

**PERIYAR E.V.R COLLEGE, (AUTONOMOUS),
TIRUCHIRAPPALLI-23.**

M.Phil COURSE STRUCTURE FROM 2015-2016 (MCBCS)

SL. NO		COURSE TITLE	Hrs.	Credits	Internal Exam	External Exam	TOTAL
I SEMESTER							
1	Core I	Research Methodology and Thesis Writing		4	40	60	100
2	Core II	History of India: Themes and Perspectives		4	40	60	100
3	Core III	Sources of Historical Writings		4	40	60	100
4	Core IV	Teaching and Learning Skills		4	40	60	100
		TOTAL	0	16	160	240	400
II SEMESTER							
5	VIVA VOCE	Project	-	8	200		200
		TOTAL	0	8			
		GRAND TOTAL		24	160	240	600

1	Dissertation and Viva - Voce - 200						
	Dissertation				150 Marks		200
	Viva-Voce				50 Marks		
2	Continuous Internal Assessment (CIA) - 40						
	Tests (2 x 10)				20 Marks		
	Assignment				10 Marks		40
	Seminar				10 Marks		
3	Term Examination				60 Marks		100
					TOTAL		100
					GRAND TOTAL		300

Core - I

Research Methodology And Thesis Writing

- I : Meaning of Research - Types of Research - Methodology of Research in Social Science - Research Problems.
- II : Approaches in Historical Research : Impact of Scientific approach on Historical Research - Interdisciplinary approach to History.
- III : Combining Qualitative Quantitative Methods in Historical Research - De - construction as a Method of Research - Empirical Research Methods.
- IV : Historical Method - Heuristics : Choosing a Research topic - Data collection - Sources : Primary and Secondary - Interviews - Research Design and Hypothesis.
- V : Analysis of Data : External Criticism and Internal Criticism - Synthetic Operations - Objectivity and Subjectivity in Thesis Writing - Drafting of Thesis - Documentation - Footnotes - Bibliography - Tables and Charts - Computer and its role in Research.

REFERENCES

- Bridget Somekh and Cathy Lewin, *Research Methods in the Social Science*, Vistaar Publications, New Delhi : 2005.
- Floud, Roderick, *An Introduction to Quantitative Methods for Historians*, Methuen (R.P), London.
- Malcolm Williams, *Science and Social Science An Introduction*, Routledge, London and New York 2000.
- Martin Hollis, *The Philosophy of Social Science : An Introduction*, Cambridge UP, New Delhi, 2000.
- M.L.A. Handbook for Researchers Thesis and Assignment Writing*. Wily Fastern, New Delhi, 1990.
- Topolski, Jerzy, *Methodology of History* Reidal Publishing Co., Holland, 1976.
- Watson, George *Writing a Thesis A Guide to Long Essays and Dissertations* Longman, London, 1987.
- Rajayyan, K. *History of Theory and Method*, Maduari, 2004.

Core - II

History of India: Themes and Perspectives

- Unit I : State Formation : Concept of State - Types - State formation in the Sangam Age - State formation under the Mauryas - Imperial Guptas - Theocratic state of the Delhi Sultanate - Indian Feudalism: Mansabtari system - Nayaks system - Poligari system: British Colonialism to Imperialism.
- Unit II : Society: Concept and Elements of the society - caste system in India : Economic policy. of the British - Decline of the Village Industries - Poverty in India - Development of Modern Industries - Modern Means of Transport and Communications.
- Unit III : Culture: Concept of culture - Distinction between culture and civilization - Dravidian culture - Aryan culture - Evolution of composite culture in India - Impact of Islam and Western Ideas on Indian culture.
- Unit IV : Art and Architecture : Temple Architecture : Jain and Buddhist Architecture - Indo - Islamic style - Indo - Saranic style - Indo - European Style - Gothic Architecture - Music, Dance, Drama and Cinema.
- Unit V : Popular Movements : Socio - Religious Reform Movements in the 19th and 20th Centuries - Self Respect Movement - Peasant Movement - Chipco Movement - Social Legislations.

REFERENCES

Abid Husain, *The National Culture of India*, National Book Trust of India

Basham A.L., *The Wonder That Was India*, vol. 1.

Desai A.R., *Social Background of Indian Nationalism*, Bombay, 1991.

Farquhar J.N., *Modern Religious Movements in India*, Munshiram Manoharlal

Gilbert Slater, *Dravidian Element in Indian Culture*.

Jawaharlal Nehru, *The Discovery of India*, Penguin.

Kosambi D.D, *The Culture and Civilization of Ancient India in Historical Outline*, 'popular Book Depot.

Panikkar K.N., *Culture, Ideology. Hegemony*, Tulika

Rashceduddin Khan (ed), *Composite Culture of India*, Allied Publishers

Romila Thapar. *A History of India*, vol 1, Penguin.

Satish Chandra, *History of Medieval India*, Orient Langman, New Delhi, 2007.

Viswanathan E.sa., *The Political Career of E. V Ramasami Naicker*, Madras, 1983.

Rajayyan, K., *Administration and Society in the Carnatic, 1701-1801*, Sri Venkateswara University, 1966

Rajayyan, K., *Rise and Fall of the poligars of Tamilnadu*, University of Madras, Madras 1974.

The History and Culture of the Indian people, *The Age of Imperial Unity*, Bharatiya Vidya Bhavan, 1968.

The History and Culture of the Indian People, *The Classical Age*, Bharatiya Vidya Bhavan, Vol-III, 1970.

Neelakanda Sastri, *The Colas*, University of Madras, Madras.

Percy Brown, *Indian Architecture, (Islamic Period)*, Bombay, 1968.

Core - III

Sources of Historical Writings

- Unit I : Sources: Concept - Types - Indigenous and Foreign sources - Foreign Accounts. Archaeological sources - Numismatics Artefacts - Internet sources - Recent excavations and their importance : Indus region - Tamil Nadu.
- Unit II : Inscriptions: Copying and publication - Archaeological Survey of India - Tamil Nadu Archaeological Department - South Indian Inscriptions series - Reports of the Archaeological Survey of India - Annual Report on Indian Epigraphy.
- Unit III : Numismatics: Indian Coins: Ancient, Medieval and Modern Times - Foreign coins - Their Significance.
- Unit IV : Archival sources: Definition and Types of Archives - Select Archives: National Archives of India, New Delhi; Tamil Nadu State Archives, Chennai and British Museum Library, London.
- Unit V : Sources in the Museum: Definition and kinds of Museum - Administration - Select Museums: British Museum, London; National Museum, New Delhi; Salar Jang Museum, Hyderabad; Government Museums in Chennai, Pudukkottai and Tiruchirappalli - Their Historical significance - Indian Laws regarding Antiquities.

References

Iyyappan and Satyamoorthy, *A Hand Book on Museum Techniques*,

Jeyaraj, V., *Museology Heritage Management*, Government Museum, Chennai, 2005.

Parmeshwari Lal Gupta, *Coins*, National Book Trust, New Delhi, 1969.

Sundara Raj, M., *A Manual of Archival Systems and the World of Archives*,

Thiyagarajan, J., *Archives Keeping*, Prabha Publications, Madurai, 2002.

Core - 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 skill 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 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 Techniques: 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 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.

Don Skinner (2005), *Teacher Training*, Edinburgh University Press Ltd., Edinburgh.

Information and Communication Technology in Education : A Curriculum for Schools and Programme of Teacher development, Jonathan Anderson and Tom Van Weert, UNESCO, 2002

Kumar, K.L (2008), *Education Technology*, New Age International Publishers, New Delhi.

Mangal, S.K. (2002), *Essential of Teaching - Learning and Information Technology*, Tandon Publications, Ludhiana.

Michael,D and William (2000), *Integrating Technology into Teaching and Learning: Concepts and Applications*, Prentice Hall, New York

Pandey, S.K. (2005), *Teaching Communication*, Commonwealth Publishers, New Delhi

Ram Babu, A and Dandapani, S (2006), *Microteaching*, (Vol. 1&2), Neelkammal Publications, Hyderabad.

Singh V.K and Sudarshan K.N (1996), *Computer Education*, Discovery Publishing Company, New York

Sharma, R.A (2006), *Fundamentals of Educational Technology*, Surya Publicattens, Meerut

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