

M.PHIL HISTORY

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

Program Specific Outcomes (PSOs)	
After the successful completion of M.Phil. History program, the students are expected	
PSO1	To acquire mastery of the knowledge in history and its various political and social structures, cultures, specific events, facts, terminologies, conventions, and methodology.
PSO2	To obtain a deep understanding of history with the ability to comprehend the facts and principles of different historical times and make an advance exploration in specific historical topics.
PSO3	To assess the values of unity in diversity and construct a humanitarian approach towards society to become better citizens of their nation and world.
PSO4	To analyze the history of different societies, civilizations, cultures and their interconnection and classify, compare and contrast the events, facts, concepts, ideas and philosophies.
PSO5	To evaluate and recognize the values of history.
PSO6	To integrate their learning from different fields of history to develop a scientific, secular approach towards history and advance arguments in support of right historical contention.
PSO7	To equip with the essentialities of their choice of chosen career.

Program Outcomes (POs)

On successful completion of the M.Phil. History program the learner will

PO1	Acquire mastery of the historical knowledge of the diversity of human experience in political, social, cultural, economic, scientific fields and events over a period of time and space.
PO2	Understand the similarities, differences and interconnections of different histories of the world and acquire multicultural sensitivity by exploring the past in different angles.
PO3	Demonstrate mastery of information literacy through writing about the Indian History, World History, History of Tamil Nadu and Archaeology.
PO4	Communicate historical knowledge, interpretations, and arguments clearly in oral presentations and history projects.
PO5	Illustrate an attitude of research of social relevance and develop a secular, scientific approach towards history.
PO6	Analyze the political, social and cultural aspects of different times, regimes and dynasties.
PO7	Develop worthy intellectual attitude and will acquire the modern skills, aptitude and potentialities of most creative mode in history.

M.PHIL – HISTORY
PAPER – I

SEMESTER : I
CORE COURSE : CCI

SUB CODE : 18MHS1
CREDIT : 4

RESEARCH METHODOLOGY AND THESIS WRITING

Objectives:

- To know the meaning of research in general and research in History in particular
- To impart knowledge of various approaches in Historical Writings
- To acquire skill in methodology of research

Unit – I History Definition and values

Definition of History – Nature, Scope, Value – Uses and Abuses of history – History and other allied subjects – Political, Economic and Cultural

Unit – II Meaning and method of historical research

Meaning of Research – Types of Research – Requisites of a Research scholar – Choice of Research – Topic – Survey of Literature – Archival, Epigraphy, Oral Sources – Framing of Hypothesis – objectivity – subjectivity – conceptual Frame – Causation in history

Unit – III Method of Research

Methodology – Historical Method – Scientific Method – quantitative Method – Qualitative Method – Socio-Matrix Method – Statistical Method

Unit – IV Sources and Techniques

Data – types – Primary and secondary – Use of Empirical data – Website data bank – Tools and Techniques of data collection – The card system – sampling and sample design – Method of sampling

Unit – V Analysis and Writing of Thesis

Analysis and Interpretation of data – Reliability Testing – Internal criticism – External criticism – synthesis – Reasoning – Exposition – Statistical applications in social research – objectivity in Reporting – Drafting process – The format of Thesis – Documentation – Foot Notes – Bibliography – Appendices – Tables – Figures

Reference:

- Joseph Gibaldi - MLA Hand Book for writers of Research Paper, New Delhi 1998
- Kitson, Clark.G - Guide for Research students working on Historical subjects, London 1972
- Manickam.S - Theory of History and Method of Research 1997
- Manickam.V - On History and Historiography, Madurai 2003

Course Outcome		
On the successful completion of the course, student will be able to:		
1	Apply computer knowledge in historical research	K1
2	Apply various techniques and tools in research methodology	K2
3	Create knowledge about the various types and method of research	K3
4	Prepare chart on documentation procedure	K4
5	Draft a thesis scientifically on a particular historical theme	K5

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

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

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

UNIT – V Transport and currency

Growth of Railways and Roads – Tariff policy – Currency and Exchange – History of Indian Rupee – Banking and Credit – Economic impact of British rule in India.

Reference Books:

1. S.C. Roychoudray : Social, Economic and Cultural History of India
2. B.L. Grover : A New Look at Modern Indian History
3. R.C. Dutt : Economic History of India
4. A.R. Desai : Social Background of Indian Nationalism
5. Tirthankar Roy : The Economic History of India 1857- 1947
6. Bipan Chandra : Indian Struggle for Independence
7. Bipan Chandra : The Rise and Growth of Economic Nationalism in India.
8. Sumit Sakar : Modern India

Course Outcome		
On the successful completion of the course, student will be able to:		
1	Encourage students to do research on national issues	K1
2	Study the developments made by the British in India.	K2
3	Understand the economic policies carried out in India.	K3
4	Develop the skill of viewing the national movement from the Subaltern perspective	K4
5	Create knowledge about the transport and currency system in modern India	K5

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

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

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

**M.PHIL – HISTORY
PAPER – III**

SEMESTER : I

SUB CODE : 18MHS3

CORE COURSE : CCIII

CREDIT : 4

Paper on Topic of Research

(Guide Paper)

M.PHIL – HISTORY

PAPER – IV

SEMESTER : I

SUB CODE : 18MCP

CORE COURSE : CCIV

CREDIT : 4

TEACHING AND LEARNING SKILLS

Objective

- To acquaint different of parts computer system and their functions.
- To understand the operations and use of computers and common accessories.
- To develop skills of ICT and apply them in teaching, learning, context and research
- To appreciate the role of ICT in Teaching, Learning and Research
- To acquire the knowledge of communication skills with special reference to its elements, types, development and styles .

UNIT - I : Computer Applications Skills

Computer system: Characteristic, parts and their functions – Different Generation of computer – Operation of computer : Switching on/off/restart, Mouse control, Use of Keyboard 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, Linguistics and 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 Instructions – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different Disciplines – Lecture with power point presentations – Versatility of lecture technique – Demonstration: Characteristics, Principles, Planning Implementations 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, skills of stimulus variations, skill of explaining, skill of probing questions, skill of black board writing and skills of closure – Integration of Teaching skills – Evaluation of Teaching Skills.

Reference:

1. Bela Rani Sharma(2007), Curriculum Reforms and Teaching Methods, Sarup and Sons, NewDelhi.
2. Don Skinner (2005), Teacher 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, K.L(2008) Educational Technology, New Age International Publishers, New Delhi
5. Mangal, S.K(2002) Essential of Teaching – Learning and Information Technology, Tandom Publications, Ludhiyana.
6. Michael, D and William(2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hallm 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 Sundarshan 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. Hydrabad.

Course Outcome		
On the successful completion of the course, student will be able to:		
1	Understand the Terms communication Technology and Computer Mediated Teaching and Develop Multimedia / E-Content in their Respective Subject.	K1
2	Understand the Communication Process Through the Web.	K2
3	Acquire the knowledge of Instructional Technology and its Applications.	K3
4	Develop different teaching skills for putting the content across to targeted audience	K4
5	Create knowledge about the various type of teaching skills	K5

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

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

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

