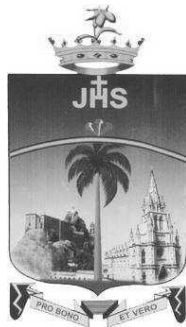


M.PHIL. SYLLABUS - 2013

HISTORY



DEPARTMENT OF HISTORY
St. JOSEPH'S COLLEGE (Autonomous)
Accredited at 'A' Grade (3rd Cycle) by NAAC
College with Potential for Excellence by UGC
TIRUCHIRAPPALLI – 620 002

GUIDELINES FOR FULL TIME M.Phil.

1. **Duration:** The programme runs for one year consisting of two semesters. The Semester-I is from August to February and the Semester- II runs from March to August, of the consecutive year.

2. **Course Work :**

Semester – I			Semester - II		
Course	Title	Cr	Course	Title	Cr
C1	General Skills for Teaching & Learning	3	C5	Dissertation (Topic selected should be relevant to the topic of the Guide Paper)	8
C2	Research Methodology	4			
C3	Core Subject	5			
C4	Guide Paper	5			
Total		17	Total		8

2. a. Each Course should contain 5 units, covering the subject requirements of the courses offered.

Marks for CIA and SE are in the ratio 40 : 60.

The CIA components are **Mid Semester Test (25), End Semester Test (25), Seminar (15), Objective Type Assignment Test (15)**. The total mark 80 will be converted into 40 marks. **The tests and Semester Examination are centrally conducted by COE for 3 hours.**

CIA & SE	Tentatively on
Mid Semester Test	December 2 nd Week
End Semester Test	February 2 nd Week
Semester Examinations	February 4 th Week

Scholar should acquire **a minimum of 20 marks from CIA to appear for SE**. He/She will be declared to have passed in the various courses in Semester I, provided he/she secures not less than 50 marks on an aggregate (CIA+SE).

- 2b(i). In course C1 on ‘ **General Skills for Teaching & Learning**’ the first 3 units are common to all the departments of our college. The first three unit titles are **Soft Skills, E-teaching & E-learning, Elements of Technology of Teaching and Learning**. The remaining two units are department specific to make use of the above mentioned skills & techniques to teach the course subject at the Allied / UG level.

This paper is (to be) designed to exploit the various teaching-learning- research skills to be imbibed / cultivated to make the research scholars to be fit for the profession they would likely to acquire in the Education Industry. Thus only for the course (C1) the written component is 60% and Practical component 40% both in CIA and SE.

2b(ii) **EVALUATION for C1:**

Theory Component: For both CIA & SE, there will be a 2 hour test only from the first **THREE** units. The CIA components are Mid Semester Test (35), End Semester Test (35) and Assignment (30). The total 100 will be converted into 25 marks.

Practical Component: The last **TWO** units are department specific. There is no Mid and End Semester Tests. But the CIA for the same are assessed continuously by the teacher(s) concerned totaling 15 marks. For SE, the Practical evaluation is done by an external examiner.

2. c. Question papers for C1, C2 & C3 are set by external examiner.

2. d. Question paper for C4 will be set and valued by the Research Advisor only.

3. CREDITS

S E M E S T E R - I	Courses	Title		Contact Hrs.	Library Hrs.	Total Hrs.	Cr	CIA Mk	SE Mk	Total Mk
	C1	General Skills for Teaching & Learning	T	3	2	5	2	25	35	60
			P	2	2	4	1	15	25	40
	C2	Research Methodology		5	4	9	4	40	60	100
	C3	Core Subject		5	5	10	5	40	60	100
	C4	Guide Paper		5	5	10	5	40	60	100
	Total			20	18	38	17	160	240	400

S E M E S T E R - I I	C5 - D I S S E R T A T I O N	INTERNAL			EXTERNAL		
			Cr	Mk		Cr	Mk
		Seminar & Review of Related Literature	2	15	Dissertation Evaluation	6	75
		Mid-term review Presentation	2	15	<i>Viva-Voce</i>	2	25
		Dissertation work	3	60			
		<i>Viva-Voce</i>	1	10			
Total		8	100		8	100	

4. Question Pattern

D e s e	Course	Mid & End Semester Tests and Semester Examinations		
	C1	Section A : Short Answers	7/9	7 x 2 = 14
		Section B : Either / Or – Essay Type	3	3 x 7 = 21
		Section A : Short Answers	10	10 x 2 = 20
		Section B : Either / Or – Essay Type	5	5 x 8 = 40
C2	Section A : Short Answers	10	10 x 2 = 20	
	Section B : Either / Or – Essay Type	5	5 x 8 = 40	
C3	Section A : Short Answers	10	10 x 2 = 20	
	Section B : Either / Or – Essay Type	5	5 x 8 = 40	
C4	Open Choice : Comprehensive Type	5/8	5 x 12 = 60	
A r t s	Course	Mid & End Semester Tests and Semester Examinations		
	C1	Section A : Short Answers	7/9	7 x 2 = 14
		Section B : Either / Or – Essay Type	3	3 x 7 = 21
	C2	Open Choice : Comprehensive Type	5/8	5 x 12 = 60
	C3	Open Choice : Comprehensive Type	5/8	5 x 12 = 60
C4	Open Choice : Comprehensive Type	5/8	5 x 12 = 60	

5. Dissertation

For carrying out the dissertation, it is mandatory to strictly adhering to the rules of the college as given below:

5.1 Requirement

Every student is expected to give two seminars one concerning review of related literature within the four weeks from the beginning of the second semester and the other on Data Analysis/Result/Mid Term Review just before the submission of the final draft of the dissertation

5.2 Submission

Candidates shall submit the Dissertations to the Controller of Examination **not earlier than five months but within six months** from the date of the start of the Semester –I. The above said time limit shall start from 1st of the month which follows the month in which Semester - I examinations are conducted. If a candidate is not able to submit his/her Dissertation within the period stated above, he/she shall be given an extension time of **four** months in the first instance and another **four** months in the second instance with penalty fees. If a candidate does not submit his/her Dissertation even after the two extensions, his/her registration shall be treated as cancelled and he/she has to re-register for the course subject to the discretion of the Principal. However the candidate need not write once again the theory papers if he/she has already passed these papers.

At the time of Submission of Dissertation, the guide concerned should forward the mark for 90% as stated above to the COE in a sealed cover

5.3 Requirement

For the valuation of dissertation it is mandatory to have passed in all the four courses. One external examiner and the Research Adviser shall value the Dissertation. The external examiner should be selected only from outside the college and shall be within the colleges affiliated to Bharathidasan University. In case of non-availability, the panel can include examiners from the other university/colleges in Tamil Nadu. The external examiner shall be selected from a panel of 3 experts suggested by the Research Adviser. However, the Controller of Examination may ask for another panel if he deems it necessary. Both the internal and external examiner will evaluate the Dissertation and allot the marks separately. However the *viva-voce* will be done by both of them. The average marks will be considered.

5.4 Viva-Voce

The external examiner who valued the Dissertation and the Research Adviser shall conduct the *Viva-Voce* for the candidate for a maximum of 100 marks. A Candidate shall be declared to have passed in *viva-voce* if he/she secures not less than 50% of the marks prescribed for Dissertation and 50% of the marks in the aggregate of the marks secured in *Viva-Voce* and Dissertation valuation. *A student can undertake dissertation in the second semester whether or not he/she has passed the first semester.*

6. CLASSIFICATION OF SUCCESSFUL CANDIDATES

6.1 The candidates who pass the Semester – I and Semester – II examinations in their first attempt shall be classified as follows:

No.	Total Marks secured in Semester – I and Semester – II Examinations	Classification
1.	80% and above in the case of Science Subjects & 75% and above in the case of Arts and Social Science Subjects	I Class with Distinction
2.	60% to 79% in the case of Science Subjects & 60 % to 74% in the case of Arts and Social Science Subjects	I Class
3.	50% to 59% in all the subjects	II Class

Note : Mathematics, Statistics and Computer Science Application shall be treated as Science Subjects

6.2 Candidates who pass the courses in more than one attempt shall be declared to have completed the programme under II Class.

6.3 Candidates who have failed in the courses may take the supplementary exams conducted by the COE immediately. Even then if they could not complete the course(s), they will be given two more chances only to appear for those courses along with the next batch scholars. The maximum duration for the completion of the M.Phil., Programme is 2 Years.

7. ATTENDANCE

Daily attendance for 90 working days should be enforced for the students.

Periodical report of a student to the guide concerned should be recorded in the register kept by the guide.

8. **Scholar must obtain 80% of attendance per semester in order to appear for the Semester Examinations/Viva-Voce**

M.Phil., History Course Pattern – 2013

Sem	Code	Title of The Paper
I	13 MHS 101	Course – C1 : General Skills for Teaching and Learning
	13 MHS 102	Course – C2 : Research Methodology and Thesis Writing in History
	13 MHS 103	Course – C3 : History of Ideas
	13 MHS 104A	Course – C4 : Social and Cultural History of Tamil Nadu From 1565 To 1967 AD
II	13 MHS 205	Course – C5 : Dissertation

Objectives

To provide students a theoretical background of educational psychology and its important concepts

To help them understand the application of theories of educational psychology in education practice

To equip them with methods of teaching of history

To enhance the employability of the students by empowering them with Soft Skills.

Learning Activities

To learn the habit of cooperative behavior within the family and community.

To acquire knowledge through observation, study and experimentation

To prepare tools for formal learning namely literary and manual.

To practice the basic concept of E-Learning and develop skills in computer application

UNIT – I SOFT SKILLS

- a. Communication Skills - Oral – Written – Verbal – Non-Verbal – Aids and Blocks – Intrapersonal and Interpersonal Communication - Effective Communication.
- b. Behavioural Skills – Attitude – Time Management – Leadership – Team Building
- c. Lateral Thinking – Conventional Teacher and Lateral Teacher – Creativity and Innovation.
- d. Different types of Interviews – Facing Interviews– Dress Code – Do's and Don'ts – Frequently Asked Questions – Preparing a Resume – Mock Interviews
- e. Group Discussion - Group Dynamics – Knowledge – Thinking – Listening – Leadership – Mock GDs.

UNIT – II e-LEARNING & e-TEACHING

An overview of Microsoft Office – MS Word – 2007 – MS Excel – 2007 – MS

Power Point – 2007.

World Wide Web Concepts – Making use of

Concepts in e-Resources and e-Design: – Creating Web Pages by using Web page

Web Resources – Web Site Creation Concepts Audio Files.

Editors – Creating Web Graphics – Creating Web

UNIT – III ELEMENTS OF TECHNOLOGY OF TEACHING AND LEARNING

Psychology – Meaning Branches Scope and Methods – Emerging areas of

Educational Psychology – Kinds' and Levels' of Learning – Different theories of learning –

Factors affecting Learning – Intrinsic and Extrinsic Motivation – Memory and Forgetting –

Approaches to Learning (Pavlov, Skinner) – Creative Thinking – Theories of Intelligence.

UNIT – IV TEACHING OF HISTORY:

Methods: Lecture Method – Discussion Method – Story Telling Method – Project Method – Inductive and Deductive Method - Interpretative Method – Comparative Method – Analytical Method - Dramatization – Participatory Research Appraisal (PRA) – ICT Method – Map Reading – Mind Mapping.

UNIT – V PRACTICAL:

Lesson Planning for UG & PG: Aims and Objectives - Motivation -- Specific Learning Activities - Evaluation – Aids Preparation – Note Making – Bibliography Preparation – Audio - Visual Presentation (OHP & PP T) - History Lab – Questionnaire Preparation – Field Visits to Historical Sites.

References:

1. Alex K. *Soft Skills*, S. Chand Publication, New Delhi, 2009.
2. Edward De Bono: *Lateral Thinking*.
3. Joyce Cox, Curtis Frye, *Step by 2007 Microsoft Office System*, Printics Hall of India Private Ltd, New Delhi, 2007. Chapter: 1-8 and 13-16
4. Lindaren Henry, *Educational Psychology in Classroom*, Asia Publishing Home.
5. Margaret Levine Young, *Internet: The Complete Reference*, Tata McGraw – Hill Publishing Company Limited, New Delhi, 2007

Books for Study:

1. Agarwal J.C., *Teaching of History*, Neelkamal Publications Private Ltd.,
2. Holt Richard, *Psychology of Class Room Learning* –
3. Nagarajan K., S.D. Selvakumar, G. Devaraj and Dr. R. Srinivasan, *Educational Psychology*, Ram Publishers, 2003. New Delhi, 2006.
4. Pathak, *Teaching of History*. New Delhi.
5. Ravindran G, S.P.B. Elango and L. Arockiam: *Success through Soft Skills*.

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.*

Learning Activities:

*To apply computer knowledge in historical research
To apply various techniques and tools in research methodology
To prepare chart on documentation procedure
To draft a thesis scientifically on a particular historical theme*

Unit – I : Meaning & Methods in Historical Research

Meaning of Research – Research in History – Various Historical Research Methods:
Basic and Applied - Descriptive and Interpretative - Interdisciplinary Nature of
History – Conceptual Framework – Periodization

Unit – II: Approaches in Historical Writings

Theocratic – Imperialistic – Nationalistic – Capitalist – Marxist – Communalistic –
Ethnic Approaches – Annales School – Cliometrics – Subaltern – Postmodernist
Approaches

Unit – III: Quantification Techniques and Tools

Statistical Tools – Interview Method – Questionnaire – Computer Applications in
Historical Research

Unit – IV: Thesis Writing

Selection of a Research Topic – Collection of Data – Primary Sources – Secondary
Sources – Web Sources – Analytical and Synthetic Operations – Objectivity and
Subjectivity

Unit – V: Structuring Thesis:

Scope and Objectives – Review of Literature - Hypotheses – Chapterization –
Documentation: Footnotes – Endnotes – Bibliography – Appendices – Tables &
Charts – Abbreviation – Glossary – Conclusion – Thesis Presentation

Books for Study:

1. Sheik Ali, *History: Its theory and Methods*, New Delhi, 1980.
2. Manickam S., *Theory of History & Method of Research*, Padumam Publishers, Madurai, 1997.
3. Manickam, V., *On History and Historiography*, Clio Publications, Madurai, 2003.
4. Nilakantasastry, K.A., *Historical Method in Relation to Indian History*, Chennai, 1956.
5. Rajayyan, K., *History in Theory and Method*, Madurai, 2000.
6. Romila Thapar, (Ed.), *Recent Perspectives of Early Indian History*, London, 1995.

Reference Books:

1. Bedekar, V.H, *How to Write Assignments, Research Papers, Dissertation and Theses?* Kanak Publication, New Delhi, 1982.
2. Burke, Pefer (Ed.), *New Perspectives in Historical Writing*, Cambridge, London, 1990.
3. Satyamurthy K. *Handbook of Research Methodology in History*, Sterling Publishers Private Limited, New Delhi, 1995
4. Robert, B., Daniels, *Studying History, How & Why Historical Writing*, Engelwood Cliffs, New Jersey, 1966
5. Topolski, Jerzy, *Methodology of History*, Redial Publishing Co., Holland, 1976.

Objectives

To understand the evolution of ideas through the ages

To develop skill in forming new concepts

To study the developments of various trends in history

Learning Activities

To write an assignment on creative thinkers and their ideologies

To participate in debates

Unit – I: Evolution of Ideas in History:

Idea of God, World and Man – Theocentric Ideas – Secular Ideas – Age of Reason – Causation in History – Determinism in History – Crisis in History

Unit – II: Development of Concepts and Ideologies

Imperialism – Materialism – Socialism – Dialectical – Materialism – Positivism – Logical Positivism (Empiricism) – Historicism – Existentialism – Evolutionism – Nationalism – Communalism – Multi Culturalism – Structuralism – Modernism – Post Modernism – Liberalism

Unit – III: Concepts

Ethic of Peace: Non – Violence and Satyagraha – Internationalism – Non – Alignment Movement – Progress in Modern times

Unit – IV: Ideas in Application

Marxist School of Thought – Annales School of Thought – Subaltern School of Thought

Unit – V: Debates in History

1. Subaltern Approach – Dynastic Approach
2. Theories of Indian Feudalism – European Feudalism
3. Brahminism – Dravidianism
4. Secularism – Fundamentalism
5. The North – the South conflict in the New world order.

Book for Study:

E. Sreedharan, *A Text Book of Historiography* (500 BC to AD – 2000)

Reference Books:

1. Blackburn, Robin (Ed.), *Ideology in Social Sciences* (Fontana, 1972)
2. Bloch, Marc, *The Historian's Craft* (New York, 1953)
3. Carr, E. H, *What is History* (Harmondsworth, 1977)
4. Clark, S, *The Annals Historians* in Q. Skinner (Ed.), *The Return of Grand Theory in the Human Sciences* (Cambridge, 1985)
5. Collingwood, R.G, *The Idea of History*, (Oxford, 1977), Parts – III, IV & V
6. Kay, Harvey, *The British Marxist Historians* (Polity)
7. Marwick, Arthur, (1984), *The Nature of History*, Hong Kong: Macmillan (Reprint)Topolski, Jerzy, (1976), *Methodology of History*, Holland: Redial Publishing Co.
8. *Dictionary of The History of Ideas*, Vol. II & III, (New York Charles Scribner's Sons)
9. David L. Sills (Ed.), *International Encyclopedia of the Social Sciences*, Collier-MacMillan Publishers, London, 1972.
10. John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*, New York, 2004

13MHS104A

**C4: SOCIAL AND CULTURAL HISTORY OF TAMIL NADU
FROM 1565 TO 1967 AD**

Objectives

To analyze the social and cultural changes in Tamil Nadu in the later medieval and modern periods.

To understand the origin and growth of DMK Movement in Tamil Nadu

To evaluate the social changes in Tamil Nadu during the British rule

Learning activities

To debate certain issues between 1565 to 1967

To prepare articles on Cultural History of Tamil Nadu

To collect various sources for social and cultural history between 1600 to 1967

Unit I : Sources

Sources for the Social and Cultural History – Archa eological Sources – Literary Sources – Foreign Accounts

Unit – II : A brief Study of the Rules

Coming of the Europeans – Vijayanagar Empire – Nay aks Rule – Maratha Rule - Muslims Rule – British Ascendancy – Reaction of Tam ils and Awakening.

Unit – III: Social History

Nayak Period – Vijayanagar Rule – Maratha Period – Muslim Period – British Rule – Society during the Nineteenth and Twentieth Century

Unit – IV: Cultural History

Development in Art – Architecture – Education and L iterature.

Unit – V: Socio-Cultural Changes in Tamil Nadu from 1947 - 1967

The Role of Dravidian Movement in Tamil Nadu – Role of Social Reformers in Tamil Society – Government Policy for Social Change.

Books for Study:

1. Arumairaj, M, *17th Century Tamilaham as Gleaned from the Jesuit Letters*, STAR Publications, Tiruchirappalli, 2003.
2. Mahalingam, T.V, (1985), *A Topographical lists of Inscriptions in the Tamil Nadu and Kerala States*, S. Chand & Company Ltd, New Delhi
3. Sathianathaiyar, *17th Century Tamil Nadu*.
4. Velmani, KSK., (1998), *Gazetteers of Tamil Nadu – Tiruchirappalli* , Vol. I & II, Chennai.
5. Rajayyan, K. *Real History of Tamil Nadu*, Madurai.

Reference Books:

1. Hemingway, FR., (1907), *Trichinopoly District Gazetteer*, Madras.
2. Lewis Moore, (1878), *Tiruchinopoly District Manual*, Madras.
3. Pharaoh, (1855), *A Gazetteer of Southern India*, Madras
4. Robert Sewell, (1980), *Forgotten Empire (Vijayanagar Empire), A Contribution to the History of India*, Narosa Publishing House, New Delhi.
5. Robert L. Hardgrave, *Justice Party and Tamil Renaissance*.
6. Eugene Irschick, *Tamil Revivalism in the 1930s*, Crea Publication, Madras, 1986.
7. Nambi Anuraman. K. *Tamil Renaissance and Dravidian Movement*, Koodal, Madurai, 1980.