

DEPARTMENT OF HISTORY
M.Phil History

(FOR THE CANDIDATES ADMITTED FROM
THE ACADEMIC YEAR 2021-2022 ONWARDS)

Semester	Subject Code	Title of the Course	Marks			Credits
			CIA	UE	Total	
Semester I						
Course - I	21MHS1	RESEARCH METHODOLOGY AND THESIS WRITING	25	75	100	4
Course - II	21MHS2	SOCIO ECONOMIC AND ADMINISTRATIVE HISTORY OF INDIA FROM 1757 C.E. – 1947 C.E.	25	75	100	4
Course - III	21MHS3	SOCIAL AND CULTURAL HISTORY OF TAMIL NADU FROM 1529 C.E. TO PRESENT DAY	25	75	100	4
Course - IV	21MCP	TEACHING AND LEARNING SKILLS	25	75	100	4
Semester II						
	21MHS5	Dissertation – 150 Viva voce - 50			200	8

For each course other than the dissertationp

Continuous Internal Assessment - 25 Marks

End Semester - 75 Marks

Total - 100 Marks

Pass Mark CIA – 13 UE - 37

Question paper pattern for course I – IV

Part – A	Part – B	Part – C
Answer all the Questions 10 x 2 = 20 Marks	Internal Choice Type 5x5 = 25 Marks	Answer any 3 Questions 3x10 = 30 Marks
Question 1.2 – I Unit 3.4 – II Unit 5.6 – III Unit 7.8 – IV Unit 9.10 – V Unit	Question 11a (or) 11b – I Unit 12a (or) 12b – II Unit 13a (or) 13b – III Unit 14a (or) 14b – IV Unit 15a (or) 15b – V Unit	Question 16 – I Unit 17 – II Unit 18 – III Unit 19 – IV Unit 20- V Unit

CIA Component

Mid Term Test - 50Marks

Assignment – 1 & 2 (10+10) - 20 Marks

Seminar - 05 Marks

Model Examination - 75 Marks

Total Marks - 150 Marks

Internal Assessment Reduced to 25 Marks

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

SEMESTER	I	CORE COURSE	Sub Code	21MHS1
CORE COURSE	CC-I		Credits	5
RESEARCH METHODOLOGY AND THESIS WRITING				
Course Objectives:				
The main objectives of this course are:				
<ul style="list-style-type: none"> • 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	K3
2	Apply various techniques and tools in research methodology	K3
3	Prepare chart on documentation procedure	K3
4	Apply the concepts of history in future historical research and will offer explanations about analytical historical writings.	K3
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	9	9	9	9	9	9	9
CO2	9	9	3	3	9	9	9
CO3	9	9	3	9	9	3	9
CO4	9	9	9	9	3	9	9
CO5	9	9	9	9	9	9	9
Weightage	45	45	33	39	39	39	45
Weighted Percentage of Course Contribution of PO's	33.33333	33.33333	33.33333	35.13514	35.13514	33.33333	33.33333

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation
 Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

M.PHIL – HISTORY

SEMESTER	I	CORE COURSE	Sub Code	21MHS2
CORE COURSE	CC-II		Credits	4
SOCIO ECONOMIC AND ADMINISTRATIVE HISTORY OF INDIA FROM 1757 C.E. – 1947 C.E.				
<u>Course Objectives:</u>				
The main objectives of this course are:				
<ul style="list-style-type: none"> • To understand the colonial hegemony in India • To Inculcate the knowledge of solidarity shown by Indians against British government • To know the effect of the British rule in India. • To know the educational developments and introduction of Press in India. • To understand the industrial and agricultural bases set by the British for further developments 				

UNIT – I Socio religious movements
Impact of British rule on the Indian Society - Religious Reform Movements – Brahma Samaj – Arya Samaj – Ramakrishna Mission – Aligarh Movement and Muslims – Emancipation of Women and Upliftment of women – Non-Brahmin Movement – Growth of Western Education - Genesis of Political parties – Impact of Freedom Movement on Indian Society.
UNIT – II Constitutional Development
Evolution of Anglo – Indian Administration – Regulating Act, Pitts India Act, Charter Acts of 1813, 1833 and 1853 - End of East India Company – Assumption of power by British Crown – various councils Acts – Minto-Morley Reforms – Montford Reforms – Government of India Act 1935 – India Independence Act 1947.
UNIT – III Development of Administration
Organization of Government Departments – Revenue Administration – Permanent, Ryotwari, Mahalwari settlements – Administration of Justice – Growth of Local Self Government – Indian Civil Service.
UNIT – IV Economic Development
Drain Theory – Commercialization of Agriculture – The Cash Crops – Food Crops – Burden of Peasantry – Famine Code – Growth of Industries – Cotton, Textile, Jute, Sugar and Iron and Steel – Labour Legislation and Trade union Movements.
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	Understand the economic policies carried out in India.	K3
2	Study the developments made by the British in India	K3
3	Encourage students to do research on national issues	K3
4	Develop the skill of viewing the national movement from the Subaltern perspective	K3
5	Know about the social reform sense through the historical process.	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	9	9	3	9	3	9	9
CO2	9	9	9	3	9	9	9
CO3	9	9	9	3	9	9	9
CO4	9	9	3	9	9	9	9
CO5	9	9	3	9	3	3	9
Weightage	45	45	27	33	33	39	45
Weighted Percentage of Course Contribution of PO's	33.33333	33.33333	27.27273	29.72973	29.72973	33.33333	33.33333

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation
 Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

M.PHIL – HISTORY

SEMESTER	I	CORE COURSE	Sub Code	21MCP
CORE COURSE	CC-I		Credits	4
TEACHING AND LEARNING SKILLS				
<p><u>Course Objectives:</u> The main objectives of this course are:</p> <ul style="list-style-type: none"> • 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 acquire the knowledge of communication skills with special reference to its elements, types, development and styles . 				

<p>UNIT - I : Computer Applications Skills</p> <p>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.</p>
<p>UNIT - II : Communication Skills</p> <p>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.</p>
<p>UNIT - III : Communication Technology</p> <p>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.</p>
<p>UNIT – IV: Pedagogy</p> <p>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.</p>
<p>UNIT –V: Teaching Skills</p> <p>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.</p>

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.	K3
2	Understand the Communication Process Through the Web.	K3
3	Acquire the knowledge of Instructional Technology and its Applications	K4
4	Appreciate the role of ICT in Teaching, Learning and Research	K5
5	Develop different teaching skills for putting the content across to targeted audience	K6

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

Mapping with Programme Outcomes							
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CO1	9	9	9	9	9	9	9
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