

# **BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI – 620 024.**

## **M.Phil. PROGRAMME (HISTORY) (for candidates admitted from the academic year 2009 -2010 onwards) Course Structure**

Semester	Course	Title of the Paper	Marks			Exam Hours	Credit
			IA	UE	Total		
<b>I</b>	Course I	Research Methodology and Thesis writing	40	60	100	3	4
	Course II	Historiography	40	60	100	3	4
	Course III	Paper on Topic of Research (To be framed by the Guide) *	40	60	100	3	4
	Course IV	Teaching and Learning Skills (Common Paper)	40	60	100	3	4
<b>II</b>	Dissertation	Viva                      Dissertation 50 Marks                      150 Marks			200		8
	<b>Total</b>		<b>210</b>	<b>390</b>	<b>600</b>		<b>24</b>

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

### **Marks**

Maximum            - 100 marks (passing minimum 50 marks)

External             - 60 marks (Passing minimum 30 marks)

Internal              - 40 marks (Internal Assessment as per M.Phil Regulations Vide-P.3)

### **Question Paper Pattern**

Written (University) Examination

5 Questions to be asked (5 x12 =60 Marks)

Essay type Questions with internal choice (Questions in either / or Model)

Choosing two questions from each unit.

## **Course I - RESEARCH METHODOLOGY AND THESIS WRITING**

**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.

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

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

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Malcolm Williams, *Science and Social Science: An Introduction*, (London and New York: Routledge, 2000).

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

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.

### **Course –II HISTORIOGRAPHY**

**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 –II-** Evolution of the discipline of History: Greco-Roman History – Herodotus-Thucydides –Livy - Church Historiography - St. Augustine -Medieval Arab Historiography: Ibn Khaldun - Enlightenment Historiography – Voltaire – Hegel – Gibbon –Ranke .

**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:

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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, Special No. on Annales.

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M.L.A. *Hand Book for Researchers Thesis & Assignment Writing* (1990) New Delhi: Wily Eastern.

Sharma, Ram Sharan. *Indian Feudalism*, Madras: Macmillian India Ltd, 1965.

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Stone, Lawrence, (1983) *The Past and the Present*, Boston: Routledge & Kegan Paul.

Thapar, Romila. *From Lineage to State: Social Formations in the Mid-First Millenium B.C*, New Delhi: Oxford

University Press, 1984.

“Theories of Nationalism and Cambridge Historiography” 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.

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## **COURSE IV - TEACHING AND LEARNING SKILLS**

### **Objectives:**

After completing the course, scholars will be able to:

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

Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi

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Vanaja, M. and Rajasekar, S (2006), Computer Education, Neelkamal Publications, Hyderabad







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