

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KARUR – 639 005
M.Phil., HISTORY COURSE STRUCTURE UNDER CBCS SYSTEM
(For the candidates admitted from the year 2012-13 onwards)

Programme Outcomes (POs)

1. Scholars are motivated to find facts newly in the field of history through their inquisition.
2. Scholars are brought to light from the research already done to the newer thrusts of knowledge and implementation in research.
2. Scholars are trained to explore, evaluate and implement their own research in the field of history with assured quality and efficiency.
3. Scholars are to be adopted with a new paradigm of self-learning in the form of review of earlier knowledge acquired.
4. Scholars are to be oriented towards becoming globally competent.

Programme Specific Outcomes (PSOs):

1. Scholars will get different paradigms by acquiring the degree as researchers, teachers, administrators, entrepreneurs etc.
2. Scholars will follow the various methodologies in teaching and research.
3. Scholars will identify their specializations and areas for their research.
4. Scholars will be able to familiarize with the latest approaches in Historical writings to compete with international research.
5. Scholars will undertake micro level research to prove and disprove the existing theories set by Historians and bring them to light the history of the region.
6. Scholars will be able to understand the problems and find the solutions in diverse situations.

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SEMESTER	COURSE	SUBJECT TITLE	SUBJECT CODE	INSTR. HOURS WEEK	CREDIT	EXAM HOURS	MARKS		TOTAL
							INT	ESE	
I	Core Course – I	Research Methodology and Thesis writing	12MHI1	--	4	3	40	60	100
	Core Course – II	Historiography	12MHI2	--	4	3	40	60	100
	Core Course – III	Paper on topic of Research (To be framed by Guide)*	12MHI3A	--	4	3	40	60	100
	Core Course – IV	Teaching and Learning Skills (Common Paper)	12MHI4	--	4	3	40	60	100
II	Dissertation	Viva voce – 50 marks Dissertation – 150 marks	12MHIPW	--	8	--	--	--	200
					--	24			600

Note:* For Course III the syllabus will be framed by the Guide and the Examination will be conducted by the Controller of Examinations.

Allocation of Marks:

Component	Maximum	Passing Minimum
Internal	40	20
End Semester Examinations	60	30
Project Work – Viva Voce	50	25
Project Work – Dissertation	150	75

Component for Internal:

2 Tests = 2x10 = 20 Marks; Term Paper – 10 Marks; and Seminar – 10 Marks

Question Paper Pattern:

5 Questions – Either or Type – 5x12 = 60 Marks

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Subject Code: 12MHI1
GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05
M.Phil., HISTORY – I SEMESTER – CORE COURSE - I
(For the candidates admitted from the year 2012-13 onwards)
RESEARCH METHODOLOGY AND THESIS WRITING

Course Outcomes are

1. To learn the proper modus operandi for doing research
2. To enhance the knowledge on different facets of history
3. To develop inquisition knowledge over history

UNIT-I - Meaning and Definition-Significance of Research-Scope of Research in History- Approaches-Types of Approaches in Research: Historical, Analytical and Scientific Approach- Quantitative and Qualitative Analysis.

UNIT -II - Philosophy of History – Phenomenology – Objectivity – Subjectivity – Causation in History.

UNIT-III - Historical Research: Essential Qualities-Objectives-Inductive and Deductive Methods- Formation of Hypothesis-Scientific Enquiry-Limitations of Historical Research-Choice of Research Topic-Criteria for selecting a Topic-Requisites for a Research Scholar.

UNIT-IV -Methods of Historical Research: Research Procedures-Collection of Evidences-Critical Evaluation of Sources-Presentation—Methods of Criticism – External Criticism-Internal Criticism-Assessment.

UNIT -V -Documentation - Footnotes - Bibliography - Tables and Charts - presentation: Basis of Generalisation-Ideas and Imagination as a principle of Presentation- Narrative and analytical presentation -Major Purposes of Documentation-Preparation of Thesis.

REFERENCES:

Ali, Sheik B. *History: Its Theory and Method*, Delhi, 1978.

Bridget Somekh and Cathy Lewin. *Research Methods in the Social Sciences*, (New Delhi: Vistaar Publications, 2005).

Carr, E.H. *What is History*, London, 1969.

Majumdar, R.C. *Historiography in Modern India*, Bombay, 1970.

Manickam, S. *Theory of History and Methods of Research*, Madurai, 2000.

Rajayyan, K. *Historiography*, Madurai, 1999.

Sreedharan, E. *A Text book of Historiography 500 B.C. to 2000 A.D.*, Delhi, 2004

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Sl. No.: Subject Code: 12MHI2

GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05

M.Phil., HISTORY – I SEMESTER – CORE COURSE - II

(For the candidates admitted from the year 2012-13 onwards)

HISTORIOGRAPHY

1. To know the kinds of history
2. To enhance the knowledge on the development history of various region
3. To develop inquisition knowledge over history
4. To learn the development of history since the antiquity
5. To be able to distinguish the ideology behind the historians which help him to frame the historical and economic policies.

UNIT-I- Definition of History and Historiography-Nature and Scope of History-Uses and Abuses of History-Kinds of History-History and Allied disciplines.

UNIT -III- French Historiography: Annales and Mentalities – Mark Bloch- Fernand Braudel - British Marxist Historians – E.P. Thomson – Eric Hobsbawm -Evolution of Quantitative History in France and U.S.A. (Cliometrics – R.W. Fogel) – Prosopography – Impact of Modernism (Namier) – Structuralism (Claude Levi Straus) and Postmodernism (Jacques Derrida, Michel Foucault).

UNIT -IV - Ancient Indian Historiographers: Bana, Kalhana – Mediaeval Indian Historiography: Alberuni, Barani – Foreign Indologists: James Mill,- Vincent Arthur Smith - Modern Indian Historians: K.P. Jayaswal, R.C. Dutt, J.N. Sarkar, D.D. Kosambi, R.S. Sharma - A.L. Basham - South Indian Historians: K.K. Pillai, K.A. Nilakanta Sastri, K. Rajayyan.

UNIT -V- British Imperialist Historiography- James Mill-V.A.Smith- Indian Nationalist Historiography- Cambridge Historiography- Subaltern Studies.

References

- Ali, Sheik, (1980) *History: Its Theory and Methods*, New Delhi: MacMillan.
- Bloch, Marc. *The Historian's Craft*, (New York 1953). Le Roy Ladurie, "The Event and the 'Long Term'
- Carr, E.H. *What is History?*, (Harmondsworth 1977). Clark, S. _The Annales Historians', in Q.Skinner, (ed.), *The Return of Grand Theory in the Human Sciences*, (Cambridge 1985). Champakalakshmi, R.
- Trade, Ideology and Urbanization: South India 300 B.C to A.D 300*, New Delhi: Oxford University Press, 1996.
- Collingwood, R.G. *The idea of History* (Oxford 1977), Parts III, IV, V.
- Floud, Roderick.(1983) *An Introduction to Quantitative Methods for Historians*, London: Methuen(R.P).
- Guha, Ranajit (1994) *Subaltern Studies Vol. I, IV and VI*, Delhi: OUP.
- Hobsbawm, E.J. *Karl Marx's Contribution to Historiography in Ideology and Social Science* (Suffolk 1972)

Harvey Kay, *The British Marxist Historians* (Polity).Journal of Modern History, 1972.
Jones, R.G. "History the Poverty of Empiricism", in Robin Blackburn ed., *Ideology in Social Science* (Fontana, 1972).
Manicakm S. (1977) *Theory of History & Method of Research*, Paduman Pub., Madurai.
Marwick, National Seminar on Historiography of Tamil Nadu jointly sponsored by the Department of Indian History, University of Madras and I.C.H.R southern region, Bangalore , 28 & 29 March, 2001.
Topolski, Jerzy (1976) *Methodology of History*, Holland: Reidal Publishing Co.
Watson, George (1987) *Writing a thesis: A Guide to Long Essays and Dissertations*, Longman, London.

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M.Phil., HISTORY – I SEMESTER – CORE COURSE -IV
(For the candidates admitted from the year 2012-13 onwards)
TEACHING AND LEARNING SKILLS

Objectives:

After completing the course, scholars will be able to:

1. acquaint different parts of computer system and their functions
2. understand the operations and use of computers and common accessories
3. develop skills of ICT and apply them in teaching learning context and Research
4. appreciate the role of ICT in teaching, learning and Research
5. acquire the knowledge of communication skill with special reference to its elements, types, development and styles
6. understand the terms communication Technology and Computer mediated teaching and develop multimedia/E-content in their respective subject
7. understand the communication process through the web
8. acquire the knowledge of instructional

Unit I: Computer Applications Skills

Computer System: Characteristics, Parts and their functions - Different generations of computer – Operation of Computer: switching on/off/restart. Mouse control, Use of key board and some functions of key – Information and Communication Technology (ICT): Definition, Meaning, Features, Trends – Integration of ICT in teaching and learning – ICT applications: Using word processors, Spread sheets, Power point slides in the classroom – ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations.

Unit II: Communication Skills

Communication Definitions – Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise – Types of Communication: Spoken and Written: Non-verbal Communication – Intrapersonal, Interpersonal, Group and Mass communication – Barriers to communication: Mechanical, Physical, Linguistic & Cultural – Skills of Communication: Listening, Speaking, Reading and writing – Methods of developing fluency in oral and written communication – Style, Diction and Vocabulary – Classroom communication and dynamics.

Unit III: Communication Technology

Communication Technology: Bases, Trends and Developments – Skills of using Communication Technology – Computer Mediated Teaching Multimedia, E – content – Satellite – based communication: EDUSAT and ETV Channels.

Communication through web: Audio and Video applications on the internet, interpersonal communication through the web.

Unit IV: Pedagogy

Instructional Technology: Definition, Objectives and Types – Difference between Teaching and Instruction – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different disciplines – Lecture with power point presentation – Versatility of Lecture technique – Demonstration: Characteristics, Principles, Planning Implementation and Evaluation – Teaching – learning Techniques: Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion – Modes of teaching: CAI, CMI and WBI

Unit V: Teaching Skills

Teaching Skill: Definition, Meaning and Nature: Types of Teaching skills: Skill of Set induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills.

References:

1. Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi.
2. Don Skinner (2005), Teaching Training, Edinburgh University Press Ltd, Edinburgh
3. Information and Communication Technology in Education: A Curriculum for schools and programme of Teacher development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002
4. Kumar, KL (2008) Educational Technology, New Age International Publishers, New Delhi
5. Mangal, S.K. (2002) Essential of Teaching – Learning and Information Technology, Tandon Publications, Ludhiana
6. Michael, D and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New York
7. Pandey, S.K (2005) Teaching Communication, Commonwealth Publishers, New Delhi
8. Ram Babu, A and Dandapani, S (2006), Microteaching (vol. 1 &2), Neelkammal Publications, Hyderabad
9. Singh V.K. and Sudarshan, K.N. (1996) Computer Education, Discovery Publishing Company, New York
10. Sharma, R.A. (2006) Fundamentals of Educational Technology, Surya Publications, Meerut
11. Vanaja, M. and Rajasekar, S (2006), Computer Education, Neelkamal Publications, Hyderabad.