

M. Phil.
HISTORY
SYLLABUS - 2018



St. JOSEPH'S COLLEGE (Autonomous)

Special Heritage Status Awarded by UGC
Accredited at 'A' Grade (3rd cycle) by NAAC
College with Potential for Excellence Conferred by UGC

DBT-STAR & DST-FIST Sponsored College

TIRUCHIRAPPALLI - 620 002, INDIA

GUIDELINES FORM.PHIL. PROGRAMME

1. Duration

The programme runs for one year of two semesters. The Semester- I is from August to February and the Semester- II runs from March to August, of the following year.

2. Course Work

Semester-I			Semester-II		
Course	Title	Cr	Course	Title	Cr
C1	Professional Skills for Teaching - Learning	4	C5	Dissertation (Topic selected should be relevant to the topic of the Guide Paper)	8
C2	Research Methodology	4			
C3	Core Course	4			
C4	Guide Paper	4			
Total		16	Total		8

- A) Each Course should contain 5 units, covering the subject requirements of the courses offered. **Marks for CIA and SE are in the ratio 25: 75.**

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

A candidate shall be declared to have passed Course I, II, III and IV, if he / she secures not less than 40% of the marks in both CIA and the University Examination and 50% of the marks in the aggregate (i.e. continuous internal assessment and the written Examination taken together.

- B) In course C1 on ‘**Professional Skills for Teaching– Learning**’ the first three units are common to all the Departments of the 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 Core Course.

The C1 Course is (to be) designed to explore the various Teaching – Learning – Research Skills to be imbibed / cultivated to make the research

scholars to be fit for the profession they are likely to acquire in the Education Sector.

Departments will be permitted to offer either paper 2 or paper 3 as Open Online Course to the M.Phil. students. The evaluation method will be the same for both C2 and C3 Courses.

C) Evaluation:

C.1:

For CIA and 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 (15) and Practical Component(15). The total mark 100 will be converted into **25** marks.

C.2, C.3 & C.4:

The CIA components for C-2, C-3 and C-4 are Mid Semester Test (25), End Semester Test (25), Seminar (30), Objective Type test /Assignment (20). *(The marks of Mid semester test (75), End semester test (75) will be converted into 25 each.)*

The total mark 100 will be converted into 25 marks. The tests and Semester Examination are centrally conducted by COE for 3 hours.

- Question papers for C1, C2 & C3 are set by External Examiners.
- Question paper for C4 will be set and valued by the Research Advisor only.
- The evaluation method will be the same for both C2 and C3 Courses.

3. Credits

	Courses	Title		Contact hours	Library hours	Total hours	Credit	CIA marks	SE marks	Total marks
Semester-I	C1	Professional Skills for Teaching-Learning	T	3	2	5	3	25	50	100
			P	2	2	4	1		25	
	C2	Research Methodology		5	4	9	4	25	75	100
	C3	Core Paper		5	5	10	4	25	75	100
	C4	Guide Paper		5	5	10	4	25	75	100
Total				20	18	38	16	100	300	400

Semester-II	C5	Internal	Cr	Mk	External	Cr	Mk
		Seminar & Review of Related Literature	1	15	Dissertation Evaluation	6	75
		Mid-term Review Presentation	1	15	Viva-voce	2	25
		Dissertation Work	4	50			
		Publication of Research Articles	1	10			
		Viva-voce	1	10			
Total		8	100		8	100	

4. Question Pattern

Course	Mid & End Semester Tests		
SCIENCE			
C1	Section A: Short Answers Section B: Either/Or - Essay Type	7/9 3	7×2 = 14 3×7 = 21
C2	Section A: Short Answers Section B: Either/Or - Essay Type	10 5	10×3 = 30 5×9 = 45
C3	Section A: Short Answers Section B: Either/Or - Essay Type	10 5	10×3 = 30 5×9 = 45
C4	Open Choice: Comprehensive Type	5/8	5×15 = 75
ARTS			
C1	Section A: Short Answers Section B: Either/Or - Essay Type	7/9 3	7×2 = 14 3×7 = 21
C2	Open Choice: Comprehensive Type	5/8	5×15 = 75
C3	Open Choice: Comprehensive Type	5/8	5×15 = 75
C4	Open Choice: Comprehensive Type	5/8	5×15 = 75

Course	Semester Examination		
SCIENCE			
C1	Section A: Short Answers Section B: Either/Or - Essay Type	7/9 3	7×2 = 14 3×12 = 36
C2	Section A: Short Answers Section B: Either/Or - Essay Type	10 5	10×3 = 30 5×9 = 45
C3	Section A: Short Answers Section B: Either/Or - Essay Type	10 5	10×3 = 30 5×9 = 45
C4	Open Choice: Comprehensive Type	5/8	5×15 = 75
ARTS			
C1	Section A: Short Answers Section B: Either/Or - Essay Type	7/9 3	7×2 = 14 3×12 = 36
C2	Open Choice: Comprehensive Type	5/8	5×15 = 75
C3	Open Choice: Comprehensive Type	5/8	5×15 = 75
C4	Open Choice: Comprehensive Type	5/8	5×15 = 75

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 Examinations **not earlier than five months but within six months** from the date of the start of the Semester –II. The above said time limit shall start from the 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 marks to the CoE through HOD in a sealed cover

5.3 Publications

All the M.Phil. Scholars should publish atleast one Research article in the reputed Journals before the submission of their dissertation. Publication of research article will be considered as CIA component. According to the type of Journals marks will be distributed to each article as follows.

UGC approved Journals	-	10 marks
Other Journals with ISSN number	-	8 marks
ReTeLL or Seminar /Conference Proceedings	-	6 marks

5.4 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.

5.5 Curbing Plagiarism

According to The draft of University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Education Institutions) Regulations, 2017. Before submitting the thesis every students should submit the draft and get the certificate from the college library which will be issued after the verification of plagiarism. The certificate should be enclosed along with the thesis.

Plagiarism would be quantified into following levels in ascending order of severity for the purpose of its definition:

Level-0: Similarities upto 10% Excluded

Level-1: Similarities above 10% to 40%

Level-2: Similarities above 40% to 60%

Level-3: Similarities above 60%

Penalties for Students Plagiarism Disciplinary Authority (PDA) of the HEI, based on recommendations of the Academic Misconduct Panel (AMP), shall impose penalty considering the severity of the Plagiarism.

- i. Level 0: Similarities upto 10% - Minor Similarities, no penalty.
- ii. Level 1: Similarities above 10% to 40% - Such student shall be asked to submit a revised script within a stipulated time period not exceeding 6 months.
- iii. Level 2: Similarities above 40% to 60% - Such student shall be debarred from submitting a revised script for a period of one year.
- iv. Level 3: Similarities above 60% -Such student registration for that programme shall be cancelled.

5.6 Viva-Voce

An open Viva-Voce examination shall be conducted by both the external examiner and the supervisor **and shall be attended by members of Department Research Committee members, all faculty members of the departments, other research scholars and other interested experts / researchers** and evaluated jointly by the Examiner and the Supervisor. The valuation of M.Phil. Dissertations and the viva-voce examination shall be carried out on the same day at the place of the Research Supervisor (viva is to be conducted only if the student passes in the valuation of the dissertation). The mark should be sent to the Controller of Examinations by the Research supervisor. A candidate shall be declared to have passed Part-II Examination if he secures not less than **55%** of the marks both in internal and external.

6. Classification of Final Results

- i. The classification of final results shall be based on the CGPA, as indicated in Table 2.
- ii. For the purpose of Classification of Final Results, the candidates who earn the CGPA 9.00 and above shall be declared to have qualified for the Degree as “Outstanding”. Similarly, the candidates who earn the CGPA between 8.00 and 8.99, 7.00 and 7.99, 6.00 and 6.99, and 5.00 and 5.99 shall be declared to have qualified for their Degree in the respective Programmes as “Excellent”, “Very Good”, “Good”, and “Above Average” respectively..
- iii. Absence from an examination shall not be taken as an attempt.

Table-1: Grading of the Courses

Marks Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above but below 90	9	A+
70 and above but below 80	8	A
60 and above but below 70	7	B+
50 and above but below 60	6	B
Below 50	NA	RA

Table-2: Final Result

CGPA	Corresponding Grade	Classification of Final Results
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
Below 5.00	RA	Re-Appearence

- 6.1 Credit based weighted Mark System is to be adopted for individual semesters and cumulative semesters in the column 'Marks Secured' (for 100).
- 6.2 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. **The Scholar must obtain 80% of attendance per semester in order to appear for the Semester Examinations/Viva-Voce.**

M. Phil. HISTORY**Programme Outcomes (POs)**

1. Scholars are to be adopted with a new paradigm of self-learning in the form of review of earlier knowledge acquired.
2. Scholars are brought to light from the previous investigation completed to the newer thrusts of knowledge and implementation in research.
3. Scholars are trained to design, implement and evaluate secured information (hard and soft) systems with assured quality and efficiency.
4. Scholars are to be oriented towards becoming globally competent.

Programme Specific Outcomes (PSOs):

1. The scholars will have acquired the techniques and skills in Teaching-Learning.
2. Scholars will follow the various methodologies in teaching and research.
3. Scholars will identify their specializations and areas for their research.
4. Scholars will be able to familiarize with the latest approaches in Historical writings to compete with international research.
5. Scholars will undertake micro level research to prove and disprove the existing theories set by Historians and bring them to light the history of the region.
6. Scholars will document and interpret the empirical statistical analysis with social issues.
7. Scholars will create a base for historical research in their own.
8. Scholars will be able to understand the problems and find the solutions in diverse situations.

Sem.	Code	Title of the paper
I	18MHS101	Course-1: Professional Skills for Teaching-Learning
	18MHS102	Course-2: Research Methodology and Thesis Writing in History
	18MHS103	Course-3: History of Ideas
	18MHS104A	Course-4: Environmental History
	18MHS104B	Course-4: Social History of South India
	18MHS104C	Course-4: Social and Cultural History of Tamil Nadu (From 1565 to 1996 AD)
II	18MHS205	Course-5: Dissertation

Paper-I

PROFESSIONAL SKILLS FOR TEACHING-LEARNING

Course Outcomes:

1. To introduce the teaching and dynamics of teaching- learning
2. To facilitate e-learning /e-teaching with the ICT tools
3. To acquire expertise with methods of teaching of history
4. To enhance the teaching of history with modern ICT tools.
5. To empower scholars with soft skills
6. To acquire knowledge through observation, study and experimentation

Unit-I: Soft Skills

- a. Introduction to Soft skills, Soft Skills Vs Hard Skills, types of Soft Skills
- b. Communication skills-Basics in communication, structure of written and oral sentences, Verbal, non-verbal, body language, JOHARI Window, Intrapersonal and Interpersonal Communications, Activities in Effective Communication
- c. Behavioral Skills- Leadership skills, Time Management, Creativity and Lateral thinking
- d. Interview Skills-Resume Writing, Different types of interviews, Etiquettes in interviews, Mock interviews
- e. Team Building and Group Discussion- Progressive stages of Team Building, Parameters of GD (Special reference to attending, listening, responding skills), Mock Group GDs

Unit-II: Techniques and Dynamics of Teaching –Learning

- a. Emerging trends in Educational psychology – Meaning, Scope and Methods
- b. Learning- Different Theories of Learning, Approaches to learning (Classical Conditioning- Ivan Pavlov; Operant conditioning- B.F.Skinner); kinds of learning, factors affecting learning
- c. Motivation: Intrinsic and extrinsic motivation, Development of memory and intelligence

Unit-III: e-Learning and e-Teaching

An overview of Microsoft office-2007: MS WORDS-2007-MS Excel-2007-MS Powerpoint-2007, Concepts in e-Resources and e-design: World Wide Web Concepts- Making use of Web Resources- We site creation concepts-

Creating Web Page Editors- Creating Web graphics- Creating Web Audio files.

Unit-IV: Teaching of History

Methods: Lecture Method- Discussion Methods- Narrative Method (ballad) - Project Method- Inductive and Deductive Method- Interpretative Method- Comparative Method- Analytical method- Dramatization- Particularly Research Appraisal (PRA) - ICT Method- Map Reading- Mind Mapping – Abstract Method

Unit-V: Practicals

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

References Books

1. JASS Winners in the making. Introduction to soft skills. St. Joseph's college, Trichy, 2013.
2. Covey, Stephen, 7 habits of highly effective people, Free press, 2004
3. Dennis A. Trinkle, *Writing, Teaching and Researching History in the Electronic Age: Historians and Computers*, Routledge; 1 edition, 1998
4. Driscoll, M P (1994). *Psychology of learning for instruction*, Boston Allyn and Bacon, 1994
5. Gardner, Howard, *Frames of mind: the theory of multiple intelligences* Basic Books; 3 edition, 2011.
6. Joyce Cox 2007 Microsoft© Office System Step by Step, Microsoft Press; 2 edition 2008
7. Pathak, *Teaching of History*, New Delhi, 2006
8. Satyamurthy K. *Handbook of Research Methodology in History*, New Delhi, 1995,
9. M.E. Shraque, Manio Carraters: James F. Voss, *Cognitive and Instructional processes in History and Social sciences*, Lawrence Associate, 1994
10. Trishna ,Knowledge system how to do well in GDs and interviews. Reprographic and printing services, Secunderabad, 2004

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	Code 18MHS101	Title of the Paper PROFESSIONAL SKILLS FOR TEACHING-LEARNING											Hours 5	Credits 2			
		Programme Outcomes (POs)			Programme Specific Outcomes (PSOs)										Mean Score of COs		
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3				PSO4	PSO5
CO1	4	3	4	4	4	5	3	2	3	3	2	1	1	2	1	1	2.9
CO2	4	4	4	5	4	4	4	2	3	3	2	1	2	2	1	2	3.2
CO3	4	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	3.8
CO4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3.9
CO5	4	4	4	3	5	4	4	4	4	4	2	4	4	2	4	4	3.8
CO6	3	4	4	5	5	5	5	3	3	3	4	4	4	4	4	4	4.0
Overall Mean Score for COs																	3.6

Result: The Score for this Course is 3.6 (High Relationship)

Note:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs =	$\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs =	$\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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18MHS102

**Paper-II
RESEARCH METHODOLOGY AND
THESIS WRITING IN HISTORY**

Course Outcomes

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 dexterity in methodology of research.
4. To apply documentation part effectively in Historical research.
5. To comprehend the Quantification tools in Historical research
6. To prepare structure of phases of Historical research

Unit-I: Research Methods

Research in History –Historical Research Methods: Basic and Applied - Descriptive and Interpretative - Interdisciplinary Nature of History.

Unit-II: Approaches in Historical Writings

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

Unit-III: Methods and Tools

Quantification Techniques and Tools– Statistical Tools – Interview Method – Questionnaire – Computer Applications in Historical Research

Unit-IV: Research Methodology

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

Unit-V: Structuring Thesis

Scope and Objectives – Review of Literature - Hypothesis –Chapterization – Documentation: Drafting- Footnotes -Endnotes – Bibliography – Appendix – Table- Chart – Abbreviation – Glossary– Introduction- Conclusion – Thesis Presentation.

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. SheikAli, *History: Its theory and Methods*, Macmillan Publishers India Limited, New Delhi, 1980.
4. Manickam, S., *Theory of History & Method of Research*, Padumam Publishers, Madurai, 1997.
5. Manickam, V., *On History and Historiography*, Clio Publications, Madurai, 2003.
6. Nilakantasastry, K.A., *Historical Method in Relation to Indian History*, University of Madras, Chennai, 1956.
7. Rajayyan, K., *History in Theory and Method*, Raj Publishers, Madurai, 2000.
8. RomilaThapar, (Ed.), *Recent Perspectives of Early Indian History*, Popular Prakashan, London, 1995.
9. Satyamurthy K. *Handbook of Research Methodology in History*, Sterling Publishers Private Limited, New Delhi, 1995
10. Robert, B., Daniels, *Studying History, How & Why Historical Writing*, Englewood Cliffs, NJ: Prentice-Hall, 1966
11. Topolski, Jerzy, *Methodology of History*, Redial Publishing Co., Holland, 1976.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	Code 18MHS102	Title of the Paper RESEARCH METHODOLOGY AND THESIS WRITING IN HISTORY										Hours 5	Credits 2		
		Programme Outcomes (POs)		Programme Specific Outcomes (PSOs)										Mean Score of COs	
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6				PSO7
CO1	4	4	4	3	4	5	4	4	4	4	4	2	4	2	3.7
CO2	4	4	4	4	4	3	5	4	3	4	4	4	4	4	3.9
CO3	3	4	4	4	4	3	4	4	4	3	4	4	4	3	3.7
CO4	4	5	5	4	4	4	4	4	5	5	4	4	4	4	4.3
CO5	4	5	5	4	4	4	5	3	4	4	5	5	5	5	4.4
CO6	4	4	5	5	4	4	4	4	5	5	4	4	4	5	4.4
Overall Mean Score for COs												4.1			

Result: The Score for this Course is 4.1 (Very High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

Values Scoring:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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18MHS103

Paper-III
HISTORY OF IDEAS

Course Outcomes

1. To familiarize with the evolution of ideas through the ages
2. To comprehend the process of Human consciousness through ideologies.
3. To study the developments of various trends in understanding history
4. To figure out the ongoing thought process on Ideas of protest.
5. To disseminate the debated issues in India.
6. To evolve the spirit of curiosity to understand the Mind and things.

Unit-I: Evolution of Ideas in History

Theocentric Ideas - Secular Ideas - Causation in History - Determinism in History - Crisis in History- Methods of Historical narrative

Unit-II: Epistemological Ideology

Metaphysics- Materialism- Sophism- Skepticism-Empiricism-Humanism-Rationalism-Liberalism - Kantianism -Socialism - Communism- Utilitarianism - Pragmatism- Positivism- Existentialism-Logical Positivism - Deconstructionism

Unit-III: Political Ideology

Evolutionism-Nationalism-Communalism-Multi Culturalism - Structuralism - Modernism-Post Modernism- Post Structuralism

Unit-IV: Ideas of Protest

Non-Violence - Satyagraha - Non-Alignment Movement- Ideas of dissent & protest- Social Media Protest

Unit-V: Debates in History

1. Indian Feudalism – European Feudalism
2. Brahminism – Dravidianism
3. Secularism – Fundamentalism
4. Majoritarianism – Composite Culture

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*, Parts – III, IV & V (Oxford, 1977),
6. David L. Sills (Ed.), *International Encyclopedia of the Social Sciences*, (London, 1972).
7. Kay, Harvey, *The British Marxist Historians: An Introductory Analysis* (London 1994)
8. Marwick, Arthur, *The Nature of History*, (Hong Kong 1984),
9. E. Sreedharan, *A Text Book of Historiography* (500 BC to AD – 2000) (New Delhi 2004)
10. John Lewis Gaddis, *The Landscape of History:How Historians Map the Past*, (New York, 2004)
11. Wiener, Philip P (Ed.), *Dictionary of The History of Ideas*, Vol. II & III, (New York Charles Scribner's Sons)

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	Code 18MHS103	Title of the Paper HISTORY OF IDEAS														Hours	Credits	
		Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)										Mean Score of COs
		PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	3	4	4	5	2	2	4	5	5	4	4	4	4	4	3.8			
CO2	3	4	4	5	2	3	4	4	5	4	4	4	4	4	3.8			
CO3	3	4	4	5	2	4	3	4	4	4	4	4	4	4	3.8			
CO4	3	4	4	5	2	3	4	4	4	4	5	5	4	4	3.9			
CO5	4	4	4	5	3	3	4	4	5	5	5	5	4	4	4.2			
CO6	4	5	5	5	3	4	4	5	5	5	5	4	4	4	4.4			
Overall Mean Score for COs																		
4.0																		

Result: The Score for this Course is 4.0 (Very High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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18MHS104A

Paper-IV ENVIRONMENTAL HISTORY

Course Outcomes

1. To understand the concepts and terms related to Environment
2. To analyze the Natural resources available
3. To evaluate the social changes and human intervention in the environment
4. To debate certain issues related to hazards
5. To educate the scholars to understand challenges to environment
6. To collect various sources based on environmental History

Unit-I: Basic Concepts

Origin – Institutional – Theory – Earth – Atmosphere - Eco-System - Bio diversity

Unit-II: Natural Resources

Solar Energy – Wind – Land – Water – Forest

Unit-III: Human Intervention of Environment

Food Gathering – Hunting - Cave settlement – Pastoral approach - Agricultural Life - Industrial Technology

Unit-IV: Hazarders Environment

Cyclone – Earth Quake - land slide – Volcanic Eruption - Sea Industries

Unit-V: Challenges of Environment

Green House Effect – Pollution - Ozone problem - Global Warming – Industrialization – Modernization - Deforestation – Inland Water System - Water Sharing Dispute

References:

1. Surender Singh, *Geography*, Tata McGraw Hills General Studies Manual, New Delhi, 2002.
2. Tara Chand, *Tata McGraw Hills General Studies Manual*, New Delhi, 2001.
3. Indian Geography, *Tata McGraw Hills General Studies Manual*, New Delhi, 2002.
4. Chauhan, R. N, *Geography*, New Delhi, 2000.

5. Alan Strahler and Arthur Strahler, *Physical Geography*, II Edition. New York, 2005
6. Sushil Kumar and Sharma, *Environmental Management*. New Delhi, 2000.
7. Singh. R.B. and Thakur, D. K, *Environmental Management*. Mumbai, 2000.

18MHS104B

Paper-IV SOCIAL HISTORY OF SOUTH INDIA

Course Outcomes

1. To understand the origin and growth of society
2. To analyze the Social changes in South India
3. To evaluate the social changes taken in the south Indian history.
4. To debate certain issues related to social status
5. To educate the scholars to understand themselves as victim of the present society
6. To collect various sources based on social History

Unit-I: Early Structure of Society and Social Theory

Human – Family – Group – Society – Social Formation - Theory of Social History

Unit-II: Settlement of the People

Settlements – Migrations – Land settlements – Occupations – Arts and Performing Arts - Role of Power holders

Unit-III: Possession of Social Status

Social classifications – Divisions – Social Status – Ritual performances – Religion based Society - Power and Authority

Unit-IV: Discrimination in the Society

Elite Class – Noble Class – Intermediary Class – Peasant Class – Tribal Class – Depressed Class – Privileged Class - Under Privileged Class

Unit-V: Current Issues

Communal Conflicts (Religion, Caste, Language) – Caste Politics – Threaten to the Marginalized and Minorities

References:

1. Eugene Irschick, (1986) Tamil Revivalism in the 1930s, Crea Publication, Madras.
2. Hemingway, FR., (1907), Trichinopoly District Gazetteer, Madras.
3. Lewis Moore, (1878), Tiruchinopoly District Manual, Madras.
4. Mahalingam, T.V, (1985), A Topographical lists of Inscriptions in the Tamil Nadu and Kerala States, S. Chand & Company Ltd, New Delhi
5. Pharaoh, (1855), A Gazetteer of Southern India, Madras

6. Rajayyan, K. (2005) Tamil Nadu: A Real History, Madurai.
7. Robert, L. Hardgrave, Justice Party and Tamil Renaissance.
8. Robert Sewell, (1980), Forgotten Empire (Vijayanagar Empire), A Contribution to the History of India, Narosa Publishing House, New Delhi.

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Paper-III

SOCIAL AND CULTURAL HISTORY OF TAMIL NADU (FROM 1565 TO 1996 A.D.)

Course Outcomes

1. To analyze the Social and Cultural changes in Tamil Nadu
2. To understand the origin and growth of DMK party in Tamil Nadu
3. To evaluate the social changes in Tamil Nadu during the British rule
4. To debate certain issues between 1565 to 1967
5. To prepare articles on Cultural History of Tamil Nadu
6. To collect various sources based on social and cultural history between 1600 to 1967

Unit-I

Sources for the social and cultural history – archaeological sources – literary sources – foreign accounts

Unit-II

A brief study of the Political History: Coming of the Europeans – Vijayanagar Empire – Nayaks rule – Maratha rule - Muslims Rule – British occupation – Reaction of Tamils and awakening.

Unit-III

Social History: Nayak Period – Vijayanagar rule – Maratha Period – Muslim Period – British Rule – Society during the nineteenth and twentieth centuries - Society

Unit-IV

Cultural History: Art – Architecture – Education and Literature – religion from 1565.

Unit-V

Socio-Cultural changes from 1947 to 1996– The Role of Dravidian Movement– Social reformers – Government policies for social change.

Books for Study:

1. Arumairaj, M, (2003), *17th Century Tamilaham as Gleaned from the Jesuit Letters*, STAR Publications, Tiruchirappalli.
2. Mahalingam, T.V, (1985), *A Topographical lists of Inscriptions in the Tamil Nadu and Kerala States*, S. Chand & Company Ltd, New Delhi

3. Velmani, KSK., (1998), *Gazetteers of Tamil Nadu – Tiruchirappalli*, Vol. I & II, Chennai.
4. Rajayyan, K. (2005) *Tamil Nadu: A Real History*, 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. EugeneIrschick, (1986) *Tamil Revivalism in the 1930s*, Crea Publication, Madras,.
7. NambiAnuraman. K. (1980) *Tamil Renaissance and Dravidian Movement*, Koodal, Madurai