுத்துப் பாடங்கள் ஆக்கினோம். மொழி ஒரு பாடமாயும், பிற பாடங்களைக் கற்றலுக்கு வாயிலுமாயும் அமையும். இதனால் மொழிப்பாடம் பிற பாடங்களின் சிறந்ததாயிற்று. கற்றலும், கற்பித்தலும் ஒரே அடியிற் பிறந்த சொற்களாய், கருத்துகளாய் நாம் கொண்டுள்ளோம். கற்பித்தல் கற்றலுக்குத் துணைபோதல் வேண்டும் என்பதே நமக்கு உடன்பாடு. இவை வேறு வேறு வினைகளல்ல. ஒன்றை ஒன்று ஒட்டிச் செல்வன. கற்றதைப் பிறர் கற்கக் கற்பித்தல் என்பது கல்வியின் விதிமுறை.

கற்பிக்கப்புகும் போது, பிறர் கற்கத் துணைபுரியும் போது, நெறிப்படுத்தும் போது, ஏன், எதனை, எப்படி, எவ்வளவில் என்ற தெளிவோடு செயல்பட்டால் கற்பித்தலும் கற்றலும் சிறப்பாய் அமையும். இவ்வினாக்களுக்கான விடைகளின் தெளிவுரையே கலைத்திட்டமும், பாடத்திட்டமும் ஆகும். இவ்வனைத்து வினாக்களுக்கும் விடைதருவது கலைத்திட்டம். எதனை, எப்படி என்பவற்றைச் சுட்டுவது பாடத்திட்டம்.

கலைத்திட்டம் கற்றல், கற்பித்தல், கற்போர், கற்பிப்போர், கற்பன, கற்றல் சூழல், கல்வி அமைப்பு, கல்வியின் கடப்பாடுகள், இன்னபிற கல்வியொடு தொடர்புடைய அனைத்தையும் பற்றியது.

மொழிப்பாடம் கற்பித்தலின் நோக்கங்கள், குறிக்கோள்கள் யாவை? இவற்றை நிறுவுவன எவை, யார் எனத் தெளிந்து, தேர்ந்து அவை கூறுவன, அவர் குறிப்பனவற்றை ஏற்று நோக்கங்களை, குறிக்கோள்களை வரையறுத்துக் கொள்வர். இக்குறிக்கோள்கள் மொழியின் பயனையொட்டி அமைவன. ஆக்கப்பட்டுள்ள அறிவைத் தேடித், தெரிந்து, தெளிய மொழி பயன்படுமாற்றைச் சார்ந்து மொழியைக் கற்றலின், கற்பித்தலின் குறிக்கோள்கள் குறிக்கப்பெறல் வேண்டும். மொழி இவ்வளவோடமையாது, கற்போரின் சிந்தனை வளர்ச்சிக்கு வழிகோலி அதன் வழி நுண்கருத்துகளின் உருவாக்கத்திற்குதவி, கருத்துகளின் பிணைப்பிலான புது அறிவின் படைப்பிற்கும் பயன்படுகின்றது. மாந்தர்க்கென அமைந்த மொழி, அவர் தம் அறிவுத் தேடலுக்கும், அறிவின் ஆக்கத்திற்கும், உணர்வுச் செம்மைக்கும், நேரிய வாழ்விற்கும் நேர் நின்றும், புறத்திருந்தும் அவர்க்குப் பயன்படுகின்றது. இப்பயன்தூக்கி மொழியைக் கற்றலும் கற்பித்தலும் வேண்டும்.

மொழியின் பயன்கள் பல திறத்தன. கற்போரின் பல நிலைகட்கும் பொருத்தமுற அமையும் வண்ணம் பல நிலைகளில் அமைவன. ஒரு நிலைக்கான பயன்களும் குறிக்கோள்களும் அடுத்துவரும் நிலைக்கான பயன்களுக்கும் குறிக்கோள்களுக்கும் அடிப்படையாய் அமையும். கற்றல் ஒரு தொடர்வினை. எனவே அடுத்துவரும் நிலைக்கான பயன்களும், குறிக்கோள்களும் முந்திய நிலைக்கானவற்றின் தொடர்ச்சியாய் விரிவாய் சற்றே ஆழமும் அகற்சியும் மிக்கனவாய் இருத்தல் வேண்டும். ஒருநிலைக்காய் அமையும் குறிக்கோள்கள் அந்நிலையில் அடையத்தக்கனவாய், தம்முள் முரண்பாடின்றி எண்ணிக்கையில் மிகுதலும், குறைதலும் ஆகாது இருத்தல் வேண்டும். முன்னிலையோடு தொடர்புடையனவாய் அடுத்த நிலைக்கு அடித்தளமாய் தம் நிலையில் பொருத்தப்பாடும் ஏற்ற அளவில் ஆழமும் அகற்சியும் உடையனவாய்க் குறிக்கோள்களை அமைத்துக் கொள்ளுதல் வேண்டும். இவ்வாறு குறிக்கோள்களை அமைத்துக் கொள்ளுதல் கலைத்திட்ட அமைப்பின் முதல்நிலை ஆகும். கற்றல் ஏன், எதற்காக எனத் தேர்ந்து தெளியும் நிலை இது. இத்தெளிவில்லாதபோது கற்பித்தல் சிறப்புற அமையாது.

குறிக்கோள் ஒன்றினை அடைதற்கான வழிகள் பல உள. அவற்றுள் கற்போர் நிலைக்கும், திறனுக்கும் ஏற்ற ஒன்றைத் தெரிந்தெடுத்து அதன் வழி அவரைச் செலுத்தி, குறிக்கோள்களை அவர் எய்துதற்கு உதவவே கற்பித்தல் ஆகும். எனவே இதனை (இக்குறிக்கோளை) இதனால் (இவ்வழிச்சென்று) இவன் (கற்போன்) முடிக்கும் (அடைவான்) என்றாய்ந்து, அதனை (அவ்வழிச்செலவை) அவன் கண் (கற்போன் பொறுப்பிலேயே) விடல் (வழிகாட்டிப் பின்னின்று உதவி அமைதலே), கற்பித்தலுக்கான நேரிய வழி. இந்நேர்வழிக்கான வரை படமே பாடத்திட்டம். பாடத்திட்டம் ஒரு வழிகாட்டியே.

ஒரு குறிக்கோளை அடைதற்கான வழியென்பது, மொழிக் கருவூலத்தில் இருந்து தேர்ந்தெடுத்துக் கொள்ளும் மொழிக்கூறுபாடுகளின் தொகுப்பே ஆகும். இவையே பாடப்பொருள். பாடப்பொருள் வழியானால், இவ்வழித்துணையாய், வழிச் செலவை எளிதாக்கும் சிலவற்றை அமைத்துக் கொள்ளுதல் எதிர்நோக்கிய பலனை (குறிக்கோளை) முழுதுறவும் முயற்சிச் சிக்கனத்திலும் பெற உதவும். இவ்வழித்துணைகள், கற்பித்தலுக்கும், கற்றலுக்கும் உதவும் துணைக்கருவிகளும் தொழில்நுணுக்கச் செயற்பாடுகளுமேயாகும்.

ஒவ்வொரு குறிக்கோளுக்குமான பாடப் பொருளைத் தேர்ந்தெடுத்தலும், அதன் வழி குறிக்கோளை எய்துதற்கான முறைகளைக் (கற்பித்தல் நெறிகளை) காட்டுதலும், ஏற்ற வழித்துணைகளைப் பரிந்துரைத்தலும், கற்றல் போக்கினை உடனுக்குடன் நெறிப்படுத்துதலும் பாடத்திட்டத்தின் உள்ளீடுகளாம். இது கலைத்திட்டத்தின் இரண்டாம் பகுதியாய் அமைகின்றது.

கலைத்திட்டத்தின் மூன்றாம் பகுதி கற்றதனால் உற்ற அடைவைப் பற்றியதாகும். இங்கு அடைவின் அளவும் தன்மையும் ஆய்ந்து மதிப்பிடப்பெறும். மதிப்பீட்டு முறைகளும் மலிந்துள்ளன. குறிக்கோள்களின் அடைவுகளை அளந்து காட்டவல்ல, தன்மையைத் தெரிந்து விளக்கவல்ல மதிப்பீட்டு முறைகளைக் கண்டறிந்து அவற்றின் துணைகொண்டு கற்றல் விளைவைச் சீர்தூக்கி, அதன்வழி கற்பித்தல் செயல் வகையின் பயனறிந்து, அதனைத் தொடரவோ, அன்றி வேண்டும் மாற்றங்களை மேற்கொள்ளவோ முடிவு கூர்தல் பற்றியதே, கலைத்திட்டத்தின் மூன்றாம் பகுதி.

கலைத்திட்டத்தின் மூன்று பகுதிகளான, நோக்கங்கள், பாடத்திட்டம், மதிப்பீடு இவற்றின் குறுவிளக்கங்களே இதுவரை நாம் கண்டது. இவற்றின் விரிவை, செயல்பாட்டு முறைகளை, சிறப்புரையில் பரக்கக் காண்போம். கலைத்திட்டத்துறை வல்ல பேராசிரியர் இவ்வரை நிகழ்த்த உள்ளார். பயிலரங்கின் செயல்பாட்டிற்கு நல்வழி காட்டவல்ல அவருரைக்கு இன்னமும் இடை நில்லாது. இவ்வளவில் தொடக்கவுரையை முடிக்கின்றேன். அனைவோர்க்கும் நன்றி.

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PROPOSED MODEL CURRICULUM

Prepared in the workshop organized at Chennai on the 30th and 31st March 2006 and discussed in the meeting of the Tamil Nadu State Council for Higher Education on 11th August 2006

Recommended to the Universities and all Autonomous Colleges in Tamilnadu offering B.A. History Degree programmes for consideration in their Academic Bodies and consequent implementation from the next academic year.

Co-ordinators

Core Papers : Dr. T. Sundararaj,
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Optional Papers : Thiru. L.Selvanathan
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Introduction

Today the study of History has become socially relevant. To make the course more purposeful and meaningful the three dimensions of pedagogy viz., teaching, research and extension are built in the course pattern. As a result the course not only provides vertical mobility but also makes it terminal to set job appointments in the fields of Tourism, Industry, Archaeology, Archives, Reporting etc.

Core subjects are provided as to make the students face and prepare the competitive examinations conducted by the UPSC, TNPSC, Banking Recruitment Board, Teachers Recruitment Board and so on.

As a value oriented subject it develops in students the spirit of international understanding and national heritage. The allied and optional subjects are integrated with the core subjects as to gain professional efficiency and skill. The proposal made in the syllabus 3:1:1 to the students learning, will promote the skill and understanding in this subjects as well as his world by knowledge. The principle followed in the preparation of curriculum is from the near to the remote. Tamilnadu History followed by Indian History and World History in the course of study from first semester to the final semester, give a sequence in the course of fulfills the need for directing, implementing and satisfying the students role performance in the society. The abilities and the skills developed through the syllabus will lead students to face boldly the global challenges.

Scope

The scope of History today is wider with inter-disciplinary approach, History is the present interpretation of the past leading to the projection in the future. Trends and approaches changed the scope of latest study from tradition to scientific. The new archaeological findings and interpretations expanded the scope of the study. As to make it job oriented allied papers such as Tourism, Archaeology, Numismatic and Printing & Reporting are included.

Aims and Goals

- To develop skill in analysis and synthesis
- To promote vertical mobility - B.A., to M.A., to M.Phil., and to Ph.D./D.LITT.
- To get jobs in different fields such as Tourism, Archaeology, Museum Archives, Press Reporting etc.
- To face competitive examination of all types.
- To develop communication skill and
- To become good citizens of our country.

Courses of Study

Core Papers

1. History of India upto 712 AD
2. History of India from 712 to 1526 AD
3. History of India from 1526 to 1707 AD
4. History of India from 1707 - 1857 AD
5. History of India from 1858 to 1947
6. Contemporary India upto 2005
7. Social and Cultural History of Tamil Nadu upto 1529 AD
8. Social and Cultural History of Tamil Nadu from 1529 AD to Present Day
9. World History upto 1453 AD
10. World History from (1453 to 1789 AD)
11. World History from 1789 to Present Day

Optional Papers - I

1. Appreciation of Indian Painting and Performing Arts
2. History of Science and Technology
3. Fundamentals of History
4. International Relations from 1945 AD to 2000 AD
5. Subaltern Studies
6. History of Western Thought

7. Women Studies
8. Economic Trends in Modern India

Job Oriented Courses

1. Computer Application in History
2. History of Competitive Examinations
3. Numismatics and Philately
4. Archives Keeping
5. Journalism
6. Heritage Tourism
7. Travel Management
8. Hotel Management
9. Video Production
10. Yoga and Nature Care
11. Human Rights and Value Education

* Of these 19 papers (Optional 8 and Job oriented 11) students may choose any five papers - one paper from III, IV & V semester each and two papers for VI semester.

Allied Papers

1. Modern Government Theory and Constitution of India - I Semester
2. Modern Governments (UK, USA & Switzerland) - II Semester
3. Public Administration Paper I - III Semester
4. Public Administration Paper II
Principles of Sociology (IV Semester (any one))
5. Geographical Perspective of India - V Semester
6. Archaeology and Epigraphy - VI Semester

Evaluation Pattern

Core Papers

Blue Print for Question Paper

S.No	Knowledge	Comprehensive Answer	Problem Solving	Application	Total
1.	4 (4)	1(2)	-	1 (8)	6 (14)
2.	4 (4)	1(2)	1 (8)	-	6 (14)
3.	4 (4)	1(2)	1 (8)	-	6 (14)
4.	4 (4)	1(2)	1 (8)	-	6 (14)
5.	4 (4)	1(2)	1 (8)	-	6 (14)
	20(20)	5(10)	4(32)	1 (8)	30(70)

External Examination - 70 marks
CIA

Attendance	-	5	
Assignment	-	5	
Test 2 x 10	-	20	
CIA Total		---	30 marks

Total			100 marks

Optional Papers

Evaluation

Internal	-	30	
External	-	70	

Internal:

2 tests x 20 Marks each		-	40
Assignment / Map/ Field visits			
Documenting / Seminar/			
Model Making / Quiz/			
Exhibition/ Group Discussion/		-	20
Skit / Performance			

External

Objective/ Multiple Choice – 10 x 1	=	10
Very Short Answer 5/7 x 3 (50 words)	=	15
Short Answer 5/7 x 7 (1 page)	=	35
Long Answer 2/4 x 20 (3 Page)	=	40

Total		100

Allied Papers

Supportive Courses – Allied Papers

Learning Materials: Books, Periodicals, Prepared notes, Website

Methods: Class room teaching with interaction, fieldwork, use of OHP, Map, Power Point presentation.

Internal Assessment & External

30 + 70	For Allied or Supportive Courses
40 + 60	For Job Oriented Courses

Question Pattern for Allied

Part I	Multiple Choice (Answer all)	5 x 1 =	5
Part II	Very Short Answer (Answer all)	5 x 2 =	10
Part III	Short Answer (Internal Choice)	3 x 5 =	15
Part IV	Long Answer (Internal Choice)	3 x 10 =	30
Part V	Special Question (Internal Choice)	1 x 10 =	10

			70

External	70		
Internal	30		

Total	100		

Proposed Model Syllabi for Core Papers

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LIST OF PROPOSED CORE SUBJECTS

1. History of India upto 712 AD
2. History of India from 712 to 1526 AD
3. History of India from 1526 to 1707 AD
4. History of India from 1707 - 1857 AD
5. History of India from 1858 to 1947
6. Contemporary India upto 2005
7. Social and Cultural History of Tamil Nadu upto 1529 AD
8. Social and Cultural History of Tamil Nadu from 1529 AD to Present Day
9. World History upto 1453 AD
10. World History from (1453 to 1789 AD)
11. World History from 1789 to Present Day

HISTORY OF INDIA UPTO 712 AD

Linkage I

Introductory Paper on Indian History.

Objectives

- ✧ Train to draw map and locate important sites, territorial extension of early empires.
- ✧ To identify pre-historic sites, tools, monuments and sculptures of various dynasties.
- ✧ To make a comparative study of Harappan culture and Vedic culture.
- ✧ To study about social transformation from Magadhan age to Rajputs.
- ✧ To study about the cultural evolution of various dynastic periods.

Unit I Pre- and Proto-Historic India

Geographical Settings - Sources - Pre-historic culture - Palaeolithic, Neolithic, Chalcolithic - The Harappan Culture - Vedic Civilization - Early and Later Vedic Age - Epic period.

Map: Important sites of Harappan culture

Unit II Age of Religious Movements and Foreign Invasions

Birth of new religions - Life History of Mahavira and his Principles - Life History of Gautama Buddha and his principles - Impact of new religions - Persian and Greek Invasions - Impact of Foreign Invasions.

Map: Spot the important places related to Jainism and Buddhism.

Unit III Birth of Empires

Rise of Magadha - Urbanisation - The Mauryan Empire - Asoka's achievements and his contribution to Buddhism - Cultural Development and Administration of the Mauryas - Decline of the Mauryas - The Minor Dynasties - Satavahanas, Sungas, Kanvas, Kalingas - Sangam Age in Tamilnadu - Political and Social conditions.

Map: Spot the important sites of Buddhist Monuments and Rock inscriptions of Asoka.

Unit IV The Great Empires of North India

The Rise of Kushanas - Kanishka's achievements, Mahayana Buddhism - Cultural Development under Kushanas Gandhara School of Art - Rise and fall of Gupta Empire - Administration, Art and Cultural development under the Guptas - Revival of Sanskrit decline of Gupta Empire.

Map: 1. Kanishka's Empire, 2. Samudra Gupta's Southern Expedition

Unit V The Last Native Empire of North India

The Age of Harsha - Harsha and Buddhism - Impact of Harsha's death - The Arab conquest of Sindh - Impact of Arab conquest - Origin of Rajputs and their culture - Causes for the end of Native Empire.

Map: Harsha's Empire.

Learning activity

1. Field visit to nearby pre-historic site
2. Visit to Museums

Books for Reference

1. Jha, D. N. : Ancient India: In Historical Outlines, Manohar, New Delhi, 2004
2. Basham, A. L. : Wonder that was India Vol.I, Rupa & Co., New Delhi, 2003
3. Fergusson : History of Indian & Eastern Architecture
4. Luniya, B.L. : Evolution of Indian Culture
5. Luniya, B.L. : Life and Culture in Ancient India
6. Mahajan, V. D. : Ancient India
7. Majumdar, R. C. : Ancient India
8. Tripathi, R. S. : History of Ancient India
9. Sharma, R. S. : Aspects of Political Ideas and Institutions in Ancient India, Macmillan, New Delhi, 1991
10. Thapar, Romila : Early India, Penguin, New Delhi, 2002.

HISTORY OF INDIA FROM 712 TO 1526 AD

Objectives

- ✧ To provide knowledge on the rich cultural contribution of Muslim rulers
- ✧ To teach the values of secularism.
- ✧ To encourage students to undertake research in the unexplored areas of medieval history.
- ✧ To instruct the moral values given by Bhakti Saints.

Unit I Foundation of Turkish rule in India

Sources - Records of Alberuni - Kalhana - Muhmud of Ghazni - Mohamud of Ghor - Comparative study on Muhmud of Ghazni and Mohammad of Ghor - Circumstances for the rise of Delhi Sultanate.

Map: Locate and explain important historical places related to Mohammad of Ghor.

Unit II Slave Dynasty

Qutb-ud-din Aibak - Iltutmish - Raziya Begum - Balban - His Reforms - The Mongols - Successors of Balban.

Map: the extent of empire of Balban.

Unit III Khilji Dynasty

Jalal-ud-din Firoz Khilji - Ala-ud-Din Khilji - Territorial Expansion - Malik Kafur's South Indian Expeditions - Central Administration - Economic Policies - Market Regulations - Successors of Ala-ud-Din Khilji.

Map: Empire of Ala-ud-Din Khilji

Unit IV Tughluq, Sayyid and Lodi Dynasties

Mohammud-bin-Tughluq - Firuz Shah Tughluq - Sayyid dynasty - Lodi dynasty - Administration of the Sultanate - Art and Architecture under the Sultans - Literary development under Sultans

Map: Empire of Mohammud-bin-Tughluq

Unit V Kingdoms of South and Impact of Muslim rule in India

Chalukyas - Imperial Cholas - The Bahmini Kingdom - The Vijayanagar Empire
- Krishnadeva Raya - Impact of Society-economy - Impact on cultural aspects -
Bhakty Movement and Sufism

Map: Empire of Krishnadevaraya.

Book for Reference

1. Bakshi, S. R., Advanced History of Medieval India.
2. Eswari Prasad, Medieval India.
3. John F. Richard, The New Cambridge History of India.
4. Lane Pool, Medieval India.
5. Mahalingam, T. V., Economic life in the Vijayanagar Empire.
6. Majumdar, R. C. (ed), History and Culture of Indian People.
7. Sathianathier, Political and Cultural History of India, Vol.II
8. Srivastava and Majumdar, Medieval India.
9. Mehta, J. L., An Advanced Study in the History of Medieval India (3 Vol.),
Sterling, New Delhi, 2002.
10. Burton Stern, Vijayanagara, New Delhi, 2002.
11. Burton stern, History of India, OUP, 2002
12. Robert Sewell, A Forgotten Empire, New Delhi, 2000.

HISTORY OF INDIA FROM 1526 to 1707 AD

Linkage I

To understand what happened in India after Delhi Sultanate, Connects Mughal period with that of the advent of the Europeans.

Objectives

- ✧ To understand the impact of Mughal Rule in India.
- ✧ To realize the general development during the Mughal period.
- ✧ To know about Vijayanagar rule after Krishnadevaraya.
- ✧ To appreciate Guru Nanak principles.

Unit I Early Mughals and Afghan Intrude

Babur - Humayun - Sher Shah - His administration and Military Reforms.

Map: Mughal Empire under Babur

Unit II The Great Mughals

Akbar - His religious policy - Rajput Policy - Jahangir - Shah Jahan - Aurangzeb - their Rajput policy - Maratha Policy

Map: Mughal Empire under Akbar.

Unit III Policies of the Mughals

Mughal Administration - Northwest Frontier Policy - Religious Policy - Progress in Architecture, Painting, Music and Literature - Causes for the decline

Map: Mughal Empire under Aurangzeb.

Unit IV Vijayanagar Empire after Krishnadeva Raya

Successors of Krishnadevaraya - Battle of Talaikotta - Causes and results - Decline of the Vijayanagar rule - Social life and religious conditions - Art, Literature and Architecture.

Map: Sites of Battle of Talaikotta

Unit V Rise of Maratha and Sikhs

Career of Shivaji - Maratha Administration - Guru Nanak - Successors of Guru Nanak - Relationship between the Sikhs and the Mughals.

Map: Maratha Empire under Shivaji.

Books for Reference

1. Bakshi, S. R., Advanced History of Medieval India.
2. Eswari Prasad, Medieval India.
3. John F. Richard, The New Cambridge History of India.
4. Lanepool, Medieval India.
5. Edward and Garrett, Mughal Rule in India.
6. Mehta, J. L., An Advanced Study in the History of Medieval India, Sterling, New Delhi, 2000.
7. Burton Stein, History of India, OUP, 2002.
8. Majumdar, R. C. *et al.*, An Advanced History of India, Macmillan, New Delhi, 2002.
9. Vincent A. Smith, The Oxford History of India, OUP, New Delhi, 2002.

HISTORY OF INDIA FROM 1707-1857 AD

Objectives

- ✧ To understand the congenial condition for the coming of the Europeans and the establishment of their settlements.
- ✧ To understand the struggle for supremacy among the Europeans.
- ✧ To analyse the causes for the success of the British and failure of the French.
- ✧ To appreciate reforms of the various Governor Generals and to recognize the administrative developments during the British period of East India Company.
- ✧ To examine the causes of the various wars and to understand the various tactics and diplomacy of the British to win over the Indian rulers.
- ✧ To understand the growth of the constitution of India and learn to connect that with the present system.
- ✧ To analyse the factors and the circumstances that led to the outbreak of the Revolt of 1857 and to admire the role of the heroes of the revolt.

Unit I Advent of the Europeans

Portuguese, Dutch and Danes settlement - French settlements - Dumas and Dupleix - British settlement - Anglog-French Rivalry - Carnatic Wars - Battle of Plassey, Battle of Buxar - Robert Clive.

Map Study: Important centres of Carnatic Wars.

Unit II Governor Generals of India

Warren Hastings - Rohilla War - Reforms - Impeachment - Cornwallis - Permanent Revenue - Settlement - Lord Wellesley - Subsidiary system - Lord William Bentinck - Lord Dalhousie - Doctrine of Lapse.

Map Study: Lord Wellesley's Empire in India.

Unit III Expansion of the British Empire in India

Anglo-Maratha Wars and decline of Peshwas - Anglo-Mysore wars - Anglo-Burmese wars - Anglo-Sikh Wars - Anglo-Afghan Wars.

Map Study: Important places of Anglo-Maratha wars.

Unit IV Constitutional Development in India upto 1857

Circumstances that led to the passing of the Regulating Act - Regulating Act of 1773 - Pitts India Act of 1784 - Charter Act of 1833 - Charter Act of 1853.

Exercise: Making a chart explaining the hierarchy of the company officials in India.

Unit V First War of Independence

South Indian Rebellion - Great Revolt of 1857 - Causes - Course and results - Rani Laxmi Bai of Jhansi - Tantia Tope - Nature of the revolt.

Map Study: Important centres of the Great Revolt of 1857.

Books for Reference

1. Roberts, P. E., History of India
2. Nilakantasastry, K. A., History of India, Vol.II
3. Peraval Spear, History of India
4. Smith, V. A., Oxford History of India, OUP, New Delhi, 2002.
5. Majumdar, R. C. *et al.*, An Advanced History of India, Macmillan, New Delhi, 2002.
6. Grover, B. L. and Grover, S., A New Look at Modern Indian History, S. Chand & Co., New Delhi, 2004.
7. Sumit Sarkar, Modern India, Macmillan, New Delhi, 2004.
8. K. Rajayyan

HISTORY OF INDIA FROM 1858 TO 1947

Linkage

Understanding the present is very essential since the students have already studied the past. This will help them to predict the future.

Objectives

- ✧ To know historical developments from 1858 to 1947.
- ✧ To understand the exploitative tactics of the British which affected the Indian Society.
- ✧ To compare and contrast the educational policy of the British with the modern Indian educational policy.
- ✧ To distinguish between the British Legislations and the Indian Law.
- ✧ To enhance the nationalistic feeling among the students.
- ✧ To help the students to develop skill in map reading.

Unit I **British Policy and the results of 1857 Revolt**

Condition of India immediately after the 1857 Revolt - Lord Canning - Results of the 1857 Revolt - End of Company rule and the Declaration of the Queen - Government of India Act, 1858.

Map: Centres of 1857 Revolt.

Unit II **Policy of the British**

Economic Policy - Drain of wealth - Commercialisation of Agriculture - Famines - Education Policy - The British and the Indian Press - Growth of Local Self Government - Growth of Representative Governments 1861-1935 - Growth the Judiciary - Railways.

Map: Places where Universities and Colleges were located before Independence.

Unit III **The Social and Cultural Activities**

Brahma Samaj - Aryasamaj - Prathana Samaj - Ramakrishna Mission - The Theosophical Movement - Self Respect Movement - The Aligarh Movement - Narayana Guru's Reforms - Ambedkar and Social Reform Movement - Vallalar's attempt to create a casteless society - Tribal movements and peasant revolts.

Map: To locate the Headquarters of Theosophical Society, Location of Muslim University, Nagpur and Vadalur.

Unit IV Growth of National Movement

The policy of the British toward the Indian National Congress - Partition of Bengal and the activities of the Indian National Congress - The Swadeshi Movement - Militant Nationalism - Home-Rule Movement

Map: To locate Bombay, Calcutta, Madras, Dandi and Vedaranyam

Unit V Gandhian Era

Gandhi's entry into Indian Politics - The Non-cooperative Movement - The Civil Disobedience Movement - The Quit India Movement- Communalism - Partition of India.

Map: Locate Chauri Choura, Andaman, Madurai, Simla and Kashmir.

Books for Reference

1. Anil Seal, Emergency Indian Nationalism, New Delhi, 1980.
2. Bipin Chandra, Communalism in Modern India, Vikas, New Delhi, 1984.
3. Sumit Sarkar, Modern India 1885-1947, Macmillan, New Delhi, 2004.
4. Tara Chand, National Movement
5. Gandhi, M.K., My Experiments with Truth, Navajivan, Ahmedabad, 2004.
6. Gopal, S., Jawaharlal Nehru, A Biography, New Delhi, 1987.
7. Dominique Lappire and Lorry Collins, Freedom at Muhamad, Vikas, New Delhi.
8. Grover, B. L. and Grover, S., A New Look at Modern Indian History, S. Chand & Co., New Delhi, 2004
9. Vincent A. Smith, The Oxford History of India, New Delhi, 2002.
10. Majumdar, R. C. *et al.*, An Advanced History of India, Macmillan, New Delhi, 2002.

CONTEMPORARY INDIA UPTO 2005

Objectives

- ✧ To understand the achievements of Independent India.
- ✧ To create awareness about Human Rights Programmes
- ✧ To inculcate the knowledge on the challenges faced by India on the eve of globalization
- ✧ To create critical thinking among students.

Unit I **Indian Government and Economy after Independence**

Republican Constitution of 1950 - Growth of Local-Self Government - Integration of Indian States - Linguistic States - Language agitations - Planned Economy of India - Five Year Plans - Agriculture Green Revolution, Horticulture, Animal Husbandry, White Revolution and Fisheries

Map: Reorganization of States

Unit II **Foreign Policy**

Nehru - Indira Gandhi - Rajiv Gandhi - India's Relationship with Arab Countries - India and UNO, SAARC, NAM and ASEAN

Map: Indian Frontiers with China and Pakistan

Unit III **Defence and Education**

Training Institutions - Production and supplies - DRDO-Defence Research and Development Organisation - Elementary and Secondary Education - Higher Secondary Education - Higher Education - Education for All.

Map: Strategical places: Avadi, Chandhipur, Bangalore, Vishakapatnam, Rajasthan

Unit IV **Welfare and Transport**

Constitutional safeguards - Legislation against untouchability - Welfare of the minorities - Women empowerment programmes - Poverty eradication programmes - Road and Railways, Shipping and Civil Aviation - Tele Communication and Information Technology

Map: Ship-building centres, International Airports and the largest Railway lines.

Unit V Emergency Period

Jayaprakash Narayan's Movement - Emergency Period - Emergent of Janata Party - Communal Issues - Ayodhya problem - Emergent of Coalition Government - V. P. Singh and Mandal Commission - Contemporary India

Books for Reference

1. Bipan Chandra, India after Independence, Penguin, New Delhi, 2002.
2. John Gilbert, G., Contemporary History of India, Anmol Publications, New Delhi, 2006.
3. Paul R. Brass, The Politics of India since Independence, Cambridge University Press, New York, 2001.
4. Ram Puniyani, Communal Politics: Facts Versus Myths, Sage Publications, New Delhi, 2003.
5. Shashi Tharoor, India: From Midnight to the Millennium, Penguin Books, New Delhi, 2000.
6. Sumita Narula, Broken People, Caste Violence Against India's Untouchables, New York, 1999.
7. Ramasamy, A., Struggle for Freedom of Languages in India.

SOCIAL AND CULTURAL HISTORY OF TAMIL NADU UPTO 1529 AD

Objectives

- ✧ To analyse the physical boundary of Ancient Tamilagam
- ✧ To study the origin of Kalabhras and Pallavas
- ✧ To compare and contrast the achievement of the Pandyas and Cholas
- ✧ To analyse the Telugu Impact on Tamilagam

Unit I Sangam Age

Physical features of Tamil Nadu and their influence on the course of history - Survey of various sources - Thinai - Social order - Political condition - Economic Condition - Sangam Literature.

Map studies: Archaeological sites in ancient Tamilagam.

Unit II Pallavas

Kalabhras - Origin of the Pallavas - Narasimha I - Nandivarma III - Social and Economic conditions - bhakti Movement - Art, Architecture and Literature.

Map studies: Cultural centres of the Pallavas

Unit III Imperial Cholas

Early Cholas - Rajaraja-I and Rajendra-I: Social and Economic conditions - Growth of Literature - Art and Architecture - Religion, Administration and Literature.

Map studies: Important sites of Imperial Cholas

Unit IV Pandyas and Muslim Conquests

Pandyas of the First - Later Pandyas - Art, Architecture and Literature - Foreign Accounts - Muslim conquest of Mabar -Impact of Muslim rule in Tamil Nadu.

Unit V Tamilagam under Vijayanagar

Tamil country under Vijayanagar - Conquests of Kumara Kampana in Tamil Nadu - Art and Architecture - Nayankara System - Inland and Foreign Trade - Cultural contributions of Vijayanagar in Tamil country.

Books for Reference

1. Pillai, K. K., Social History of Tamils, University of Madras, 1975
2. Subramanian, N., History of Tamil Nadu Upto 1336 AD, Madurai, 2002.

3. Rajayyan, K., History of Tamil Nadu, Madurai, 1982.
4. Nilakanda Sastri, K.A., The Cholas, The Pandyan Kingdom, and History of South India.
5. Srinivasan, K. R., Temples of South India, Delhi, NBT, 1995, Revised Edition
6. Mahalingam, T. V., Administration and Social Life under Vijayanagar, University of Madras, 1951.
7. Meenakshi, C., Administration and Social Life under the Pallavas.
8. Vriddagrisar, History of Thanjavur Nayaks.
9. Champakhalakshmi, R., Urbanisation in South India, Delhi Oxford.

SOCIAL AND CULTURAL HISTORY OF TAMIL NADU FROM 1529 TO PRESENT DAY

Objectives

- ✧ To study the social and political background of the emergence of Nayaks, Marathas and Nawabs
- ✧ To understand the changes after the British Acquisition of Tamil Nadu.
- ✧ To analyse the relevance of socio-religious movements of the 19th century.
- ✧ To study the Dravidian Movement.
- ✧ To evaluate the works of Congress Party in Tamil Nadu.
- ✧ To assess industrial development in Tamil Nadu
- ✧ To synthesis the growth of Tamil literature

Unit I Nayaks, Marathas and Carnatic Nawabs

Sources for the History of Tamil Nadu from 1529 to Present Day - Nayaks of Madurai - Polity - Socio-Cultural contributions - Nayaks of Tanjore and Gingee Polity Socio-Cultural conditions - Marathas of Tanjore - Polity - Socio-Cultural contributions - Carnatic Nawabs - Polity - Socio-Cultural conditions.

Maps: Identify the following places and write short notes on - Tirunelveli, Tanjore, Kumbakonam, Gingee, Arcot.

Unit II British Acquisition of Tamil Nadu, Polygari Rebellion, Vellore Mutiny

Carnatic Wars - Polygari rebellion - South Indian rebellion - Annexation of Carnatic - Vellore Mutiny.

Maps: Identify the following places and write short notes - Wandiwash, Adyar, Tirunelveli, Tanjore, Vellore

Unit III Tamil Nadu under British

Colonial Economy - Revenue Policy - Judicial Administration - Police Administration - Western Education.

Maps: Salem, Chennai.

Unit IV Reform Movements and National Movement

Vaikundaswamy - Ramalinga Adigal - Role of Press - Freedom Struggle - Political and Social awakenings - National Movement - Role of Tamilagam

Maps: Identify the following places and write short notes - Kanyakumari, Vadalur.

Unit V Self-Respect Movement and Present Tamil Nadu

Struggle for Social equality - Justice Party and Self Respect Movement - Periyar E.V. Ramasamy - Congress Government after Independence - Kamaraj's Contribution to Society - Language agitations - Contribution of Karunanidhi, MGR and Jayalalitha to Social upliftment Agricultural and Industrial Developments - Educational and Social Developments.

Books for Reference

1. Anil Seal, The emergence of Indian Nationalism, New Delhi, 1980.
2. Baker, C. J., The Politics of South India 1920-1937.
3. Burton Stein, Thomas Munroe
4. Chopra, P. N., Ravindran, T. K. and Subramanian, N., History of South India.
5. David Arnold, The Congress in Tamil Nadu (1919-1937), New Delhi, 1977.
6. Eugene, F. Frschick, Politics and Social Conflict in South India, Bombay, 1964.
7. Herd Grave, Robert, L., The Nadars of Tamil Nadu: The Political Culture of a Community in Change, California, 1969.
8. Suntharalingam, Politics and Nationalist Awakening in South India, New Delhi, 1980.
9. Rajayyan, K., Real History of Tamil Nadu, Madurai, 2005.
10. Ramasamy, A., Struggle for Freedom of Languages in India.

WORLD HISTORY UPTO 1453 AD

Objectives

- ✧ To understand the classical civilizations
- ✧ To assess the legacy of Greeks and Romans
- ✧ To evaluate the Art and Architecture of the Byzantine Empire
- ✧ To examine the impact of Islam on world culture

Unit I

Definition of Civilization - River Valley Civilizations - Nile Valley Civilizations - Euphorate and Sumerian - Chinese Civilization - Map Study

Unit II

Greek Civilization - Roman Civilization - Rise and Spread of Christianity, Constantine - Barbarian invasions - Causes for the fall of the Roman Empire - Map Study

Unit III

Byzantine Empire - Its contribution to culture - Justinian I - Church in the Middle Ages and Papacy - Monasticism - Map Study

Unit IV

Rise of Islam - Spreading of Islam - The Crusades - Feudalism Features - Merits and Demerits - The Holy Roman Empire - Map Study.

Unit V

Charlemagne - The Struggle between the Empire and the Papacy - Rise of Trade and Industry during Middle Ages - Guild System and growth of cities - Rise of Middle Class - Map Study

Map Titles

1. Nile Valley
2. Sumerian Valley
3. Greek Civilization
4. Roman Civilization
5. Byzantine Empire

6. Spreading of Islam
7. Crusades (Places)
8. Charlemagne's Empire

Books for Reference

1. Davies, H. A., Outline History of the World, Prentice Hall of India, New Delhi, 2004.
2. Wells, H. G., Short History of the World, Prentice Hall of India, New Delhi, 1950.
3. Ramalingam, T. S., History of Europe from 476 to 1453 AD, TSR Publications, Madras, 1979.
4. Hays, Baldwincole, History of Western Civilization upto 1500 AD
5. Swain, J. E., History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1997.
6. Weech, W. N., History of World, Odhamas Press, London, 2001.
7. Fisher, H.A.L, History of Europe, Fantane Classics, 1936.

WORLD HISTORY (1453 TO 1789 AD)

Linkage

This syllabus is a continuation of the previous paper of World History - I.

Objectives

- ✧ To know the features of the Modern World.
- ✧ To relate the age of reason and its importance to the present day life.
- ✧ To trace the ideals behind keeping monarchy at the top level of administration.
- ✧ To develop the skill in Map Reading
- ✧ To construct the History of the Modern World in its real perspectives

Unit I Beginning of the Modern World

Fall of Constantinople - Geographical Discoveries - Fall of Feudalism - Rise of National Monarchies - Capitalism.

Map: Geographical Discoveries

Unit II Age of Reason

Renaissance in Art, Architecture and Literature - Scientific Inventions - Reformation in Germany - Reformation in other parts of Europe - Counter Reformations.

Map: Centres of Renaissance and Reformation Movements.

Unit III Era of Absolute Monarchies

Louis XIV of France - Peter the Great of Russia - Catherine-II - Frederick the Great - Characteristic Features of the Age of absolutism.

Map: Locate the places associated with the kings

Unit IV Colonization and Imperialism in Asia and Africa

Coming of Europeans - Establishment of Colonies, China; Japan, America and Africa - Mercantilism - Missionaries - Commercial Imperialism in South East Asia.

Map: Places in Asia and Africa

Unit V The Emergence of Scientific view in the World

Age of Enlightenment - Royal Asiatic Society of London - Royal Asiatic Society of France - Glorious Revolution 1688 institutions in England - American War of Independence - Agrarian Revolution - Industrial Revolution.

Map Study

Books for Reference

1. Arun Battacharjee, History of Europe (1453-1789), Sterling, New Delhi, 2001.
2. Fisher, A. A. L., History of Europe, 1936, Prentice Hall of India, New Delhi.
3. Swain, World Civilization, New Delhi, 1999.
4. Weech, W. N., History of the World, London, 2001.
5. Phul, R. K., World Civilization, Prentice Hall of India, New Delhi, 1987.

WORLD HISTORY FROM 1789 TO PRESENT DAY

Linkage

This syllabus is a continuation of the previous paper of World History-II.

Objectives

- ✧ To know the features of the modern world.
- ✧ To recognize social rights
- ✧ To trace the effects of wars
- ✧ To construct the History of the Modern World in its real perspectives
- ✧ To develop the skill in Map Reading

Unit I Revolution and Reforms

French Revolution Causes and Consequences - Rise and Fall of Napoleon - The Congress of Vienna - The concert of Europe - Era of Metternich.

Map Study: Vienna Congress

Unit II Liberal National Upheavals

Revolution of 1830 and 1848 - The American civil War - Unification of Germany and Italy - Russo-Japanese War - 1905 - Chinese Revolution - 1911.

Map Study: Unification of Italy

Unit III The First World War

Causes of the War - Russian Revolution - 1917 - Peace Treaties League of Nations - Search for Security.

Map Study: Important Places of World War-I

Unit IV The Second World War

Causes of the Great War - Making of Peace Efforts - Surrender of Japan - Consequences of the War - Formation of UNO and its achievements.

Map study: Places of Importance in the World War-II

Unit V World Since 1945

Nationalism in Asia and Africa - Cold War - Non-Alignment Disarmament - Globalization and Unipolar World merits and demerits.

Map study: Independent Nations of Asia and Africa.

Books for Reference

1. Ketelby, History of Modern Time from 1789, Oxford University Press, New Delhi, 2000.
2. Khurana, K. L., World History 1453-1966 AD
3. Lipson, E., Europe in the 19th and 20th Centuries, Prentice Hall of India, New Delhi, 1940.
4. Thomson, D., World History from 1914 to 1968, Oxford University Press, New Delhi, 1969.
5. Settar, S., World History, Landmarks in Human Civilization, Macmillan, New Delhi, 1973.

Proposed Model Syllabi for Optional Papers

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APPRECIATION OF INDIAN PAINTING & PERFORMING ARTS

Linkage

It links the development of performing arts to multimedia with the study of Indian society and History.

Objectives of the Course

- ✧ To inculcate an interest and appreciation of performing Arts and Painting as a medium of Communication.
- ✧ To develop a critical faculty and highlight the utility of multi media on human life and values.

Unit I Music – Carnatic & Hindustani

History of Music – Basic theories of Music – Leading vocalists and instrumentalists – their contribution.

Unit II Folk Music & Arts

Villupattu – Lavani – Harikatha – Bhagavata – Dance and Puppetry, Yakshagana, Teyyam, Bangra, Chchau and Terukoothu.

Unit III Dance – Classical

Various styles in Classical Dance – Basic theories of Dance – Exponents in various styles and their contributions to Arts – New forms of Dance – Anand Shankar – Chandralekha – Various Dance Institutions – Kalakshetra – Darpana – Kalamandalam - Dance Festivals in India

Unit IV Theatre – Drama & Films

Indian Drama – Contributions South-North – Folk Theatre – History and Growth of Indian Films – Films of Social Relevance – Revolutionary Films – Film Societies

Unit V Paintings

Introduction – Mural Tradition – Miniature Traditions – Modern Paintings – Ravi Varma – Bengal School – Nandalal Bose & Abhinindranath Tagore – Amrita Sher – Gil – Jamini Roy – Srinivasalu – Panikkar – M.F.Hussian – Cholamandalam

Books for Reference

1. Anand Mulkraj, (1973), Album of Indian Paintings, National Book Trust, New Delhi.
2. Goswami, O., (1987), Story of Indian Music: Its Growth & Synthesis, Asia Publishers, Bombay
3. Gupta Chidananda Das, (1980), Cinemas of Satyajit Ray, Vikas Publishers Pvt. Ltd. New, Delhi.
4. Rao Subba, (1965), Studies in Indian Music, Asia Publishing House, Bombay.
5. Sambamurthy, P., (1952), Appreciation of Indian Art Vol. I (1959), Vol.II, Indian Music Publishing House, Madras.
6. Sen Mrinal, (1977), Videos on Cinema, Ishan, Calcutta.
7. Swamy Prajnana Nanda, (1963), A History of Indian Music, Ramakrishna Vedanth Math, Calcutta.
8. Vatsayana, Kapila, (1968), Classical Indian Dance & Literature and the Arts, Sangeetha Natak Academy, New Delhi.
9. Viswanathan Lakshmi, (1984), Bharatanatyam – The Tamil Heritage, Srikala Chakara Trust, Madras.
10. Monographs on the relevant Artists Lalithkala Academy, New Delhi.

HISTORY OF SCIENCE AND TECHNOLOGY

Linkage

The study links the legacy of Indian Science with Indian and World History.

Objectives

- ✧ To understand the legacy of Ancient Indian Science
- ✧ To learn the development of Indian Science
- ✧ To assess the impact of Science on Society

Unit I

Definition, Origin and Scope of Science and Technology – Scientific discoveries in the Ancient times (Greek, Roman, Chinese and Indian)

Unit II

Development of Science and Technology in the Medieval period – Role of Clergies and Church – Contributions of ArabI speaking world – Discoveries and invention.

Unit III

Science and Technology in the Modern World – Renaissance and Scientific thinking – Developments in Science and Technology – Industrial and Agrarian Revolution – New Discoveries

Unit IV

Outstanding scientists – P.C.Roy, Ramanujam, C.V.Raman, J.C. Bose, Homi, Baba, Sarabai – Premier Institutions, BARC, NGDI, CLRI, NCL.

Unit V

The impact of Science and Technology – Green Revolution – Science to the people – People's Science Movement.

Books for Reference

1. Gadgil, Madav, Ramachandra Guha, This Fissured Land, - An Ecological History of India, Chennai, OUP, 2002.
2. Jayaraj, S.Vargese, - History of Science and Technology, Uthamapalayam, Arms Publications 1997.
3. Kumar Deepak, Science and Raj 1857-1905, Chennai, OUP, 1995.
4. MC Neely, J.A. and D. Pitt, ed., Culture and Conservation, The Human Dimension in Environmental Planning Dublin, Croom Helm, 1985.
5. Worster, D.ed., The Ends of the Earth, Perspectives on Modern Environmental History, Cambridge, Cambridge Univ. Press, 1988.

6. Bekes, F.ed, Common Property Resources: Ecology and Community – Based Sustainable Development London, Belhaven Press, 1989.
7. Brandis, D., The Distribution of Forests in India. Edinburgh, MCFarlane and Ersking 1873.
8. Ronan, Colin – The Cambridge History of the World's Science
9. Dumas, Maurice – A History of Technology and Invention.

FUNDAMENTALS OF HISTORY

Linkage

A study of Fundamentals of History and Historical Methods will help research and understand the uses of the subject.

Objectives

- ✧ To understand the meaning and values of history
- ✧ To learn the classification of history
- ✧ To identify the historical sources and Collection of Materials
- ✧ To study and develop the method of Historical Research

Unit I

Meaning and Scope of History – Use and abuse – Kinds of History – Value of History – Lessons of History.

Unit II

History as Science and Art – Philosophy of History – History and other Social Sciences.

Unit III

Historical Methods – Essentials of Historical Methods – Development of Historical Method – Choosing of subject – Reasons of undertaking Research – Choice of subject.

Unit IV

Sources – Primary, Secondary Sources – India, Tamilnadu.

Unit V

Objectivity and subjectivity in writing History – Collection of materials criticism: Internal, External - Synthesis Writing of History – Footnotes – Bibliography – Arrangement of Thesis.

Books for Reference

1. Harzeen, Jaiques and Croff, Henry – The Modern Researcher, Newyork Harcourt, Brane and World 1957.
2. John C.N.Webster – An Introduction to History, Macmillan Co., India, 1977.
3. Sheik Ali, B. – History – Its History and Method, Macmillan 1978.
4. Collingwood R.G. – The idea of History, Newyork Oxford, University Press, 1966.
5. S.P.Sen (ed) – Historians and Historiography in Modern India
6. E.H.Carr – What is History,
7. K.Rajayyan – Historiography – History its Theory and Method.
8. S. Manickam – Historiography.

INTERNATIONAL RELATION FROM 1945 – 2000

Linkage

The Study is relevant for the study of Europe, USA, Russia and Asia.

Objectives

- ✧ To understand the importance of International relations in the World
- ✧ To explain the power Blocs in the world and its impact on Developing Countries
- ✧ To analyse the recent trends in International Relations

Unit I

Definition – Nature, Scope of International Relations – National Power and Instruments for the Promotion of National Interests – Diplomacy.

Unit II

Collective Security: UNO – Origin and Objectives – Organizations – U.N. and Peace keeping – Review of the working of the U.N.

Unit III

Emergence of power Blocs –Origin of Cold war – Third World and Neo-colonialism.

Unit IV

Disintegration of USSR -Emerging New World order Uniplan World – Role of International Associations – Commonwealth – NAM, SAARC, OAV, ASEAN, G7, G15, G70 – EU.

Unit V

Recent trends in International Relations Environment – Earth summit – Agenda – 21 – Cargo convention – Oil politics – Iraq affairs – Impact of Terrorism on International Relations.

Books for Study

Parlmar & Perkins	-	International Relations
Morgethan H.J.	-	Politics among Nations
Carr, E.H.	-	International Relations between the two world war.

Books for Reference

Keshwani	-	International Relations
Palmer & Perlins	-	International Relations
Gibbon	-	An Introduction to World Politics
Chander and Arora	-	International Relations

- Subramanian N. - International Relations
- Vandana A. - Theory of International Politics
- Norman Lowe - Modern World History
- Schumann - International Politics
- Kettelby C.D.M. - History of Europe since 1789

SUBALTERN STUDIES

Linkage

The paper is nothing but the study of the marginalized or common citizens of India. The study is relevant to support the socio-economic history of Tamilnadu.

Objectives

- ✧ To identify the Subaltern Studies
- ✧ To explain the conditions of Subaltern people in the place of usual Aristocratic people.
- ✧ To describe the history of the marginalized so as to empower them.

Unit I

Schools of Thought: Cambridge – Marxist, National – Subaltern studies, identifying the subaltern groups in history – Progress of Subaltern Thought – Importance of subaltern history.

Unit II

Indian Women through the Ages – Feminist theories Women's organizations and movements – Status of women: Colonial and post colonial period.

Unit III

Legal System – National and International Mechanism – Shah Banu Case – Rupkanwar (Rajasthan) – Towards Gender Justice.

Unit IV

Dalit Assertion – Dalit Movements – Mahatma Phule, Ayotidas Pandithar and B.R. Ambedkar – Dalit Identity, Political Mobilization and Assimilation – Political Assertion – Legal Protection National and International.

Unit V

Violence on Dalits – Khilavenmani Kodyankulam, Manjolai, Papparappati and Keerippatti.

Books for Reference

Anil Seal - Emergence of Indian Nationalism
Jan Freedman - Feminisms
Sudhapai - Dalit Identity and Politics in U.P. (Sage, 2002)
Prakash Lonis - Dalit Assertion and Polity
Desai Neera - Women in Modern India, New Delhi, Ajantha Pub. 1987
Haskar, Women & Law
Guha, Ranajit - Subaltern Studies, 6 Vols. New Delhi OUP, 1994
Massey, James - Concise History of Dalits, Bangalore, 1989

Kamble, J.R. - Lights and Awakening of Depressed class in India, Delhi, National Pub. 1979

Rastoqi, P.N. - The Nature and Dynamics of Depressed class in India, N.D., Macmillan, 1975.

Dharam Vir Kamakshi Mahajan, Contemporary Indian Women,

Kesavan. K., - Pallu ilakkiam oor Samugaviyal Parvai (Tamil).

HISTORY OF WESTERN THOUGHT

Linkage

It links the subject History with the development of ideas and the faculty of Philosophy (Ideological Domain)

Objective

- ✧ To help the students to understand and appreciate the various thought patterns that shaped the course of History and the life of the mankind through ages.

Unit I

Ideas – Definition – Types : Social – Political Economic – Religious – Role of ideas in changing History.

Unit II

Age of Reason – Ideas and approaches of Socrates – Plato – Aristotle

Unit III

God and State – Theological interpretation of Historical changes. St. Augustine – Papal Infallibility – Church vs. State – Struggle.

Unit IV

Birth of Modern Age – Spirit of Inquiry – Reformation – Political Feudalism – concept of Strong Monarchy – Divine Right theory of Kingship – Louis XIV – Enlightened Despotism Frederick II of Prussia.

Unit V

Liberal Movements, anti-thesis to imperialism and Royal Absolutism – Idea of Human Rights Democracy – Magna Carta – Petition & Bill of Rights (1688) – Bill of Rights (USA) – Declaration of the Rights of Man (France) – Rousseau – Capitalism – Scientific Socialism – Marx.

Books for Reference

- Grolier - New Book of Knowledge series, World Book Inc., USA
- USA - World Book Series
- Will Durent - Age of Faith and Other Volumes
- Encyclopaedia Britannica - Volumes
- Russel, Bertrand - History of Western Philosophy
- Progress Publishers - Fundamentals of Marxist, Leninist Philosophy

Sharma R.P. - Western Political Thought (Pluto to Hugo Grotius)

Books for Study

Bhandari - History of European Political Philosophy

E.H.Carr - Idea of History

WOMEN STUDIES

Linkage

The study is relevant to study the socio, economic and political History of India.

Objective

- ✧ To study the different types of legislations on marriage.
- ✧ To learn about various problems related to empowerment of Women.
- ✧ To acquire a comprehensive idea about the women development schemes of Government and NGOs.
- ✧ To analyse the role of women in public life and administration.

Unit I Women in India Past and Present

Position of Women in India – Ancient – Medieval – Modern (A brief Study) – Changing Status of Women in India – Feminism Social Rights: Education – Marriage – Divorce – Patriarchy – Political & Economic.

Unit II Predicaments Today

Male Chauvanism – Problems of Working Women – Gender bias – Crimes against women –Female Infanticide – Exploitation of Sex in Media.

Unit III Legal Remedies

Prevention of Sati Act – 1829, Widow Remarriage Act 1856, The Sharda Act 1929, Abolition of Devadasi System – Marriage Acts : Hindus Muslims – Christians – Hindu Inheritance Act 1956.

Unit IV Dowry Prohibition Act 1961

Indecent Representation of Women (Prohibition) Act – 1986, Medical Termination of Pregnancy Act 1971, Pre-Natal Diagnostic Technique (Resolution and Prevention of Misuse) Act – 1994, Economic Rights Employment – Wages – Career Advancement – Effects of Social Legislations – Domestic Violence Bill.

Unit V Women's Liberation Movement

Women's Liberation – Movements and Organizations – Developmental Schemes – Self-Help Groups – All India Women's Commissions results, Contribution of Women to literature – Science – Fine Arts – Religion and Sports.

Books for Reference and Study

- Rama Mehta : Socio-Legal status of Women in India, Mittal Publications, New Delhi, 1987.
- Mrs. Sarata : Changing trends in Women's Employment, Himalaya Publishing House, Bombay, 1986.

- Vibhuti Patel : Women's Challenges of the New Millennium, Gyan Publication House, New Delhi, 2002.
- Namita Agarwal : Women and Law in India, Women's Students and Development Center, University of Delhi, 2002.
- V.Rajendra Raju : Role of Women in India's Freedom Struggle, Discovery Publishing House, New Delhi, 1994.
- Tara Ali Baig : Women of India, Ministry of Information and Broadcasting. Government of India, New Delhi, 1957.
- Malini Karkal & Divya Pandey : Himalaya Publishing House, Bombay, 1989. B.R. Nanda Indian Women From Purdah to Modernity, Vikas Publishing House, New Delhi, 1976.

ECONOMIC TRENDS IN MODERN INDIA

Linkage

A study of Economic Trends will help students to: have a wider & comprehensive knowledge and understanding of Indian History, and the impact of political developments in India and abroad on it.

Objectives

- ✧ To enable students to understand ideologies that have influenced Indian Economic Development.
- ✧ To understand the reasons for India opting planned Economy
- ✧ To understand the implications of liberalization and Globalization.
- ✧ To make students familiar with main Trends in Society and Economy.

Unit I Indian Economy – A Historical Perspective

Indian Economy – Ancient, Medieval and Modern – Need and Strategy for Modernisation – Models: Nehru, Indira Gandhi, Narasimha Rao, Manmohan – National Income Estimates in India

Unit II Features of Under Development

India as a developing economy – Main Economic problems – Poverty, Illiteracy, Population, unemployment – Economic Development and Environmental Degradation – Infrastructure in the Indian Economy power, Transport.

Unit III Planning and Economic Development

Definition of Planning in India – Policy of Mixed Economy and its relevance – Planning in India – Achievements and failure – Regional Development.

Unit IV Tertiary Sector in the Indian Economy

Foreign Trade, WTO and Balance of Payments – Banking – Types of Banking, Financial Institutions, Banking Reforms, RBI – Parallel Economy in India and Regulations – Financial Devolution – Centre & State

Unit V The New Economic Policy

Era of Liberalisation, IMF, World Bank, IBRD - Role of MNC – Patents – Competitive Markets – Economic Co-operation – SAARC, G8

Books for Study

1. Dutt Ruddar & Sundaram, KPM, (1991) Indian Economy, S.Chand & Co., New Delhi.
2. Jhingan M.L. 1991, Economy of Development and Planning, Konark Pub. Pvt. Ltd., New Delhi.

3. Ray Chowdhary, Social, Cultural & Economic History of India, Surjeet Pub., New Delhi.

Books for Reference

1. Economic Survey, Government of India Publication.
2. Human Development Report.
3. Finance Commission Report – Government of India Publication.
4. Plan Outlay – Government of India Publication.

Proposed Model Syllabi for Allied Papers

List of Participants who prepared the Proposed model syllabi for Allied papers

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Allied Papers for U.G. History

1. Modern Governments Theory and Constitution of India.
2. Modern Governments U.K., U.S.A., & Switzerland
3. Public Administration Paper I & Paper II
4. Principles of Sociology
5. Geographical Perspective of India
6. Archaeology and Epigraphy

MODERN GOVERNMENTS: THEORY AND CONSTITUTION OF INDIA

Objective

- ✧ To understand the theoretical concepts of nations in general.
- ✧ To trace the development of Indian Constitution.
- ✧ To synthesize the working of Indian Constitution.
- ✧ To estimate the parliamentary system of India.
- ✧ To apply the constitutional principles in the present context.
- ✧ To create awareness on the problems associated with human rights.

Unit I

Indian Independence Act 1947 – Constituent Assembly – The Framing of New Constitution – Sources of the Constitution – Basic Features of Indian Constitution – Federal and Unitary Features.

Unit II

Preamble – Union and its Territory – Citizenship – Fundamental Rights and Duties – Directive Principles of State Policy – The Union Executive – President and his Powers – Emergency powers – Vice-President – Cabinet and its functions – Prime Minister and his Powers.

Unit III

The States – The Executive - Governor – Powers – The Council of Ministers – Duties of Chief Minister – Cabinet – Powers – The State Legislature – Legislative Assembly – Speaker – Powers and Privileges.

Unit IV

Centre – State Relations – Legislative Relations – Administrative Relations – Financial Relations – Public Service Commission for the Union and for the States – Election Commission and its working – Language Policy of the Union and the States – Amendment of the Constitution. (12 hrs)

Unit V

Working of Democracy in India – Emergency Declaration – Amendments – Adult Franchise and Election Process – Language Policy – Secularism – President rule in the States. (12 hrs)

Books for Reference

1. Anup Chand Kapur : Selective Constitutions
2. Durga Das Basu : Introduction to the Constitution of India, Delhi 1999.

3. G. Virgin Sigamani : Fundamental Principle of Political Science (Tamil)
4. M.V. Pylee : India's Constitution
5. V.N. Khanna : Constitution and Government of India
6. D.G. Gupta : Indian Government and Politics

MODERN GOVERNMENTS (U.K., U.S.A. & SWITZERLAND)

Linkage

To help the students to appreciate the contents and value of the system of Governments.

To identify the working of Government System.

General Objectives

- ✧ To understand the dynamic nature of Modern Governments.
- ✧ To understand the link between executive, legislature and judiciary.

Specific Objective

- ✧ To make students aware of the importance of the study of the subject at the World level.
- ✧ To help students to explore the importance of the study of modern Government.

Unit I United Kingdom

Salient features – The Queen – The Prime Minister – Cabinet – House of Commons – House of Lords.

Unit II

Law making – Committee Systems – Cabinet dictatorship – Rule of Law – Civil Service – Party System.

Unit III United States of America

Constitution – Salient features – Federation – The President Election, Position powers – House of Representatives – Senate.

Unit IV

Law Making in U.S.A. – Committee System – Supreme Court - Judicial Review – Checks and Balances – Political Parties

Unit V Switzerland

Salient features – Mode of Amendment – Federal Council – Federal Assembly – Plural executive – Instrument and Working of Direct Democracy.

Books for Reference

Beck James	:	Constitution of United States
Jennings	:	The British Constitution
Huges, Christopher	:	The Federal Constitution of Switzerland
Strong C.T.	:	Modern Governments
Wheare K.C.	:	Modern Constitution

PUBLIC ADMINISTRATION

Objectives

- ✧ To create an awareness about Public Institutions since it is necessary as a citizen to know about them.
- ✧ To enable the students to write any job oriented examination and face interviews.
- ✧ To compare the activities of different administrative wings.
- ✧ To get an idea about the nature of recruitment.

Unit I

Principles of Organization – Hierarchy – Structure of Administration, Centralisation and Decentralisation – Central Secretariat – Structure and functions – State Secretariat – Role of Chief Secretary.

Unit II

Line, Staff and Auxiliary agencies: Staff agencies – Cabinet Secretariat, P.M. Office, Cabinet Committees – Planning Commission – Line Agencies – Departments, basics of Departmental Organization – Major Ministries: Home Affairs, External, Finance, Defence – Railway Board – Finance – UGC - Election Commission – Backward Commission.

Unit III

Personnel Administration: Civil Services, All India Services - Central, State Services – Recruitment methods and recruiting Agencies – Power and functions of UPSC – Staff Selection Commission – State Public Service Commission – Kothari Committee's Report Present Schemes for IAS & IPS– Training Institutions – Promotion, Pay and Service conditions

Unit IV

Financial Administration: Concept of Budget, preparation and enactment – Important items in Financial administration.

Unit V

Accounting & Auditing in India: Role of Comptroller & Auditor General – Prevention of Corruption – Institution of Lokh Pal.

Books for Reference

1. Amreshvar Arasthi & Shriram Maheswari, Agra - Public Administration
2. Simon, Smiltburg and Thomson, New York - Public Administration
3. Sadana - Public Administration
4. Lakshmi Kant - Public Administration

PRINCIPLES OF SOCIOLOGY

Objectives

- ✧ To understand the society and social institutions in our country.
- ✧ To understand the students regarding the social changes in the modern days.
- ✧ To make the students aware of in the social process.

Unit I

Definitions – Meaning – Nature – Scope – Importance of Sociology – Relation of Sociology with other social sciences.

Unit II Individual and Society

Society Definitions – Elements – Origin and Nature – Relations between Individual and Society – Characteristics – Types.

Unit III Social Institutions

Family – Kingship – Marriage – Religion – State – Culture and Civilization.

Unit IV Social Change

Meaning – Definitions – Theories of Social Change – Factors of Social Change – Caste – Other forms of differentiations.

Unit V Social Process

Associates Process – Non-Associate Process – Agencies of Social Control – Traditional Control – Modern Formal Control – Non-Formal Agencies of Social Control.

Books for Reference

1. Bottomore T.B. - Sociology – A guide to problems and Literature
2. Flortorn Paul and Chester L Ant. - Sociology, New Delhi, 1976.
3. Imples Alex - What is Sociology, New Delhi, 1987.

GEOGRAPHICAL PERSPECTIVES OF INDIA

Aims and Objectives

- ✧ Motivate the students to have complete and perfect ideas with our geo-political background.
- ✧ To make unity in diversity among the students of India.
- ✧ To help the students to appear for the competitive examinations.
- ✧ To put complete physical knowledge of our India among the students and to get ideas about the places of various states and guide the international and domestic tourists.
- ✧ Make the students to go anywhere else for conferences, jobs without fear and hesitation.

Unit I

Physiology – Major Physical Divisions – Climate – Rainfall – Rivers – Their Impact – Flora, Fauna.

Unit II

Indian People – Races – Castes and Tribes – Religions – Festivals – Unity in Diversity.

Unit III

Agriculture Soils – Irrigation – Cropping Pattern – Horticulture - Animal Husbandry – Dairy Development – Fisheries.

Unit IV

Minerals, Industries: Thermal, Petroleum – Atomic Hydal Powers, Atomic and hydal powers – Industries, Locational Factors – Distribution of Iron and Steel, Cement, Paper, Aluminium, Engineering, Textile – Ship building, Aircraft – Electrical Equipments.

Unit V

Transport and Communications – Road Transport – Railways – Civil Aviation – Water Transport – Communication, Postal Services, Telecommunications, Communication Satellite.

Books for Reference

1. Rajiv Ahin - Geography (For the UPSC Examination)
2. Khanna, K.K. & Gupta V.K. - Economic and Commercial Geography of India
3. Mathur S.M. - Indian Geographical Facts
4. Farooq A.Khan & Shabana Yasmin - Geography – World and India
5. Siddhartha K & Mukherjee, S. - Indian Industry – a Geographical Perspective
6. Year Books - By Prominent Authors

ARCHAEOLOGY AND EPIGRAPHY

Aims and Objectives

- ✧ To create an interest among the students on our ancient history.
- ✧ To make the study of history in scientific way.
- ✧ To induce the students to mingle freely with the Central Department and State Department of Archaeology.
- ✧ To have link with Human Resource Development.
- ✧ To create and get job opportunities in Archives, Archaeological Departments, Hindu Religious and Charitable Endowments, Art & Craft Colleges, Museums, Libraries, Art Gallery, Abroad.
- ✧ To turn the students in future as technical guides to the tourists and preservation and conservation departments.
- ✧ To make them to move freely with the public on temple renovation works, scripts reading and conversation of properties.

Unit I

Archaeology: Meaning – Definition and Scope – Archaeology and other disciplines : Archaeology and History, Archaeology and Culture, Archaeology and Tourism, Archaeology and Environment – New Archaeology – Kinds of Archaeology – Economic Archaeology – Ethno Archaeology.

Unit II

Value of Archaeology: As a primary source – Historical Archaeology – Resource of Historical Relics – Scientific Outlook – Marine Discoveries – Site Museum.

Unit III

Eminent Archaeologists: Henry Schliemann, Sir William Jones – James Prinsep, Alexander Cunningham – Robert Bruce Foote, James Burgess – Sir John Marshall – Sir Mortimer Wheeler.

Unit IV

Exploration: Excavation Methods – Important Excavation sites, Arikamedu – Adichanallur – Athirampakkam – Kodumanal, Uraiyyur.

Unit V

Evolution of Scripts: Tamil, Brahmi – Vatteluthu, Grantha, Tamil Scripts in the Medieval Period – Epigraphs in Puhalur, Arachalur, Uttiramerur Meenakshipuram, Kalugumalai and Rajarajeswaram Temple.

Books for Reference

1. K.V. Raman : Principles and Methods of Archaeology
2. R. Venkataraman : Indian Archaeology – A Survey
3. T. Manonmani & T. Selvanayagi: Tholliyal
4. T. Rajan and Rajavelu: Tamilnattil Agazhvaivu
5. Gomathi Nayakam : Tholliyal oor Arimugam

Job Oriented Courses

1. Computer Application in History
2. History for Competitive Examinations
3. Numismatics and Philately
4. Archives Keeping
5. Journalism
6. Heritage Tourism
7. Travel Management
8. Hotel Management
9. Video Production
10. Yoga and Nature cure
11. Human Rights and Value Education

Job Oriented Course Question Pattern

Part I	Multiple Choice (Answer All)	5 x 1 =	5 marks
Part II	Very Short Answer (Answer All)	5 x 1 =	5 marks
Part III	Short Answers (Internal Choice)	3 x 5 =	15 marks
Part IV	Long Answers (Internal Choice)	3 x 10 =	30 marks
Part V	Special Answer	1 x 10 =	10 marks

	Total		60 marks
	Internal		40 marks

			100 marks

COMPUTER APPLICATIONS IN HISTORY

Aims and Objectives

- ✧ We are living in the Electronic Age. The computer has become a close companion of man at his working place. So virtually our age is the age of computers. It is therefore the students should be well acquainted with computers and their use in day to day activities. Understanding computers is vital for the present and future and for having job opportunities in Information Technology and other fields.

Unit I

Introduction to computer and its components – Personal Computer – Input-Output and Storage devices – Various Operating Systems – MS-DOS – Windows – UNIX.

Unit II

Selection of Hardware and Software – Application Software – CDs/ISIS

Unit III

Word Processing – MS-Office.

Unit IV

Teaching of History with Computer aided programmes – CD-ROM Technology – Creating Websites – Networking concepts – Internet and its application in History – E-mail.

Unit V

Database Management System – Foxpro – Documentation – Analysis of Archival Materials – Analysis of Bibliographical entries – Analysis of Museum Collections – Analysis of Ephigraphical entries – Analysis of other records – Field data base – Data interpretation – Online System.

Books for Reference

1. Jania L. Reiff : Structuring the past: the use of computer in History 1991.
2. Gaso G. David : Academic Micro Computing: A Resource guide: New Busy Park C.A. Sage Publication Inc. 1986.
3. Helgemon L.W. : CD ROM and scholarly research in the Humanities "Computers and the Humanities" 1988-111-16
4. Hockey Susan : A Guide to Computer Applications on Humanities
5. Kren George M. : Scholars and Personal Computers Micro computing in the Humanities and Social Sciences. New york, Human Sciences Press 1988.
6. Schrodth Philip A. : Micro Computers, Methods for Social Scientists,

- Beverly Hills C.A. Sage Publications 1984.
7. Denley Peter and Derian : History and Computing Manchester University Hopkin: Eds Press 1987.
 8. Falk Joyce Dunan : Database for historical research overview and Implications. American History. A Bibliographic Review 1988.
 9. Sampath S. & Wasan S.K. : Basic Programming, Macmillan India Ltd. New Delhi 1988.

HISTORY FOR COMPETITIVE EXAMINATIONS

Objectives

- ✧ To make the student appear for the competitive examinations.
- ✧ To create an awareness among the students in general knowledge.
- ✧ To make the non history students to have the knowledge on History.

Unit I Indian History and Culture

Indus Valley Civilization – Aryan Civilization - Buddhism and Jainism – The Mauryas - The Guptas – Kanishka, Harsha – Important rulers of Tamil Nadu

Unit II Muslim Rule in India

Delhi Sultanates – Bahmani Kingdom – Vijayanagar Empire – Rajputs and Mughals

Unit III Impact of British Rule in India

Social and Religious Movement in the 19th Century – Indian National Movement – Cultural Heritage of India – Indian Music – Classical dances – Salient features of Indian Constitution.

Unit IV International Organization and Wars

World War I – League of Nations – World War II – United Nations Organization – Its main Organizations – Its subsidiary Agencies

Unit V International Revolutions

Glorious Revolution – American War of Independence – French Revolution – Chinese Revolution – Indian War of Independence.

Books for Reference

1. General Studies year book, Madras

NUMISMATICS AND PHILATELY

Objectives

- ✧ To make the students know about the coins of various ages.
- ✧ To make the students understand the stamps of various ages.

Unit I

Introduction and History of Numismatics, Meaning and Definition – Coins as History Material – Origin and Development – Paper and Plastic Money – Coins and currencies of World Nations – Invention of Money.

Unit II

Numismatics – Collection, Exhibition and Conservations – how to collect and where to get coins from – Numismatic Societies and Exhibitions – Coins and the Problem of Corrosion – Chemical Treatment – Numismatic Accessories – Preservation of Coins.

Unit III

Introduction and History of Philately – Meaning and Definition – Stamp as History Material – Early Postal System – History of Posts in India – Stamps India and Worldwide.

Unit IV

Philatelic Collectables – Stamps – Cancellations – Envelopes and Others – Sidelines – Usual and undeservables stamps – Common Philatelic terms

Unit V

Philately Collections and Exhibition – How to collect and where to get stamps from? – Philatelic Accessories – Literature and Societies – Types of Collection – Research and write up – Exhibition.

ARCHIVES KEEPING

Objectives

- ✧ This paper enables the students to know about the organization and functioning of the archives, and thereby help them to utilize the Archives in the best possible way. This paper helps the students to seek employment in the Archives and Libraries.

Unit I

Definition – Development of Science of Archive keeping – Ancient – Medieval – Modern times in India – Foreign Countries

Unit II

Making of Archives: Materials used – Equipments needed – Creation of Archives by different developments – Archives Libraries

Unit III

Preservation of Archives – Causes for decay – Preventive measures and precautionary methods of preservations – Repair – Rehabilitation

Unit IV

Administration of Archives – Uses of Archives – Functions of Archives – Problems faced – Rules and Regulations – Assistances to Scholars

Unit V

Group of Archives in India – National Archives – Tamilnadu Archives – Regional Archives – Tamilnadu History Commission – Society and Archives.

Books for Reference

1. Baliga B.S. Guide to the Records preserved in the Madras Record Office
2. Harinaryanan H : Science of Archives Keeping
3. Jenkinson Hilary: A manual of Archives Keeping
4. Macmillan D.S.(ed) Records Management
5. Sailen Ghose : Archives in India
6. Vijaya Lakshmi S. Archives Administration

JOURNALISM IN INDIA

Linkage

To help the students to appreciate the contents and the value of Journalism.
To identify Journalism as an effective field for Mass Communication.

General Objective

- ✧ To understand the dynamic nature of Journalism
- ✧ To understand the link between the New Agencies and their effective communication system.

Specific Objective

- ✧ To make students aware of the importance of the study of the subject at all level.
- ✧ To help students to explore the importance of the study of Journalism.

Unit I

Introduction – Definition – Scope – Old Journalism – New Journalism – The Importance of Journalism today.

Unit II

The History of Indian Press – The Hindu – Amirta Bazaar Patrika – Indian Patriot – Swadesamitran – Bombay Samachar.

Unit III

Freedom of Press – Press Laws – Vernacular Press Act 1872 – Indian Press Act 1910 – Press Laws Enquiry Committee 1947 – Declaration on Press Freedom in India and Democracy.

Unit IV

Role of Journalist – qualification – Collecting News – Reporting – Presenting and Editing News – Headlines – Types of News.

Unit V

Editorial Board – Publicity – Printing and Distribution – Types of Journalism - Rise of Investigative Journalism – The Problems and Prospects of Tamil Journals Today.

Books for Reference

1. Butler E.H. – Introduction to Journalism
2. Chalapathi Rao – The Press in India
3. Shaw David – Journalism Today
4. Ahuja, B.N. – Theory and Practice of Journalism
5. Rengasamy & Parthasarathy – The Hundred Years of Hindu.
6. Mohanlal & Nirmal C.J. – The 19th century Tamil Books.

HERITAGE TOURISM OF INDIA

Objectives

- ✧ To make the students know about the Heritage of India.
- ✧ To make the students understand the places of religious importance
- ✧ To make the students appreciate aesthetic and artistic excellence.

Unit I

Introduction: Heritage – Meaning, Richness of Indian Heritage – Manmade Natural – Opportunities for Tourism – Scope of Tourism Promotion – UNESCO – Appraisal Heritage Symbols – Wonders of the World.

Unit II

Places of Religious Importance – Buddhism – Sanchi, Saranath, Bodhgaya – Jain, Sravana, Mount Abu, Madurai – Hinduism: Madhura, Ayodhya, Kasi – Rishikesh, Puri, Tiruppathi, Madurai, Rameswaram, Tiruvannamalai – Muslim: Jamiya Masjid, Ajmer, Fatehpur Sikri, Nagoor, Yervadi – Sikh: Amritsar, Christian: Goa, Velankanni

Unit III

Places of Aesthetic Importance and Artistic excellence – Rajput – Jaipur – Gwalior – Muslim – Qutb Minar – Agra fort – Fatehpur Sikri – Red Fort – Taj Mahal – Charminar Paintings: Ajanta – Ellora – Elephanta – Sithannaval – Lalitpala mahal – Hawa Mahal – Tirumalai Nayak Palace – Serfoji Palace.

Unit IV

National Tourist centres – Beach Resort – Hill Resorts – Wild Life Sanctuaries – Parks – Adventure Tourism – Deserts – Tourism Safaries.

Unit V

Fine Arts and Performing Arts: Classical Dances – Bharatham – Kathak – Kathakali – Odissi – Manipuri Folk Dances: Devarattam – Dummy Horse – Karagam – Oyil – Kummi – Kavadi – Puppet Show Classical Music: Hindustani – Carnatic – Folk Music – Handicrafts.

Books for Reference and Study

Ananthwar M.A., Indian Architecture Vol. II
Alexander Rao, Indian Book Gallery, New Delhi, 1980.
Basham A.L., A Cultural History of India, Clarendon Press, Oxford, 1975.
Francis Brunel, Jewellery of India, Madras 1972.
Krishna Chaitanya, A History of Indian Painting, New Delhi 1979.

TRAVEL MANAGEMENT

Objectives

- ✧ To make the students know about Travel Management.
- ✧ To make the students understand the various transport systems and ticketing.
- ✧ To make the students analyze the functions of travel agencies and allied services connected with travel trading.

Unit I General Introduction

Travel Systems – Air, Train, Road, Sea and Water ways – Travel Formalities and Regulations – Passport – Visa – Foreign Exchange – Customs – Immigrations, etc.

Unit II Travel Agency

Definition – Functions – Travel Agents Associations – IATA and its functions – TAAI, ASTA – PATA, etc.

Unit III Preparation of Tour

Itinerary – Geography of the World Time difference – International Date Line – Modern ticketing and fares – The various departments in a travel agency and their functions – Ticketing.

Unit IV

Travel Accounting Procedures, Mode of Payment – Indian travellers – Non-Resident Indians – Foreign Nationals – Airline Payments – Report and lectures – Budgeting and Commissions.

Unit V

Allied Services connected with travel – Hotels, Transport, Government and their Functions – Functions of Tour Operations – Types of Tours – Guide Services – Types of Tour Packages GIT, FIT.

Books for Reference and Study

- | | | |
|-----------------|---|--|
| Biswanath Ghosh | : | Tourism and Travel Management, Vikas Publishing House, New Delhi, 2000. |
| A. Devanesan | : | Travel Management, Benu Publications Marthandam, 2004. |
| Jag Mohan Negi | : | Travel Agency and Tour Operation, Kanishka Publishers, New Delhi, 1992. |
| Mohinder Chand | : | Travel Agency Managements, An Introductory Text Anmol Publication, New Delhi, 2000 |
| Ratandeep Singh | : | Dynamics of Modern Tourism Kanishka Publishers New Delhi, 1988. |

HOTEL MANAGEMENT

Objectives

- ✧ To give information to the students about Hotel Management.
- ✧ To equip the student for a job opportunity – empower them to be employable.

Unit I

Hotel, Motel definition – Concept – Features – Origin of Hotels – Hotel Management – Definition – Uses of Hotels.

Unit II

Hotel – Typology – Classification – Nature – Star Status – Motel Value – Business Character.

Unit III

Different Departments of a Hotel – Front Office – House Keeping – Stores – Kitchen – food and Beverage – Bar – Laundry – Telephone Exchange – Finance – Engineering.

Unit IV

Front Office Management – Front Office Definition – Reception – Room Sales Section – Organizational Hierarchy – Functions of each staff – salesmanship – Front Office Cashier, Co-ordination with other departments – Procedure of Emergencies – Information Section – Hotel Credits – Foreign Currency – Guest Departure – Safety Locker – Night Auditor – The Transcript – Lobby – Staff, Guest Arrival Departure Procedure Left Luggage – Scanty Luggage Risk – Wake Calls – Other Duties.

Unit V

E-Tourism: Introduction – Computer in Tourism – Net Process – Utilization of Websites – Informations on various tourist places – Tourists and Computer.

Books for Reference

1. Hotel Marketing – Jha S.M.
2. Hotel Front Office – Training Manual – Andrews, Sudhir
3. Hotel House Keeping – Training – Andrews, Sudhir
4. Industrial Management, Hotel and Restaurant Industry – Malhotra, K.K.
5. Food and Beverage – Training Manual Service – Andrews, Sudhir.

VIDEO PRODUCTION

Objectives

- ✧ To provide the students with the skills to make himself /or herself employable
- ✧ To teach him/her the techniques of Video Production i.e. Story Writing, Audio Script and Video Script Writing and Video graphing.

Unit I

Introduction – Mission of a Media Person – How the medium can be used? Techniques and Discipline – Camera Structure – Video Signal Flow and Control Functions – Colour Video System – Lenses – Exercise.

Unit II

Camera Movements – Camera Perspectives – Picture Composition – Operating Techniques.

Unit III

Audio Script Writing – Video Script Writing – Explanation of the Scene.

Unit IV

Conceptualization and Production Planning – Producing and Directing – Production Crew – Locations – Sets – Graphics – Field-Audio – Field-Lighting – Editing.

Unit V

Project: Practical – Producing a Video Disc on anyone of the Social Problems – Demonstration.

YOGA AND NATURE CURE

Objectives

- ✧ To know about the basic nature which is fundamental to good health, To keep fit through the natural means, to maintain perfect health through yoga and Meditation, and to work as Nature therapists in Hospitals and Physiotherapy centre.

Unit I

Nature – Importance of Nature – Yoga and Nature – Importance of Yoga – Common Diseases – Physical Weakness at the Old Age.

Unit II

Five Elements – Impact – Food as Medicine – Fasting – Bathing – Walking – Significance.

Unit III

Yoga Practice – Eight Steps – Pranayama – Meditation – Asanas – Training Centres – Gandhi Museum, Madurai – Siva Sailam and Rishikesh.

Unit IV

Food and Its Importance – Vegetables – Fruits – Green and Roots – Barks of Trees – Value of Fasting.

Unit V

Pioneers in Nature Cure – Thiruvalluvar – Gandhiji – Ramalinga Swamigal – Bikshu Swamiji – Sivananda – Arunachalam and M.Ramakrishna

Books for Reference

1. Bagwan Sri Ramana Maharishi Vidhya Peetam Trust - Fundamentals of Arogya (Tamil).
2. Maharishi K. Arunachalam - Naturopathy (Eyarkai Maruthuvam).
3. K. Lakshmana Sharma - Eyarkai Maruthuvam (Tamil) .
4. T.K.V. Desikachari - Udale Unnai Arathikkiran (Tamil).
5. L. Ganesha Sharma - Let us talk about Health, 'Varungal Pesuvom, Udal Nalam Pattri' (Tamil).
6. M.Ramakrishnan - 'Noyinri Vazha Mudiyyuma' (Tamil).
7. K. Lakshmana Sharma and S.Swaminathan - Speaking on Nature cure.
8. Dr. K. Arunachalam - Gandhi & Yoga.

HUMAN RIGHTS AND VALUE EDUCATION

Objectives

- ✧ A Study of Human Rights is the need of the hour. One should be aware of his/her right and the safeguards of the rights. The total industrialization and the impact of consumerism in one way or other affects the personal, Social, Economic and Political life of an individual. Thus the day to day happening pressurize the people to know more about their rights and safeguards, as enshrined in our constitution and United Nations declaration on Human Rights.
- ✧ This paper enables the student to be preferred by NGOs and Human Rights Right Organizations.

Unit I

Concept of Human Rights and Values – Historical Background – Correlation between Rights and Duties – Natural Rights – Constitutional Law – Parliamentary Law.

Unit II

International Human Rights Standards – Universal Declaration of Human Rights 1948 – Convention on all forms of discrimination against women 1939 – Rights of Girl Child, 1989 – Right against Terrorism – Right & Duty.

Unit III

Indian Constitutional Provisions on Human Rights: Preamble – Fundamental Rights and Duties – Directive Principles of State Policy – Amendments for Rights – Social Awareness on Human Rights

Unit IV

Protective Mechanism – U.N.O. and Organs – Rule of Indian Government and – Non-Governmental Organizations – Role of Judiciary – Non-Judicial Agencies.

Unit V

Human Right Violations – Social Problems – Poverty – Under Development – Illiteracy – Gender Discrimination & Sexual Harassment against Women – Problem of Child Labour – Communal and Caste Conflicts.

Books for Reference

1. Agarwal H.O. Kitab Mahal, Allahabad - Implementation of Human Rights Covenants with Special Reference to India.
2. Arjun Dev, Indirani Arjun Dev & Supta Das - Human Rights.
3. Bani Borgoharn, Kanishka Publications, New Delhi - Human Rights and Social Justice & Political Challenge.
4. Bhagwati P.N - Human Rights Social Justice.
5. Baxi, Upendra Laneer International, New Delhi - Right to be Human.
6. A.R. Desai, Popular Prakashan, Bombay - Violation of Democratic Rights in India.

7. Gokulish Sharma, Deep & Deep Publications, New Delhi - Human Rights and Social Justice.
8. A.R. Desai, Popular Prakashan, Bombay - Repressions and Resistance in India.