

GOVERNMENT ARTS COLLEGE (AUTONOMOUS)

KUMBAKONAM - 612002

PG & RESEARCH DEPARTMENT OF HISTORY

M. Phil SYLLABUS (2020-2021 ONWARDS)



GOVERNMENT ARTS COLLEGE (AUTONOMOUS)

KUMBAKONAM – 612 002

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM.

Re-accredited with 'A' Grade by NAAC & Affiliated to Bharathidasan University

M. Phil HISTORY

(Effective for those admitted from 2020-2021 onwards)

Paper - 1 - RESEARCH METHODOLOGY AND THESIS WRITING

Subject Code:	Credits:	External Marks:	Hours:
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Outcome:

The students will be able

1. To know the meaning of research in general and research in History in particular.
2. To impart knowledge of various approaches in historical writings
3. To acquire skill in methodology of research

UNIT –I: Research: Meaning and Definition of Research– 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: Methodology: Definition and Importance – Scientific Methodology – Historical Methodology – Inductive, Deductive and Integrative Methods –Disciplinary and Inter-disciplinary Methods: Their advantages.

UNIT – III: Research Topic: Requisites for a Research Scholar- Choice of Research Topic – Criteria for selecting a Topic- Formulation of Hypothesis --Making Foot Notes–Preparing a Working Bibliography —The Preliminary Outline

UNIT – IV: Methods of Historical Research: Research Procedures – Collection Evidences–Critical Evaluation of Sources –Methods of Criticism: External and Internal Criticism – Assessment.

UNIT – V: Documentation: Meaning, Purpose and Content of Documentation– Thesis: Fruit of Thesis– The Drafts—Research Design--Tables and Charts—Research Format—Major Parts—Checklist for Good Thesis-Final Form.

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, **An Introduction to Quantitative Methods for Historians** London.
5. Majumdar, RC, **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. Rajayyan, K, **Historiography**, Madurai, 1999.
10. G.Venkatesan, **A Study of Historiography**, V.C Publications, Rajapalayam, 2013.

QUESTION PATTERN

The question paper setter is kindly informed to strictly follow the following question paper pattern

	Unit-I	Unit-II	Unit-III	Unit-IV	Unit-v
Section-A Question no	1&2	3&4	5&6	7&8	9&10
Section-B Question no	11(a&b)	12(a&b)	13(a&b)	14(a&b)	15(a&b)
Section-C Question no	16	17	18	19	20

Section A- 10*2=20 Marks ---All questions must be answered)

Section B- 5*5=25 Marks -----Either (a) or (b)

Section C-3*10=30Marks ---Three out of five questions must be answered

Total Marks = 75

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Paper - 2 - HISTORIOGRAPHY

Subject Code:	Credits:	External Marks:	Hours:
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Outcome:

This course aims at introducing important issues related to historical method by giving the students a broad overview of significant, including recent, historiographical trends. The aim is to acquaint students with important historiographical interventions and issues related to the historian's craft.

UNIT – I: Definition of History and Historiography – Nature and Scope of History—History and Philosophy – 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, Edward Gibbon – Romanticist Historiography: Rousseau, Kant and Hegel

UNIT – III: French Historiography : Annals 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) – Structuralism (Claude Levi Straus) and Postmodernism (Jacques Derrida Michel Foucault)

UNIT – IV: Ancient Indian Historiographers: Bana, Kalhanda – Medieval 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 , A.Smith – Indian Nationalist Historiography – Cambridge Historiography – Subaltern Studies

REFERENCES

1. Ali, Sheik, History: **Its Theory and Methods** New Delhi (1980): MacMillan.
2. Bloch, Marc, **The Historian's Craft**, (New York 1953)
3. Le Roy Ladurie, “ **The Event and the ‘Long Term’**”
4. G. Venkatesan, **A Study of Historiography**, Rajapalyam, 2013

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Section C- $3 \times 10 = 30$ Marks ---Three out of five questions must be answered

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Paper - 3 - TEACHING AND LEARNING SKILLS

Subject Code:	Credits:	External Marks:	Hours:
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Outcome:

- 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.

Unit I: Computer Applications skills

Computer System: Characteristics, Parts and its functions – Different generations 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, 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: 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 of set induction, Skills 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:

1. Cantoni, L., & Danowski, J. A. (Eds.). **Communication and Technology**. Berlin: De Gruyter Mouton. (2015).
2. Caperna A., ***Integrating ICT into Sustainable Local Policies***

3. Carnoy, Martin. **"ICT in Education: Possibilities and Challenges."** Universitat Oberta de Catalunya, 2005.
4. Grossman, G.; Helpman, E. **"Outsourcing in a global economy"**. Review of Economic Studies. (2005)
5. Feridun, Mete; Karagiannis, Stelios (2009). **"Growth Effects of Information and Communication Technologies:** Empirical Evidence from the Enlarged EU". Transformations in Business and Economics.
6. Oliver, Ron. **"The Role of ICT in Higher Education for the 21st Century:** ICT as a Change Agent for Education." University, Perth, Western Australia, 2002.

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Section C- $3 \times 10 = 30$ Marks ---Three out of five questions must be answered

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Paper - 4 – GUIDE PAPER

Subject Code:	Credits:	External Marks:	Hours:
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Section-B Question no	11(a&b)	12(a&b)	13(a&b)	14(a&b)	15(a&b)
Section-C Question no	16	17	18	19	20

Section A- 10*2=20 Marks ---All questions must be answered)

Section B- 5*5=25 Marks -----Either (a) or (b)

Section C-3*10=30Marks ---Three out of five questions must be answered

Total Marks = 75