



**BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI – 620 024.**  
**M.Phil. HISTORY (FT/PT) PROGRAMME**

(For the candidates to be admitted from the academic year 2018-19 onwards)

**ELIGIBILITY : PG Degree in History**

**PROGRAMME OBJECTIVES :**

1. To make the students to understand the different facets of research to enable them to carve the right niche for their identity.
2. Enlighten students on historical writings of different styles and approaches which provides them a broader arena to choose and cherish.
3. To provide a sense of equilibrium in understanding issues and solutions.
4. To inculcate mental maturity in dealing with social problems and societal imbalance.
5. To provide space to perform a leadership role through analytical judgment.
6. To keep pace with the development in other related disciplines for effective management of history in various social work settings.
7. To prepare for higher responsibilities to develop curriculum oriented undertakings.

**PROGRAMME STRUCTURE**

Semester	Course	Title of the Paper	Exam Hours	Credits	Marks		
					IA	UE	Total
I	Course I	Research Methodology	3	4	25	75	100
	Course II	Historiography	3	4	25	75	100
	Course III	Teaching and Learning Skills (Common Paper)	3	4	25	75	100
	Course IV	Paper on Topic of Research (The syllabus will be prepared by the Guide and the examination will be conducted by the COE)	3	4	25	75	100
II	Dissertation & Viva-Voce	Dissertation 150 Marks Viva 50 Marks	---	8	---	---	200
	<b>Total</b>				<b>24</b>	---	<b>600</b>

**PROGRAMME OUTCOMES :**

1. Demonstrate professionalism, self-awareness, leadership, and effective communication skills
2. Aware of societal and curriculum issues and will be fit enough to deal.
3. Apply knowledge and skills in a broader sense towards the development of learning generation.
4. Understand the theories of historical writing and its application in preparing curriculum and research oriented publications.
5. Possess the skills required to integrate concepts from various disciplines to understand history in its proper perspectives.
6. Become competent to assume more advanced leadership positions, achieve a higher salary, get promoted quickly, stay up-to-date on the latest practices, enjoy increased job opportunities, and fulfill maximize learning potential
7. Be able to work in government organizations and NGOs and undertake suitable responsibilities that deal with social harmony and upkeep.

**COURSE I**  
**RESEARCH METHODOLOGY**

**Course Objectives :**

- To know the meaning of Research Methodology and its significance
- To enlighten the historical evidences and critical evaluation of sources
- To study the historical research and preparation of thesis

**UNIT I**

Definition and Scope of Research in History - Significance – Approaches : Historical, Analytical and Scientific - Quantitative and Qualitative Analysis.

**UNIT II**

Sources : Primary and Secondary - 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 conceptualization as a principle of Presentation- Narrative and analytical presentation.

## **REFERENCES:**

1. Ali, Sheik B. *History: Its Theory and Method*, Delhi, 1978.
2. Bridget Somekh and Cathy Lewin. *Research Methods in the Social Sciences*, (New Delhi: Vistaar Publications, 2005).
3. Carr, E.H. *What is History*, London, 1969.
4. Floud, Roderick. (1983). *An Introduction to Quantitative Methods for Historians*, London: Methuen (R.P).
5. Majumdar, R.C. *Historiography in Modern India*, Bombay, 1970.
6. Manickam, S. *Theory of History and Methods of Research*, Madurai, 2000.
7. Malcolm Williams, *Science and Social Science: An Introduction*, (London and New York: Routledge, 2000).
8. Martin Hollis. *The Philosophy of Social Science: An Introduction*, (New Delhi: Cambridge University Press, 2000).
9. M.L.A. *Hand Book for Researchers Thesis & Assignment Writing* (1990) New Delhi: Wily Eastern.
10. Rajayyan, K. *History in Theory and Method*, Raj Publications, Madurai, 1999.
11. Sreedharan, E. *A Text book of Historiography 500 B.C. to 2000 A.D.*, Delhi, 2004
12. Topolski, Jerzy (1976) .*Methodology of History*, Holland: Reidal Publishing Co.
13. Watson, George (1987). *Writing a thesis: A Guide to Long Essays and Dissertations*, Longman, London.
14. Subramanian N., *Historiography and Research Methodology*, Ennes Publication, Udumalpet 1973.

## **Course Outcomes :**

1. Understand the concept of research methodology and its applications.
2. To impart skills in collection, selection and proper utilization of primary and secondary sources.
3. Analyze various means and ways in undertaking and accomplishing research.
4. To prepare students in selection of topic, collection of data, critical analysis and proper interpretation of data and documentation of evidence based outcome.

## **COURSE II HISTORIOGRAPHY**

### **Course Objectives**

- To understand the meaning of History and Historiography
- To trace the evolution of Historical Writings
- To know the contributions of various Historians

### **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**

Different School of Thoughts :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 ). Subaltern Studies

### **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 –

### **UNIT V**

South Indian Historians: K.K. Pillai, K.A. Nilakanta Sastri, T.V. Mahalingam, K. Rajayyan.  
S. Krishnaswamy Iyengar, N. Subramanian, M. Rajamanikkar, R. Sathyanatha Aiyar, Y. Subburayalu

## REFERENCES :

1. Ali, Sheik, (1980) *History: Its Theory and Methods*, New Delhi: MacMillan.
2. Bloch, Marc. *The Historian's Craft*, (New York 1953). Le Roy Ladurie, "The Event and the 'Long Term'"
3. Carr, E.H. *What is History?*, (Harmondsworth 1977).
4. Clark, S. 'The Annales Historians', in Q.Skinner, (ed.), *The Return of Grand Theory in the Human Sciences*, (Cambridge 1985).
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7. Floud, Roderick. (1983) *An Introduction to Quantitative Methods for Historians*, London: Methuen (R.P).
8. Guha, Ranajit (1994) *Subaltern Studies Vol. I, IV and VI*, Delhi: OUP.
9. Hobsbawm, E.J. *Karl Marx's Contribution to Historiography in Ideology and Social Science* (Suffolk 1972)
10. Harvey Kay, *The British Marxist Historians* (Polity).
11. *Journal of Modern History*, 1972, Special No. on Annales.
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14. Marwick, Arthur, (1984), *The Nature of History, Hong Kong: Macmillan* (Reprint).
15. Maurice Aymard and Harbans Mukhia, (eds.), *French Studies in History*, (New Delhi, 1988) on "Social History", in the *Territory of the Historian*.
16. M.L.A. *Hand Book for Researchers Thesis & Assignment Writing* (1990) New Delhi: Wiley Eastern.
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18. Stein, Burton, *History of India*, Oxford: Basil Blackwell, 1998.
19. Stern, Fritz, (1973) *Varieties of History*, New York: Vintage Books.
20. Stone, Lawrence, (1983) *The Past and the Present*, Boston: Routledge & Kegan Paul.
21. Thapar, Romila. *From Lineage to State: Social Formations in the Mid-First Millennium B.C*, New Delhi: Oxford University Press, 1984.
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23. Topolski, Jerzy (1976) *Methodology of History*, Holland: Reidal Publishing Co.
24. Watson, George (1987) *Writing a thesis: A Guide to Long Essays and Dissertations*, Longman, London.

## Course Outcomes :

1. Understand the meaning of History in its proper perspective.
2. Trace the evolution of Historical writings and highlight the contributions of noted foreign, Indian and Tamil historians
3. Highlight the importance of History as a Discipline.
4. Analyze the different schools of thought and their implications in History.
5. Attach importance to innovative and meaningful concepts viz. Subaltern Studies.

## COURSE III

### TEACHING AND LEARNING SKILLS

#### Objectives:

- 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 Technology and its Applications
- Develop different teaching skills for putting the content across to targeted audience

#### UNIT I : Computer Application Skills

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-- **ICT for Professional Development**: Concept of professional development; institutional efforts for competency building; individual learning for professional development using professional networks, OERs, technology for action research, etc.

#### UNIT II : Communications 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 : 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

## **UNIT IV : E- Learning, Technology Integration and Academic Resources in India**

Concept and types of e-learning (synchronous and asynchronous instructional delivery and means), m-learning (mobile apps); blended learning; flipped learning; E-learning tools (like LMS; software's for word processing, making presentations, online editing, etc.); subject specific tools for e-learning; awareness of e-learning standards- Concept of technology integration in teaching- learning processes; frameworks guiding technology integration (like TPACK; SAMR); Technology Integration Matrix- Academic Resources in India: MOOC, NMEICT; NPTEL; e-pathshala; SWAYAM, SWAYAM Prabha, National academic depository, National Digital Library; e-Sodh Sindhu; virtual labs; eYantra, Talk to a teacher, MOODLE, mobile apps, etc.

## **UNIT V : Skills of Teaching and Technology based assessment**

Teaching skills: 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- **Technology for Assessment:** Concept of assessment and paradigm shift in assessment; role of technology in assessment 'for' learning; tools for self & peer assessment (recording devices; e-rubrics, etc.); online assessment (open source software's; e-portfolio; quiz makers; e- rubrics; survey tools); technology for assessment of collaborative learning like blogs, discussion forums; learning analytics

### **References**

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3. Don Skinner (2005), Teacher Training, Edinburgh University Press Ltd., Edinburgh
4. Information and Communication Technology in Education: A Curriculum for schools and programmed of Teacher Development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002.
5. Jereb, E., & Šmitek, B. (2006). Applying multimedia instruction in e-learning. Innovations in Education & Teaching International, 43(1), 15-27.
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9. Michael,D and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New york.

10. Pandey,S.K (2005) Teaching communication, Commonwealth Publishers, New Delhi.
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13. Sharma,R.A., (2006) Fundamentals of Educational Technology, Surya Publications,Meerut
14. Vanaja,M and Rajasekar,S (2006), Computer Education, Neelkamal Publications, Hyderabad.

**Course Outcomes :**

After completing the course, the students will:

- Develop skills of ICT and apply them in Teaching Learning context and Research.
- Be able to use ICT for their professional development
- Leverage OERs for their teaching and research
- Appreciate the role of ICT in teaching, learning and Research.
- Develop communication skills with special reference to Listening, Speaking, Reading and Writing
- Learn how to use instructional technology effectively in a classroom
- Master the preparation and implementation of teaching techniques
- Develop adequate skills and competencies to organize seminar/conference/workshop/symposium/panel discussion
- Develop skills in e-learning and technology integration
- Have the ability to utilize Academic resources in India for their teaching
- Have the mastery over communication process through the web.
- Develop different teaching skills for putting the content across to targeted audience.
- Have the ability to use technology for assessment in a classroom

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