SACRED HEART COLLEGE,CHALAKUDY

(Autonomous)



BA HISTORY HONOURS

(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)

SYLLABUS & MODEL QUESTION PAPERS

w.e.f. 2024 Admission onwards

(CUFYUGP Regulations 2024)

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SCHEME OF THE SYLLABUS

PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at Calicut University, a student would:

PO1	**Knowledge Acquisition**: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO2	**Communication, Collaboration, Inclusiveness, and Leadership**: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity.
PO3	**Professional Skills:** Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO4	**Digital Intelligence**: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO5	**Scientific Awareness and Critical Thinking**: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO6	**Human Values, Professional Ethics, and Societal and Environmental Responsibility**: Become a responsible leader, characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment.
PO7	**Research, Innovation, and Entrepreneurship:** Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development.

PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the BA History Honours Programme at the University of Calicut a student would:

PSO1	**Domain Knowledge**: Explain the Meaning of History, identify the sources, discuss the historical events and processes, the various concepts and theoretical approaches.
PSO2	**Communication, Entrepreneurial, IPR, and Employable Skills: Communicate** effectively, understands IPR possibilities, and use ICT tools. Acquisition of entrepreneurial and employability skills
PSO3	**Critical Thinking, Analytical Reasoning, and Problem Solving:** Approach various issues with a critical and analytical mind for viable solutions.Evaluate the historical debates and issues.
PSO4	**Contribution to Higher Learning**: Acquire the knowledge and skills to pursue higher studies in the domain.
PSO5	**Contribution to Society:** Contribute to the development of multi-cultural society by understanding the historical roots.

MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS IN THE THREE-YEAR PROGRAMME IN CUFYUGP

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Intern-ship	Total Credits	Example
		Each course has 4 credits		Each course has 3 credits			
1	Single Major (A)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: History + six courses in different disciplines in different combinations
2	Major (A) with Multiple Disciplines (B, C)	68 (17 courses)	12 + 12 (3 + 3 = 6 courses)	39 (13 courses)	2	133	Major: History + Economics and Political Science
3	Major (A) with Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: History Minor: Economics
4	Major (A) with Vocational Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: History Minor: Cultural Studies and Heritage Management
5	Double Major (A, B)	A: 48 (12 courses) B: 44 (11 courses)	- The 24 credits in the Minor stream are distributed between the two Majors. 2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. Total credits in Major A should be 48 + 20 = 68 (50% of 133) 1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be 44 + 9 = 53 (40% of 133)	12 + 18 + 9	2	133	History and Hindi double major
Exit with UG Degree / Proceed to Fourth Year with 133 Credits							

B.A. HISTORY HONOURS PROGRAMME
COURSE STRUCTURE FOR PATHWAYS 1 – 4

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	HIS1CJ101/ HIS1MN100	Core Course 1 in Major – History of Keralam up to 12th CE	60	4	4	30	70	100
		Minor Course 1	60	4	4	30	70	100
		Minor Course 2	60	4	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1– English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 – Other than Major	45	3	3	25	50	75
		Total		**22**	**21**			**525**
2	HIS2CJ101/ HIS2MN100	Core Course 2 in Major – History of Keralam from13thCE to 18th CE	60	4	4	30	70	100
		Minor Course 3	60	4	4	30	70	100
		Minor Course 4	60	4	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3– English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 2 – Students must select a Multi-Disciplinary Course (MDC) from a discipline outside their major	45	3	3	25	50	75
		Total		**22**	**21**			**525**
3	HIS3CJ201	Core Course 3 in Major – History of India up to 6th CE	60	4	4	30	70	100

	HIS3CJ202/ HIS3MN200	Core Course 4 in Major – History of Keralam from 19th CE to the present	60	4	4	30	70	100
		Minor Course 5	60	4	4	30	70	100
		Minor Course 6	60	4	4	30	70	100
		Multi-Disciplinary Course 3 – Kerala Knowledge System	45	3	3	25	50	75
	ENG3FV 108(1B)	Value-Added Course 1 – English	45	3	3	25	50	75
		Total		**22**	**22**			**550**
4	HIS4CJ203	Core Course 5 in Major – History of India from 7th CE to 18th CE	60	4	4	30	70	100
	HIS4CJ204	Core Course 6 in Major – History of World up to 5th CE	60	4	4	30	70	100
	HIS4CJ205	Core Course 7 in Major – History of World from 6thCE to 15th CE	60	4	4	30	70	100
	ENG4FV 109(1B)	Value-Added Course 2 – English	45	3	3	25	50	75
		Value-Added Course 3 – Additional Language	45	3	3	25	50	75
	ENG4FS 111(1B)	Skill Enhancement Course 1 – English	60	4	3	25	50	75
		Total		**22**	**21**			**525**
5	HIS5CJ301	Core Course 8 in Major – History of India from 18th CE to 1947	60	4	4	30	70	100
	HIS5CJ302	Core Course 9 in Major – History of World from 16th CE to 1848	60	4	4	30	70	100
	HIS5CJ303	Core Course 10 in Major – School of Historical Thoughts	60	4	4	30	70	100
		Elective Course 1 in Major	60	4	4	30	70	100
		Elective Course 2 in Major	60	4	4	30	70	100
		Skill Enhancement Course 2	45	3	3	25	50	75
		Total		**23**	**23**			**575**

6	HIS6CJ304/ HIS8MN304	Core Course 11 in Major – History of India from 1947 to the present	60	4	4	30	70	100
	HIS6CJ305/ HIS8MN305	Core Course 12 in Major– History of the World from19th CE to the present	60	4	4	30	70	100
	HIS6CJ306/ HIS8MN306	Core Course 13 in Major – Writing History – Methods and Practice	60	4	4	30	70	100
		Elective Course 3 in Major	60	4	4	30	70	100
		Elective Course 4 in Major	60	4	4	30	70	100
	HIS6FS113-1 or HIS6FS113-2 or HIS6FS113-3 or HIS6FS113-4	Skill Enhancement Course 3 – select from SEC basket	45	3	3	25	50	75
	HIS6CJ349	Internship in Major (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		**23**	**25**			**625**
Total Credits for Three Years					**133**			**3325**
7	HIS7CJ401	Core Course 14 in Major – History and Theory	75	5	4	30	70	100
	HIS7CJ402	Core Course 15 in Major - History of Keralam: Problems and Perspectives	75	5	4	30	70	100
	HIS7CJ403	Core Course 16 in Major – Selected Themes in Indian History	75	5	4	30	70	100
	HIS7CJ404	Core Course 17 in Major – Selected Themes in World History	75	5	4	30	70	100
	HIS7CJ405	Core Course 18 in Major - Selected Themes in South Indian History	75	5	4	30	70	100
		Total		**25**	**20**			**500**

8	HIS8CJ406/ HIS8MN406	Core Course 19 in Major – Sources in Historical Studies	75	5	4	30	70	100
	HIS8CJ407/ HIS8MN407	Core Course 20 in Major – Research in Local History – Methods and Practice	60	4	4	30	70	100
	HIS8CJ408/ HIS8MN408	Core Course 21 in Major – History of Kerala Education	60	4	4	30	70	100
	OR (instead of Core Courses 19 - 21 in Major)							
	HIS8CJ449	Project (in Honours programme)	360*	13*	12	90	210	300
	OR							
	HIS8CJ499	Research Project (in Honours with Research programme)	360*	13*	12	90	210	300
		Elective Course 5 in Major / Minor Course 7	60	4	4	30	70	100
		Elective Course 6 in Major / Minor Course 8	60	4	4	30	70	100
		Elective Course 7 in Major / Minor Course 9 / Major Course in any Other Discipline	60	4	4	30	70	100
	OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme)							
	HIS8CJ489	Research Methodology in History	60	4	4	30	70	100
		Total		**25**	**24**			**600**
Total Credits for Four Years					**177**			**4425**

*The teacher should have 13hrs/week of engagement (the hours corresponding to the three core courses) in the guidance of the Project(s) in Honours programme and Honours with Research programme, while each student should have 24hrs/week of engagement in the Project work. Total hours are given based on the student‘s engagement.

CREDIT DISTRIBUTION FOR PATHWAYS 1 – 4

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

Semester	**Major Courses**	**Minor Courses**	**General Foundation Courses**	**Internship/ Project**	**Total**
1	4	4 + 4	3 + 3 + 3	-	21
2	4	4 + 4	3 + 3 + 3	-	21
3	4 + 4	4 + 4	3 + 3	-	22
4	4 + 4 + 4	-	3 + 3 + 3	-	21
5	4 + 4 + 4 + 4 + 4	-	3	-	23
6	4 + 4 + 4 + 4 + 4	-	3	2	25
Total for Three Years	**68**	**24**	**39**	**2**	**133**
7	4 + 4 + 4 + 4 + 4	-	-	-	20
8	4 + 4 + 4	4 + 4 + 4	-	12*	24
* Instead of three Major courses					
Total for Four Years	**88 + 12 = 100**	**36**	**39**	**2**	**177**

DISTRIBUTION OF MAJOR COURSES IN HISTORY
FOR PATHWAYS 1 – 4

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

Semester	Course Code	Course Title	Hours/ Week	Credits
1	HIS1CJ101/ HIS1MN100	Core Course 1 in Major – History of Keralam up to 12th CE	4	4
2	HIS2CJ101/ HIS2MN100	Core Course 2 in Major –History of Keralam from13th CE to 18th CE	4	4
3	HIS3CJ201	Core Course 3 in Major – History of India up to 6th CE	4	4
	HIS3CJ202/ HIS3MN200/	Core Course 4 in Major –History of Keralam from19th CE to the present	4	4
4	HIS4CJ203	Core Course 5 in Major – History of India from 7th CE to 18th CE	4	4
	HIS4CJ204	Core Course 6 in Major – History of World up to 5th CE	4	4
	HIS4CJ205	Core Course 7 in Major – History of World from 6thCEto 15th CE	4	4
5	HIS5CJ301	Core Course 8 in Major – History of India from 18thCE to 1947	4	4
	HIS5CJ302	Core Course 9 in Major – History Of World - From 16th CE To 1848	4	4
	HIS5CJ303	Core Course 10 in Major – School of Historical Thoughts	4	4
		Elective Course 1 in Major	4	4
		Elective Course 2 in Major	4	4
6	HIS6CJ304/ HIS8MN304	Core Course 11 in Major – History of India From 1947 to the Present	4	4
	HIS6CJ305/ HIS8MN305	Core Course 12 in Major– History of the World from19th CE to the present	4	4

	HIS6CJ306/ HIS8MN306	Core Course 13 in Major – Writing History – Methods and Practice	4	4
		Elective Course 3 in Major	4	4
		Elective Course 4 in Major	4	4
	HIS6CJ349	Internship in Major	-	2
Total for the Three Years				**70**
7	HIS7CJ401	Core Course 14 in Major – History and Theory	5	4
	HIS7CJ402	Core Course 15 in Major – History of Keralam: Problems and Perspectives	5	4
	HIS7CJ403	Core Course 16 in Major –Selected Themes in Indian History	5	4
	HIS7CJ404	Core Course 17 in Major – Selected Themes in World History	5	4
	HIS7CJ405	Core Course 18 in Major – Selected Themes in South Indian History	5	4
8	HIS8CJ406/ HIS8MN406	Core Course 19 in Major – Sources in Historical Studies	5	4
	HIS8CJ407/ HIS8MN407	Core Course 20 in Major – Research in Local History – Methods and Practice	4	4
	HIS8CJ408/ HIS8MN408	Core Course 21 in Major – History of Kerala Education	4	4
	OR (instead of Core Courses 19 – 21 in Major)			
	HIS8CJ449	Project (in Honours programme)	13	12
	HIS8CJ499	Project (in Honours with Research programme)	13	12
		Elective Course 5 in Major	4	4
		Elective Course 6 in Major	4	4
		Elective Course 7 in Major	4	4
	OR (instead of Elective course 7 in Major, in Honours with Research programme)			
	HIS8CJ489	Research Methodology in History	4	4
Total for the Four Years				**114**

ELECTIVE COURSES IN HISTORY WITH NO SPECIALISATION

Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
							Internal	External	Total
1	HIS5EJ301	Gender in History	5	60	4	4	30	70	100
2	HIS5EJ302	Exploring the Historical Geography of India	5	60	4	4	30	70	100
3	HIS5EJ303	Indian Heritage and Multiculturalism in Historical Perspective	5	60	4	4	30	70	100
4	HIS5EJ304	History of Science, Technology and Medicine in Colonial India	5	60	4	4	30	70	100
5	HIS5EJ305	History of Human Rights	5	60	4	4	30	70	100
6	HIS5EJ306	Fascism in Historical Perspectives	5	60	4	4	30	70	100
7	HIS6EJ301	History of Indian Archaeology	6	60	4	4	30	70	100
8	HIS6EJ302	An Introduction to Indian Epigraphy	6	60	4	4	30	70	100
9	HIS6EJ303	Numismatics and History	6	60	4	4	30	70	100
10	HIS6EJ304	Archival Science and Digital Documentation	6	60	4	4	30	70	100
11	HIS6EJ305	Artificial Intelligence and the Study of History	6	60	4	4	30	70	100

12	HIS6EJ306	Writing Oral History	6	60	4	4	30	70	100
13	HIS8EJ401	History of Marginalized in Kerala	8	60	4	4	30	70	100
14	HIS8EJ402	Kerala and Indian Ocean	8	60	4	4	30	70	100
15	HIS8EJ403	History of Prisons and Prison life in Kerala	8	60	4	4	30	70	100
16	HIS8EJ404	Selected Themes in Cultural Histories of Modern India	8	60	4	4	30	70	100
17	HIS8EJ405	Urban Culture of Modern India	8	60	4	4	30	70	100
18	HIS8EJ406	Printing and the Arrival of Books	8	60	4	4	30	70	100
19	HIS8EJ407	History of Kerala School of Mathematics	8	60	4	4	30	70	100

GROUPING OF MINOR COURSES IN HISTORY

TABLE A - ARCHAEOLOGY

From the Minor courses given below two groups (six courses) can be offered to the students who have taken history as major discipline and also to students from other Major discipline. Archaeology, an auxiliary discipline of history, is widely recognized as an independent field, with extensive higher education opportunities available at institutions in both India and abroad.

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs / Week	Credits	Marks		
								Internal	External	Total
		Indian Archaeology and Cultural Heritage Studies (Preferable for History students and Students from other Major Discipline)								
1	1	HIS1MN101	History of Field Archaeology	1	60	4	4	30	70	100
	2	HIS2MN101	History of Indian Field Archaeology	2	60	4	4	30	70	100
	3	HIS3MN201	History of Megaliths	3	60	4	4	30	70	100
	4	HIS8MN301	Indian Heritage in Art	8	60	4	4	30	70	100

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
								Internal	External	Total
2		**Historical Material Studies and Archaeological Practices in India** (Preferable for History students and Students from other Major Discipline)								
	1	HIS1MN102	Field study and Documentation	1	60	4	4	30	70	100
	2	HIS2MN102	History of Laterite Monumental Buildings in Western Coastal Plain of India	2	60	4	4	30	70	100
	3	HIS3MN202	Historical Archaeology in India	3	60	4	4	30	70	100

	4	HIS8MN302	History of Archaeo-Iron metallurgy and Mining in Pre-modern India	8	60	4	4	30	70	100

Table B

Minor groups from the Table B can be offered to students from other Major disciplines only. Students who have completed the listed courses can pursue higher studies in the relevant areas.

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
								Internal	External	Total
3		**ECONOMIC HISTORY OF INDIA** (Preferable for Economics Students and other stream students)								
	1	HIS1MN103	Economic History of Pre-modern India	1	60	4	4	30	70	100
	2	HIS2MN103	Economic History of Modern India	2	60	4	4	30	70	100
	3	HIS3MN203	Economic History of Kerala	3	60	4	4	30	70	100
4		**HISTORY OF BRITAIN** (Preferable for English Literature students and the students from other Discipline)								
	1	HIS1MN104	**History of Britain:** Prehistoric to the Late Middle Ages	1	60	4	4	30	70	100
	2	HIS2MN104	History of Britain: Tudor to Global Empire	2	60	4	4	30	70	100
	3	HIS3MN204	History of Britain: From World wars to Present	3	60	4	4	30	70	100
5		**HISTORY OF MODERN WORLD** (Preferable for English Literature students and students from other Discipline)								
	1	HIS1MN105	History of Modern World -1	1	60	4	4	30	70	100

	2	HIS2MN105	History of Modern World – 2	2	60	4	4	30	70	100
	3	HIS3MN205	History of Modern World – 3	3	60	4	4	30	70	100

6		**HISTORY OF INDIAN JOURNALISM** (preferable for English Literature Students, Malayalam Literature students, Political Science students, and students from other discipline)								
	1	HIS1MN106	History of Indian Journalism– 1	1	60	4	4	30	70	100
	2	HIS2MN106	History of Indian Journalism – 2	2	60	4	4	30	70	100
	3	HIS3MN206	History of Indian Journalism – 3	3	60	4	4	30	70	100

7		**HISTORY OF MEDICINAL PRACTICES**								
	1	HIS1MN107	Discourses on Epidemics and Western Medicine	1	60	4	4	30	70	100
	2	HIS2MN107	Indigenous Traditions and Practices in Medicine in Kerala	2	60	4	4	30	70	100
	3	HIS3MN207	Epidemics and Western Medicine in Colonial Kerala	3	60	4	4	30	70	100

8		**FOOD HISTORY**								
	1	HIS1MN108	Food: A Global Perspective	1	60	4	4	30	70	100
	2	HIS2MN108	History of Indian Food Culture	2	60	4	4	30	70	100
	3	HIS3MN208	Evolution of Kerala Food Culture	3	60	4	4	30	70	100

9		**HISTORY OF MARGINALIZED IN KERALA**								
	1	HIS1MN 109	Marginalized in Kerala: Historical Perspectives – up to 15th CE	1	60	4	4	30	70	100
	2	HIS2MN 109	Marginalized in Kerala: Historical Perspectives – 15th CE to 1947	2	60	4	4	30	70	100
	3	HIS3MN 209	Marginalized in Kerala: Historical Perspectives– from 1947 to the present	3	60	4	4	30	70	100
10		**ENVIRONMENTAL HISTORY**								
	1	HIS1MN 110	An Introduction to Environmental History	1	60	4	4	30	70	100
	2	HIS2MN 110	Environmental History of India	2	60	4	4	30	70	100
	3	HIS3MN 210	Environmental History of Kerala	3	60	4	4	30	70	100
11		**KERALA MODEL IN CULTURAL LIFE** (preferable for language and literature students and students of all streams)								
	1	HIS1MN 111	History of Malayalam Cinema	1	60	4	4	30	70	100
	2	HIS2MN 111	History of Malayalam Dramas	2	60	4	4	30	70	100
	3	HIS3MN 211	Library and Literacy Movement in Kerala	3	60	4	4	30	70	100
12		**HISTORY OF MODERN INDIA** (preferable for Political Science, Sociology, Economics students)								
	1	HIS1MN 112	Modern Indian History: 1757-Early Twentieth Century.	1	60	4	4	30	70	100
	2	HIS2MN 112	Modern Indian History: Gandhian Phase of Indian National Movement.	2	60	4	4	30	70	100
	3	HIS3MN 212	Modern Indian History: Post-Independence Era	3	60	4	4	30	70	100

Table C

Minor groups from this table can be offered to students from other disciplines. However, a maximum of one group (three courses) can be offered to students who have chosen History as their major discipline. These courses are distinctly different from major courses offered by the department of history. Higher studies in these subjects are available at various institutes.

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
								Internal	External	Total
13		**HISTORY OF WEST ASIA** (preferable for History, Political Science students and students from other Discipline)								
	1	HIS1MN113	History of West Asia – 1	1	60	4	4	30	70	100
	2	HIS2MN113	History of West Asia – 2	2	60	4	4	30	70	100
	3	HIS3MN213	History of West Asia – 3	3	60	4	4	30	70	100
14		**HISTORICAL TOURISM** (preferable for Travel and Tourism, History, Economics, Management and HRM students)								
	1	HIS1MN114	Introduction to Historical Tourism	1	60	4	4	30	70	100
	2	HIS2MN114	Entrepreneurship in Historical Tourism	2	60	4	4	30	70	100
	3	HIS3MN214	Best Practices in Historical Tourism	3	60	4	4	30	70	100

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs / Week	Credits	Marks		
								Internal	External	Total
15		**GENDER STUDIES** (preferable for History students , English Literature, Malayalam Literature, and students of all other streams)								

	1	HIS1MN115	Gender History	1	60	4	4	30	70	100
	2	HIS2MN115	History of Sexuality	2	60	4	4	30	70	100
	3	HIS3MN215	Women in Public Sphere	3	60	4	4	30	70	100

TABLE D

VOCATIONAL MINOR

CULTURAL HERITAGE AND TOURISM

From the Minor courses given below two groups (six courses) can be offered to the students who have taken History as major discipline and also to students from other Major discipline. These courses emphasize the practical application of historical knowledge in preserving cultural heritage and promoting tourism, which makes them very relevant today. They offer a distinct focus that sets them apart from the major courses in the history discipline. Additionally, students who pursue these courses can further their education through specialized higher studies, enhancing their expertise and career prospects in these dynamic fields.

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
								Internal	External	Total
1		CULTURAL STUDIES AND HERITAGE MANAGEMENT								
	1	HIS1VN101	Museology	1	60	4	4	30	70	100
	2	HIS2VN101	Archival Studies	2	60	4	4	30	70	100
	3	HIS3VN201	Heritage Management	3	60	4	4	30	70	100
	4	HIS8VN301	History of Archaeo-Iron Metallurgy and Mining in Pre-modern India	8	60	4	4	30	70	100
2		APPLIED HISTORICAL STUDIES AND TOURISM								
	1	HIS1VN102	Field study and Documentation	1	60	4	4	30	70	100
	2	HIS2VN102	Historical Tourism and Tour Guiding	2	60	4	4	30	70	100
	3	HIS3VN202	Laterite Studies in Historical Perspective	3	60	4	4	30	70	100
	4	HIS8VN302	Religious Tourism	8	60	4	4	30	70	100

(i). Students in Single Major Pathway can choose course/courses from any of the Minor/ Vocational Minor groups offered by a discipline other than their Major discipline.

(ii) Students in Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor/ Vocational Minor groups offered by any discipline, including their Major discipline. If they choose one of the Minor/ Vocational Minor groups offered by their Major discipline as the first one of the multiple disciplines, then their choice as the second one of the multiple disciplines should be any one of the Minor/ Vocational Minor groups offered by a discipline other than the Major discipline. If the students of Major History choose any one of the Minor/ Vocational Minor groups in History as given above, then the title of the group will be the title of that multiple discipline.If the students of Major other than History choose any one of the Minor/ Vocational Minor groups in History as given above, then the title of the Minor will be **History**

(iii) Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by any discipline.Ifthe students who have taken History as Major choose two minor groups in history from Table A, and then the title of the Minor will beknown as **Archeology.**If the students who have taken Major other than History choose two minor groups in history from the table aboveand then the title of the Minor will be History.

(iv) Students in Major with Vocational Minor pathway can choose all the courses from any two Vocational Minor groups offered by any discipline. If the students who have taken Major other than History choose two Vocational Minor groups in History as given above, then the title of the Vocational Minor will be **History.**

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN HISTORY

1. MULTI-DISCIPLINARY COURSE

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	HIS1FM105-1	Historical Tourism in India	45	3	3	25	50	75
1	HIS1FM105-2	Kerala Towards Modernity1766 – 1889	45	3	3	25	50	75
1	HIS1FM105-3	Religious Diversity and Syncretism: Basic Notions	45	3	3	25	50	75
2	HIS2FM106-1/ HIS3FM106-1	Kerala Towards Modernity 1889 Onwards	45	3	3	25	50	75
2	HIS2FM106-2/ HIS3FM106-2	History of Sports	45	3	3	25	50	75
2	HIS2FM106-3/ HIS3FM106-3	History of Music in Kerala	45	3	3	25	50	75

2. SKILL ENHANCEMENT COURSE (SEC):

Semester	Course Code	Course Title	Total Hours	Hours / Week	Credits	Marks		
						Internal	External	Total
5	HIS4FS112-1/ HIS5FS112-1	Heritage Walk and Field Survey	45	3	3	25	50	75

5	HIS4FS112-2/ HIS5FS112-2	Cartography and Map Making	45	3	3	25	50	75
5	HIS4FS112-3/ HIS5FS112-3	Practicing Paleography: Brahmi and Vattezhuthu	45	3	3	25	50	75
6	HIS6FS113-1	Intellectual Property Right (IPR) in History	45	3	3	25	50	75
6	HIS6FS113-2	Digital History	45	3	3	25	50	75
6	HIS6FS113-3	Museology and Conservation	45	3	3	25	50	75
6	HIS6FS113-4	Pottery Studies in Historical Perspective	45	3	3	25	50	75

3. VALUE-ADDED COURSE

Semester	Course Code	Course Title	Total Hours	Hours / Week	Credits	Marks		
						Internal	External	Total
3	HIS3FV108	History of Gandhian Ideology (for batch A1 only)	45	3	3	25	50	75
4	HIS4FV110	History of Indian Constitution	45	3	3	25	50	75

COURSE STRUCTURE FOR BATCH A1 (B2)
IN PATHWAY 5: DOUBLE MAJOR

A1: 68 credits in History (Major A) ***B1: 68 credits in Major B***
A2: 53 credits in History (Major A) ***B2: 53 credits in Major B***
The combinations available to the students: (A1 & B2), (B1 & A2)
Note: Unless the batch is specified, the course is for all the students of the class

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	HIS1CJ 101 / HIS1MN 100	Core Course 1 in Major History– History of Keralam up to 12thCE	60	4	4	30	70	100
	BBB1CJ 101	Core Course 1 in Major B –	60/ 75	4/ 5	4	30	70	100
	HIS1CJ 102 / HIS2CJ 102 / HIS4CJ 204	Core Course 2 in Major History–History of World up to 5th CE (for batch A1 only)	60	4	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
	HIS1FM105-1 Or HIS1FM105-2 Or HIS1FM105-3	Multi-Disciplinary Course 1 in History– Select one course from MDC Semester 1 basket(for batch A1 only)	45	3	3	25	50	75
		Total		**22/ 23**	**21**			**525**

2	HIS2CJ 101 / HIS2MN100	Core Course 3 in Major History –History of Keralam from13th CE to 18thCE	60	4	4	30	70	100
	BBB2CJ 101	Core Course 2 in Major B –	60/ 75	4/ 5	4	30	70	100
	BBB2CJ 102 / BBB1CJ 102	Core Course 3 in Major B – (for batch B2 only)	60/ 75	4/ 5	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
	HIS2FM106-1/ HIS3FM106-1 Or HIS2FM106-2/ HIS3FM106-2 Or HIS2FM106-3/ HIS3FM106-3	Multi-Disciplinary Course 2 in History – select one course from the MDC semester 2 basket	45	3	3	25	50	75
		Total		**22/ 23**	**21**			**525**
3	HIS3CJ 201	Core Course 4 in Major History– History of India up to 6th CE	60	4	4	30	70	100
	HIS3CJ 202/ HIS3MN200	Core Course 5 in Major History– History of Keralam from 19th CE to the present	60	4	4	30	70	100
	BBB3CJ 201	Core Course 4 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3CJ 202	Core Course 5 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3FM 106 / BBB2FM 106	Multi-Disciplinary Course 1 in B –	45	3	3	25	50	75

	HIS3FV108	Value-Added Course 1 in History– History of Gandhian Ideology (for batch A1 only)	45	3	3	25	50	75
		Total		**22/24**	**22**			**550**
4	HIS4CJ 203	Core Course 6 in Major History – History of India from 7th CE to 18th CE	60	4	4	30	70	100
		Core Course 6 in Major B	60/ 75	4/ 5	4	30	70	100
	HIS4CJ 205	Core Course 7 in Major History –History of World 6th CE to 15thCE(for batch A1 only)	60	4	4	30	70	100
	HIS4FV 110	Value-Added Course 2in History– History of Indian Constitution	45	3	3	25	50	75
	BBB4FV 110	Value-Added Course 1in B –	45	3	3	25	50	75
	HIS4FS112-1/ HIS5FS112-1 Or HIS4FS112-2/ HIS5FS112-2 Or HIS4FS112-3/ HIS5FS112-3	Skill Enhancement Course 1 in History –	45	3	3	25	50	75
		Total		**22/**	**21**			**525**
5	HIS5CJ 301	Core Course 8 in Major History – History of India from 18th CE to 1947	60	4	4	30	70	100
		Core Course 7 in Major B –	60/ 75	4/ 5	4	30	70	100
	HIS5CJ 302	Core Course 9 in Major History–History of World 16thCE to 1848 (for batch A1 only)	60	4	4	30	70	100
		Elective Course 1 in Major History	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100

	BBB5FS 112 / BBB4FS 112	Skill Enhancement Course 1 in B	45	3	3	25	50	75
		Total		**23/ 24**	**23**			**575**
6	HIS6CJ 306/ HIS8MN306	Core Course 10 in Major History –Writing History – Methods and Practice	60	4	4	30	70	100
	BBB6CJ	Core Course 8 in Major B –	60/ 75	4/ 5	4	30	70	100
	BBB6CJ 305	Core Course 9 in Major B – (for batch B2 only)	60	4	4	30	70	100
		Elective Course 2 in Major History	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
	HIS6FS113-1 OR HIS6FS113-2 OR HIS6FS113-3 OR HIS6FS113-4	Skill Enhancement Course 2 in History – select one course from SEC basket(for batch A1 only)	45	3	3	25	50	75
	HIS6CJ 349	Internship in Major History (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		**23/ 24**	**25**			**625**
Total Credits for Three Years					**133**			**3325**
For batch A1 (B2), the course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6.								

* The course code of the same course as used for the pathways 1 – 4

CREDIT DISTRIBUTION FOR BATCH A1 (B2)
IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in History	General Foundation Courses in History	Internship / Project in History	Major Courses in B	General Foundation Courses in B	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	3	-	4 + 4	-	3 + 3	21
3	4 + 4	3	-	4 + 4	3	-	22
4	4 + 4	3 + 3	-	4	3	-	21
5	4 + 4 + 4	-	-	4 + 4	3	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for Three Years	**48**	**18**	**2**	**44**	**9**	**12**	**133**
	68			**53**		**12**	**133**
	Major Courses in History	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
*Instead of three Major courses							
Total for Four Years	**88 + 12 = 100**	**12**					**177**

COURSE STRUCTURE FOR BATCH B1 (A2) IN PATHWAY 5: DOUBLE MAJOR

A1: 68 credits in History (Major A) ***B1: 68 credits in Major B***

A2: 53 credits in History (Major A) ***B2: 53 credits in Major B***

The combinations available to the students: (A1 & B2), (B1 & A2)

Note: Unless the batch is specified, the course is for all the students of the class

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	HIS1CJ 101 / HIS1MN 100	Core Course 1 in Major History–History of Keralam up to 12th CE	60	4	4	30	70	100
	BBB1CJ 101	Core Course 1 in Major B –	60/ 75	4/ 5	4	30	70	100

	BBB1CJ 102 / BBB2CJ 102	Core Course 2 in Major B – (for batch B1 only)	60/ 75	4/ 5	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
	BBB1FM 105	Multi-Disciplinary Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		Total		**22 – 24**	**21**			**525**
2	HIS2CJ 101 / HIS2MN100	Core Course 2 in Major History– History of Keralam from 13th CE to 18th CE	60	4	4	30	70	100
	BBB2CJ 101	Core Course 3 in Major B –	60/ 75	4/ 5	4	30	70	100
	HIS1CJ 102 / HIS2CJ 102 / HIS4CJ 204	Core Course 3 in Major History–History of World up to 5th CE (for batch A2 only)	60	4	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
	HIS2FM106-1 Or HIS2FM106-2 Or HIS2FM106-3	Multi-Disciplinary Course 1 in History– select one course from second semester MDC basket	45	3	3	25	50	75
		Total		**22/ 23**	**21**			**525**
3	HIS3CJ 201	Core Course 4 in Major History–History of India up to 6th CE	60	4	4	30	70	100
	HIS3CJ 202/ HIS3MN200	Core Course 5 in Major - History of Keralam from19thCE to the present	60	4	4	30	70	100

	BBB3CJ 201	Core Course 4 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3CJ 202	Core Course 5 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3FM 106 / BBB2FM 106	Multi-Disciplinary Course 2 in B –	45	3	3	25	50	75
	BBB3FV 108	Value-Added Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		Total		**22 – 24**	**22**			**550**
4	HIS4CJ 203	Core Course 6 in Major History –History of India from7th CE to 18th CE	60	4	4	30	70	100
		Core Course 6 in Major B	60/ 75	4/ 5	4	30	70	100
		Core Course 7 in Major B – (for batch B1 only)	60/ 75	4/ 5	4	30	70	100
	HIS4FV 110	Value-Added Course 1in History– History of Indian Constitution	45	3	3	25	50	75
	BBB4FV 110	Value-Added Course 2 in B –	45	3	3	25	50	75
	HIS4FS112-1/ HIS5FS112-1 Or HIS4FS112-2/ HIS5FS112-2 Or HIS4FS112-3/ HIS5FS112-3	Skill Enhancement Course 1 in History	45	3	3	25	50	75
		Total		**21 – 23**	**21**			**525**
5	HIS5CJ 301	Core Course 7 in Major History– History of India from 18th CE to 1947	60	4	4	30	70	100
		Core Course 8 in Major B –	60/ 75	4/ 5	4	30	70	100
		Core Course 9 in Major B – (for batch B1 only)	60	4	4	30	70	100

		Elective Course 1 in Major History	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
	BBB5FS 112 / BBB4FS 112	Skill Enhancement Course 1 in B	45	3	3	25	50	75
		Total		**23/ 24**	**23**			**575**
6	HIS6CJ 304/ HIS8MN304	Core Course 8 in Major History –History of India from1947 to the present (for batch A2 only)	60	4	4	30	70	100
		Core Course 10 in Major B –	60/ 75	4/ 5	4	30	70	100
	HIS6CJ 306/ HIS8MN306	Core Course 9 in Major History –Writing History – Methods and Practice	60	4	4	30	70	100
		Elective Course 2 in Major History	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
	BBB6FS 113	Skill Enhancement Course 2 in B – (for batch B1only)	45	3	3	25	50	75
	BBB6CJ 349	Internship in Major B (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		**23/ 24**	**25**			**625**
Total Credits for Three Years					**133**			**3325**

To continue to study History in semesters 7 and 8, batch B1 (A2) needs to earn additional 15 credits in History to make the total credits of 68. Suppose this condition is achieved, and the student of batch B1 (A2) proceeds to the next semesters to study History. The course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6, taking into account the number of courses in History taken online to earn the additional 15 credits.

* The course code of the same course as used for the pathways 1 – 4

CREDIT DISTRIBUTION FOR BATCH B1 (A2)
IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in B	General Foundation Courses in B	Internship/ Project in B	Major Courses in History	General Foundation Courses in History	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	-	-	4 + 4	3	3 + 3	21
3	4 + 4	3 + 3	-	4 + 4	-	-	22
4	4 + 4	3	-	4	3 + 3	-	21
5	4 + 4 + 4	3	-	4 + 4	-	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for Three Years	**48**	**18**	**2**	**44**	**9**	**12**	**133**
	68			**53**		**12**	**133**
	Major Courses in B	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
*Instead of three Major courses							
Total for Four Years	**88 + 12 = 100**	**12**					**177**

EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
2. The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical
    - In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10

marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

- In 4-credit courses with 3-credit theory and 1-credit practicum components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practicum. The practicum component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks

3. All the 3-credit courses (General Foundational Courses) in History are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

4. Students can write external examination in history either completetly in English or in Malayalam.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	4-credit course	Theory (4 modules) +Practicum	20	10	70	100
3	3-credit course	only theory (5 modules)	5	20	50	75

1. MAJOR AND MINOR COURSES

1.1 INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits			
		Theory only		Theory + Practicum	
		4 Theory Modules	Open-ended Module	4 Theory Modules	Practicum
1	Test paper/ Mid-semester Exam	10	4	5	-

2	Seminar/ Viva/ Quiz	6	4	3	-
3	Assignment	4	2	2	-
Total		20	10	10	20*
		30		30	

* Refer the table in section 1.2 for the evaluation of practical component

1.2 EVALUATION OF PRACTICUM COMPONENT

The evaluation of practicum component in Major and Minor courses is completely by internal evaluation.

- Continuous evaluation of practicum by the teacher-in-charge shall carry a weightage of 50%.
- The end-semester practicum examination and viva-voce, and the evaluation of practicum activities shall be conducted by the teacher-in-charge and an internal examiner appointed by the Department Council
- The process of continuous evaluation of practicum component shall be completed before 10 days from the commencement of the end-semester examination
- Those who passed in continuous evaluation alone will be permitted to appear for the end-semester examination and viva-voce

The scheme of continuous evaluation and the end-semester examination and viva-voce of practicum component shall be as given below:

Sl. No.	Evaluation of Practicum Component of Credit -1 in a Major/Minor course	Marks for Practicum	Weightage
1	Continuous evaluation of practicum/exercise performed in practicum classes by the students	10	50%
2	End-semester examination and viva-voce to be conducted by teacher-in-charge along with an additional examiner arranged internally by the Department Council	7	35%
3	Evaluation of the Practicum activity reports submitted for the end semester viva-voce examination by the teacher-in-charge and additional examiner	3	15%
Total Marks		20	

1.3. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
				Total Marks	70

2. INTERNSHIP

- All students should undergo an internship of 2credits during the first six semesters in a firm, industry or organization, or training in labs with faculty and researchers of their institution or other Higher Educational Institutions (HEIs) or research institutions.
- Internship can be for enhancing the employability of the student or for developing the research aptitude.
- Internship can involve hands-on training on a particular skill/ equipment/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of an internship.
- A faculty member/instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

2.1. GUIDELINES FOR INTERNSHIP

1. Internships can be done in History or allied disciplines or related skills.
2. There should be a minimum of 60 hrs. of engagement from the student in the Internship.
3. Summer vacations and other holidays can be used for completing the Internship.
4. In the BA History Honours programme, an institute/ industry visits or study tour is a requirement for the completion of the Internship. Visit to a minimum of one national research institute, research laboratory and place of historical and cultural importance

should be part of the study tour. A brief report of the study tour has to be submitted with photos and analysis.

5. The students should make regular and detailed entries into a personal log book throughout the period of the Internship. The logbook will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. It may contain interaction with skilled people and results, ideas, processes and strategies used, technology utilized etc. All entries should be dated. The Internship supervisor should periodically examine and countersign the log book.
6. The log book and the typed report must be submitted at the end of the Internship.
7. The institution at which the Internship will be carried out should be approved by the Department Council of the college where the student has enrolled for the UG (Honours) programme. The Department has to prepare a list of institutions in advance to arrange internships for students.

2.2. EVALUATION OF INTERNSHIP

- The evaluation of the Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Councilof the college where the student has enrolled for the UG Honours programme.
- The credits and marks for the Internship will be awarded only at the end of the 6thsemester.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Sl. No.	Components of Evaluation of Internship		Marks for Internship 2 Credits	Weightage
1	Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council	Acquisition of skill set	10	40%
2		Interim Presentation and Viva-voce	5	
3		Punctuality and Log Book	5	
4	Report of Institute Visit/ Study Tour		5	10%
5	End-semester viva-voce examination to be conducted by the committee internally constituted by the	Quality of the work	6	35%
6		Presentation of the work	5	
7		Viva-voce	6	

	Department Council			
8	Evaluation of the day-to-day records, the report of the internship supervisor, and the final report submitted for the end semester viva–-voce examination before the committee internally constituted by the Department Council		8	15%
		Total Marks	50	

3. PROJECT

3.1. PROJECT IN HONOURS PROGRAMME

In the Honours programme, the student has the option to do a Project of 12 credits instead of three Core Courses in Major in semester 8.

- The Project can be done in the same institution/any other higher educational institution (HEI)/research centre/training centre
- The Project in Honours programme can be a short research work or an extended internship or a skill-based training programme
- A faculty member of the respective institution, where the student does the Project, should be the supervisor of the Project.

3.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected for Honours with Research stream in the fourth year.
- A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ST/OBC (non-creamy layer)/Differently-Abled/Economically Weaker Section (EWS)/other categories of candidates as per the decision of the UGC from time to time
- In the Honours with Research programme, the student has to do a mandatory Research Project of 12 credits instead of three Core Courses in Major in semester 8.
- The approved research centres of the University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under the University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum two faculty members with Ph.D., and they should also have the necessary infrastructure to offer Honours with the Research programme.

- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise a maximum five students in Honours with Research stream.
- The maximum intake of the department for Honours with Research programme is fixed by the department based on the number of faculty members eligible for project supervision, and other academic, research, and infrastructural facilities available.
- If a greater number of eligible students are opting for the Honours with Research programme than the number of available seats, then the allotment shall be based on the existing rules of reservations and merits

3.3. GUIDELINES FOR THE PROJECT IN HONOURS PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME

1. The project can be in History or allied disciplines or interdisciplinary in character.
2. The project should be done individually.
3. Project work can be data/fieldwork/technology based etc., in nature.
4. There should be a minimum 360 hrs. of engagement from the student in the Project work in Honours programme as well as in Honours with Research programme
5. There should be minimum 13hrs./week of engagement (the hours corresponding to the three core courses in Major in semester 8) from the teacher in the guidance of the Project(s) in Honours programme and Honours with Research programme
6. The various steps in project works are the following:
   - Identification of the research problem and fixation of research questions
   - Literature review of the topic.
   - Investigation of the problem by using appropriate techniques and methodology.
   - Systematic recording of the work/data collection.
   - Reporting the results with interpretation in a standard documented form.
   - Presenting the results before the examiners.
7. During the Project the students should make regular and detailed entries into a personal log book through the period of investigation. The logbook will be a record of the progress of the Project and the time spent on the work, and it will be useful in writing the final report. It may contain details of data collection, analysis of data, fieldwork and results, ideas, reports of interaction with people and experts, primary evidence consulted, methodology applied etc. All entries should be dated. The Project supervisor should periodically examine and countersign the log book.

8. The log book and the typed report must be submitted at the end of the Project. A copy of the report should be kept for reference at the department and in the library of the college/University. A soft copy of the report too should be submitted, to be sent to the external examiner in advance. The college/university has to publish these reports through the website of the department or college
9. It is desirable, but not mandatory, to publish the results of the Project in a peer-reviewed journal.
10. The project report shall have an undertaking from the student and a certificate from the research supervisor for the originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
11. The project proposal, the institution at which the project is being carried out, and the project supervisor should be approved by the Department Council of the college where the student has enrolled for the UG Honours programme

3.4. EVALUATION OF PROJECT

- The evaluation of the Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme as well as that in Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Councilof the college where the student has enrolled for the UG Honours programme. 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

Components of Evaluation of Project	**Marks for the Research Project (Honours/ Honours with Research)** 12 Credits	**Weightage**
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%

End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of the day-to-day records and project report submitted for the end-semester viva–voce examination conducted by the external examiner	60	20%
Total Marks	300	

INTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project (Honours/Honours with Research)
1	Skill in doing project work	30
2	Interim Presentation and Viva-Voce	20
3	Punctuality and Log book	20
4	Scheme/ Organization of Project Report	20
	Total Marks	90

EXTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project(Honours/Honours with Research)12 credits
1	Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research	50
2	Presentation of the Project	50
3	Project Report (typed copy), Log Book and References	60
4	Viva-Voce	50
	Total Marks	210

4. GENERAL FOUNDATION COURSES

- All the General Foundation Courses (3-credits) in History are with only theory component.

4.1. INTERNAL EVALUATION

Sl. No.	Components of Internal Evaluation of a General Foundation Course in History	Internal Marks of a General Foundation Course of 3-credits in History	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
		20	5
	Total	25	

4.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10
				Total Marks	50

5. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student‘s performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

LETTER GRADES AND GRADE POINTS

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9. 49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class
7	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

5.1. COMPUTATION OF SGPA AND CGPA

- The following method shall be used to compute the Semester Grade Point Average (SGPA):

  The SGPA equals the product of the number of credits (Ci) with the grade points (Gi) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

  $$\text{i.e. SGPA } (Si) = \Sigma i\ (Ci \times Gi) / \Sigma i\ (Ci)$$

  where Ci is the number of credits of the i^{th} course and Gi is the grade point scored by the student in the i^{th}course in the given semester. Credit Point of a course is the value

obtained by multiplying the credit (Ci) of the course by the grade point (Gi) of the course.

$$\text{SGPA} = \frac{\text{Sum of the credit points of all the courses in a semester}}{\text{Total credits in that semester}}$$

ILLUSTRATION – COMPUTATION OF SGPA

Semester	**Course**	**Credit**	**Letter Grade**	**Grade point**	**Credit Point** (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139
	SGPA				139/20 = 6.950

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

  CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in six semesters}}{\text{Total credits in six semesters (133)}}$$

  CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in eight semesters}}{\text{Total credits in eight semesters (177)}}$$

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.

- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

DETAILED SYLLABUS

MAJOR CORE COURSES

FIRST YEAR

SEMESTER 1

CORE COURSE 1 IN MAJOR– HISTORY OF KERALAM UP TO 12TH CE

Course Description: The course, History of Keralam up to 12th CE, aims to provide basic concepts on the history of Kerala from the earliest to the 12th century CE.

Programme	BA History Honours				
Course Code	HIS1CJ101/HIS1MN100				
Course Title	History of Keralam up to 12th CE				
Types of Course	Major				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per Week	Tutorial Per Week	Practical per week	Total Hours
	4	4	-	-	60
Pre- Requisites	Basic History course of 0-99 level				

COURSE OUTCOMES (CO): ..

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the main features of the geography of Keralam	R	F	Seminar Presentation
CO2	Formulate their own informed opinions about the significance of the history of Keralam upto 12th century CE	E	C	Seminar/ Group discussion
CO3	Analyse the Social formation process of Keralam	An	P	Debates/Historical simulations/ role play activities
CO4	To identify the strengths and weaknesses of different historical arguments about the history of Keralam upto 12th century CE.	An	P	Discussions and Debates

CO5	Compare and contrast different interpretations of historical events.	An	P	develop a timeline of a historical event
CO6	Describe the archaeological evidences upto 12 century CE	Ap	P	Seminar/ Group discussion
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**KERALAM : LANDSCAPE AND ENVIRONMENT**		**8**	**12**
	1	Keralam as a region	1	
	2	Geographical features- Western Ghats- Passes	2	
	3	Indian Ocean- Rivers- Backwaters- Beaches	1	
	4	Types of Soil Climate- Monsoons	2	
	5	Flora and fauna	2	
		Reading Materials 1. A Sreedhara Menon, *A Survey of Kerala History*. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003. 2. Rajan Gurukkal and Raghava Varier, *Cultural History of Kerala*, Thiruvananthapuram: Department of Cultural Publications, Government of Kerala, 1999 3. K. Soman, *Geology of Kerala.* Bangalore: Geological Society of India, 2002		
II	**Keralam upto Iron Age**		**12**	18
	6	Pre-historic settlements – Palaeolithic, Mesolithic, Neolithic	2	
	7	Rock shelters- Edakkal- Marayur- Tenmala	2	
	8	Megaliths- typology- Grave goods	2	
	9	Megalithic Excavations- J Babington- Porkkalam- Mangad- Ummichipoyil –Anakkara	3	
	10	Megalithic Culture- Belief- Economy- Society	3	
		Reading Materials 1. Elamkulam Kunjan Pilla, *Studies in Kerala History*, NBS, Kottayam 1970 2. A Sreedhara Menon, *A Survey of Kerala History*. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003. *3.* Rajan Gurukkal and Raghava Varier, *Cultural*		

		History of Kerala, Thiruvananthapuram: Department of Cultural Publications, Government of Kerala, 1999 4. P Rajendran, *The Prehistoric cultures and environment (A case study of Kerala)*. New Delhi: Classical Publication company, 1989. 5. T Sathyamurthi, *Iron Age in Kerala*, State Archaeology Department, Thiruvananthapuram, 1992 *6.* K N Ganesh, *KeralathinteInnalekal*, Thiruvananthapuram 1990 7. Raghava Varier and Rajan Gurukkal, *Keralacharithram vol-1*, Sukapuram, 1991		
III	**Keralam during Early Historic (300 BCE- 500 CE)**		**12**	18
	11	Early Tamil Literature- Akananuru- Purananuru- Patittuppattu	2	
	12	Tinai and the cultural landscape of early Tamizhakam	2	
	13	Greek- Roman writings ; foreign trade	2	
	14	Pattanam – Vizhinjam Excavations	2	
	15	Early historic society and Polity- Muvendar, Kurunila Mannar	4	
		Reading Materials *1.*Elamkulam Kunjan Pilla, *Studies in Kerala History*, NBS, Kottayam, 1970 2.A Sreedhara Menon, *A Survey of Kerala History*. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003. 3.Rajan Gurukkal and Raghava Varier, *Cultural History of Kerala*, Thiruvananthapuram: Department of Cultural Publications, Government of Kerala, 1999 *4.* K N Ganesh, *KeralathinteInnalekal*, Thiruvananthapuram, Second Edition, 2019 5.Raghava Varier and Rajan Gurukkal, *Keralacharithram vol-1*, Sukapuram, 1991 *6.* Rajan Gurukkal, *Rethinking Classical Indo- Roman Trade:Political Economy of Eastern Mediterranean Exchange Relations*. New Delhi: Oxford University Press, 2016. *7.* P.J Cherian, *Interim Reports of Pattanam Excavations*, KCHR, Thiruvananthapuram, 2015. 8.Dineesh Krishnan and Rachel A Varghese. *Archaeology Matters –A Field Based Narrative of Pattanam Excavations and Looking Ahead*, KCHR, Thiruvananthapuram, 2024		
IV	**Keralam- Upto 12th century**		**16**	22
	16	Epigraphic evidences- Vazhappalli- Tarisappalli – Parthivapuram – Thiruvalla copper plates	3	
	17	Archaeology and Temple architecture – Cheramanparambu- Matilakam	2	

	18	Formation of Nadu Historicity of Mushikavamsakavyam- Kolathunadu , Eranad- Venadu	3	
	19	Land rights and relations - Cherikkal- Brahmasvam- Devasam- Karanmai	2	
	20	Trade guilds- Valanchiyar- Anchuvannam-Manigramam	2	
	21	Temple and Brahmanic Bhakti traditions- Shiva-Vishnava	2	
	22	Second Chera polity (800-1122 CE)	2	
		Reading Materials *1.* Elamkulam Kunjan Pilla, *Studies in Kerala History*, NBS, Kottayam, 1970 2. A Sreedhara Menon, *A Survey of Kerala History*. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003. *3.* K N Ganesh, *KeralathinteInnalekal,* Thiruvananthapuram, Second Editon,2019 4. Raghava Varier and Rajan Gurukkal, *Keralacharithram vol-1*, Sukapuram, 1991 5. MGS Narayanan, *Perumāḷs of Kerala Brahmin Oligarchy and Ritual Monarchy Political and Social conditions of Kerala under the CēraPerumāḷs of Mākōtai (c AD 800 – AD 1124)*.Thrissur: Cosmo books, (1996), 2013. 6. Veluthat, Kesavan. *Brahman Settlements in Kerala: Historical Studies.* Thrissur: Cosmo Books, (1978) 2013.		
V		**Open Ended**	**12**	
		Experience learning through field visit (Doing History): The pre-historic, megalithic, early historic sites of Keralam- Edakkal / MarayurCheramanangad, Ariyannur, Kandanassery, Porkkalam, Kodungallur and Pattanam / Valapattanam and Madayi, Kodungallur and Tiruvanchikkulam etc. **Or** Heritage Walk to the villages Or known historical sites in the nearby towns and villages, landscape and culture.		
		Activities and assessment of the Open ended Prepare and submit a report, which can be considered as an assignment on the field visit or the heritage walk **Assessment** Assess the level of understanding in the report Or of the student		
		General Reading 1. Narayanan, M.G.S. *Kerala Charitrattinte Aṭisthāna Śilakal*. Calicut: Navakerala Cooperative Publication, 1971 2. Narayanan, M.G.S. *Cultural Symbiosisin Kerala*. Trivandrum: Kerala Historical Society, 1972. *3.* KN Ganesh, *Reflection on Pre-Modern Kerala.* Thrissur: Cosmo Books, 2016 *4.* PJ Cherian (ed.). *Perspectives on Kerala History,* Gazetteer Deartment, Thriuvananthapuram, 2000		

		5. M.P. MujeebuRehiman, K.S. Madhavan (eds.). *Explorations in South Indian History*. Kottayam: Sahithya Pravarthaka Cooperative Society. 2014. 6. Mark Donnelly, Claire Norton, *Doing History*. Routledge, NewYork, 2011		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Model Question
I SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS
HIS1CJ101/HIS1MN100 History of Keralam up to 12th CE
(Credits: 4)

Maximum time: 2 hours Maximum Mark 70

Section A

[Answer all. Each question caries 3 marks]

(Ceiling 24 Marks)

1. Western Ghats
2. Edavappathi
3. Marayur
4. Babington
5. Amphora
6. Kurinji
7. Vanpulam
8. Cheramanparambu
9. Tharisappalli
10. Alwars

Section B

[Answer all. Each question caries 6 marks]

(Ceiling 36 Marks)

11. Explain the important rivers of Keralam
12. Discuss the climatic condition of Keralam
13. List out the major pre-historic roc shelters of Kerala
14. What are megaliths?
15. What is Tinai?
16. Assess the importance of Pattanam excavations
17. Discuss the important epigraphical evidences on Perumal period
18. Write a note on Land rights of Perumal period

Section C

[Answer any one. Each question caries 10 marks]

(1x10=10 marks)

19. Analyse the early historic socio-economic formation in Keralam
20. Discuss the features of Second Chera polity

SEMESTER II

CORE COURSE 2 IN MAJOR – HISTORY OF KERALAM FROM 13TH CE TO 18TH CE

Course Description: The course "History of Keralam from the 13th CE to 18th CE" aims to offer a comprehensive understanding of Kerala's historical narrative during this pivotal period.

Programme	BA History Honours				
Course Code	HIS2CJ101/HIS2MN100				
Course Title	History of Keralam from13thCE to 18th CE				
Type of Course	Major				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic History course of 0-99 level				

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the main features of the political forms of medieval period	R	F	Seminar Presentation
CO2	Formulate their own informed opinions about the significance of the history of Keralamfrom 13th to 1800 CE	E	P	Seminar/ Group discussion
CO3	Analyse the Social formation process of Keralam during medieval and pre-British period	An	C	Debates/Historical simulations/ role play activities
CO4	To identify the strengths and weaknesses of different historical arguments about the history of medieval Keralam.	An	C	Discussions and debates
CO5	Compare and contrast different interpretations of historical events.	An	P	develop a timeline of a historical event

CO6	Define and apply terminology related to the Swarupam polity	U	F	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**The Era of Swarupams**		**12**	**16**
	1	Break up of Central authority- Formation of NaduvazhiSwarupams and Sanketams Kolathunadu- Samoothiris- Perumpadappu- Venad	3	
	2	Marumakkathayam	2	
	3	Jati formation – purity and pollution – MannappediPulappedi	2	
	4	Changes in Land Relations - Janmam- Kanam- Maryadai	3	
	5	Medieval Ordeals- Sathyaparikshakal	2	
		Reading materials 1. A Sreedhara Menon. *A Survey of Kerala History*. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 *2.* K N Ganesh, *KeralathinteInnalekal*, Thiruvananthapuram 1990 3. RaghavaVarier&RajanGurukkal, *Keralacharithram vol-1*, Sukapuram, 1991 4. Raghava Varier, *Ammavazhi Keralam*, Kerala Sahithya Academy, Kottayam,2006 5. RajanGurukkal&RaghavaVarier, *History of Kerala- prehistoric to the present*, Orient Blakswan, New Delhi, 2018		
II	**Socio- Cultural Settings of Medieval period**		**12**	**16**
	6	Manipravalam literature and the Evolution of Malayalam language	2	
	7	Granthavaris- Keralolpathis- Perumpadappu, Mathilakam, VanneriGrandhavari	2	
	8	Cultural contributions – Revathi Pattathanam– PatinettaraKavikal- Krishnagatha	2	
	9	**Martial Arts - Kalari- Poithu- Ankam- Mamankam**	3	
	10	**Medieval Trade – Inland and foreign**	3	
		Reading Materials 1. A Sreedhara Menon. *A Survey of Kerala History*. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 *2.* K N Ganesh, *KeralathinteInnalekal*, Thiruvananthapuram 1990 3. RaghavaVarier&RajanGurukkal, *Keralacharithram vol-1*, Sukapuram, 1991 *4.* PJ Cherian (ed.). *Perspectives on Kerala History*,		

		Gazetteer Deartment, Thriuvananthapuram, 2000 5. RajanGurukkal&RaghavaVarier, *History of Kerala- prehistoric to the present,* Orient Blakswan, New Delhi, 2018 6. 6. N M Namboothiri, *MamankamRekhakal*, Vallathol Vidyapeedam, Sukapuram, 2005		
III	**Onset of Colonial powers in Keralam**		**12**	**16**
	11	The Portuguese in Keralam- Gama- Cabral- Albuquerque	2	
	12	Impact of Portuguese Conquest in Religion- Latinization Synod of Diamper – Coonan Cross Oath	2	
	13	Historical importance of Thuhfath-al Mujahidheen	2	
	14	Dutch in Keralam- Kulachal war – Hortus Malabaricus- French in Mahe	2	
	15	Forts as Power centres of military and trade engagements	2	
	16	Europeans involvement in Local Politics	2	
		Reading Materials 1. A Sreedhara Menon. *A Survey of Kerala History*. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 2. K.M Panikker, *Malabar and the Portuguese*, later edn.,1997 *3.* K N Ganesh, *KeralathinteInnalekal*, Thiruvananthapuram, 1990 *4.* K.S Mathew, PoulomiAich Mukherjee, *The Portuguese* 5. *presence in India Malabar and Goa*, Manohar Publishers, Delhi, 2021 *6.* PJ Cherian (ed.). *Perspectives on Kerala History,* Gazetteer ,Deartment, Thriuvananthapuram, 2000 7. Rajan Gurukkal&RaghavaVarier, *History of Kerala- prehistoric to the present,* Orient Blakswan, New Delhi, 2018 8. Margret Frenz: *From Contact to Conquest: Transition to British Rule in Malabar, 1790-1805*, OUP, 2003		
IV	**18th century Keralam**		**14**	**22**
	17	British Colonization of Malabar	2	
	18	Princely States- Kochi	2	
	19	Princely States – Travancore	2	
	20	Mysorean invasions – Hyder Ali- Tipu Sulthan	2	
	21	Mysorean invasions and its impact	3	
	22	Sreerangapattanam Treaty and the imposition of British East India Company Rule- Malabar under the Madras Presidency	3	
		Reading Materials 1. A Sreedhara Menon. *A Survey of Kerala History*. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 *2.* C K Kareem, *Kerala Under Haidar Ali and Tipu Sulthan,* Kerala History Association, 1973 *3.* K N Ganesh, *KeralathinteInnalekal*,		

		Thiruvananthapuram 1990 4. Ashim Das Gupta, *Malabar in Asian Trade ,1740-1800*, CUP,1966 5. RaghavaVarier&RajanGurukkal, *Keralacharithram vol-1*, Sukapuram, 1991 6. PJ Cherian (ed.). *Perspectives on Kerala History*, Gazetteer ,Deartment, Thriuvananthapuram, 2000 7. Pamela Nightingale, *Trade and Empire in Western India, 1784-1806*,CUP,1970		
V		**Open Ended**	**12**	
		Experiential learning through Field Visit: Colonial Forts/Palaces and Temples of Naduvazhis. Egs. Palakkad Fort, Bekkal Fort, St.Angelos Fort, Anjuthengu Fort Arakkal Palace, Sakthan palace, Hill Palace, Mattachery Palace, Paliyam Palace , Padmanabhapuram Palace, Thangassherry(St.Thomas) Fort, East Fort Thiruvanthapuram etc./ Jewish Synagogues/ Medieval trade centers; eg.Valappattanam, Madayi, Panthalayani, Ponnani, Kodungallur, Kochi, Kollam, Vizhinjam etc. **Or** Seminar Presentations and discussions		
		Activities and assessment of the Open Ended Prepare and submit a report, which can be considered as an assignment on the field visit **Assessment** Assess the understanding level of the Student as per the report.		
		General Readings 1. Margret Franz, *From Contact to Congest*, OUP, New Delhi, 2003 2. RaghavaVarier,*MadhyakaalaKeralamSwarupane ethiyudeCharithrapaadangali*, SPCS, Kottayam, 2022 3. N M Namboothiri, *SamoothiriCharithrathileKanappurangal*, Lateredn., Kerala Bhasha Institute. 4. V V Haridas, *Zamorins and the Political Culture of Medieval Kerala*, Orient Blackswan, 2018 5. Rajan Gurukkal&RaghavaVarier, *History of Kerala-* 6. *Prehistoric to the Present*, Orient Blakswan, New Delhi, 2018 7. MP MujeebuRehiman, *Malabar in Transition*, Arts & Science Academic Publishing, Delhi, 2020		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for

the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Model Question

II SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS

HIS2CJ101/HIS2MN100History of Keralam from13th CE to 18th CE

(Credits: 4)

Maximum time: 2 hours Maximum Mark 70

Section A

[Answer all. Each question caries 3 marks]

(ceiling 24 Marks)

1. Kuruvazhcha
2. Sanketam
3. Vishapareeksha
4. Chandrolsavam
5. Poithu
6. RevathiPattathanam
7. Cabral
8. Coonan Cross oath
9. Cornwallis Code
10. Joint Commission Report

Section B

[Answer all. Each question caries 6 marks]

(Ceiling 36 Marks)

11. Explain the important features of Swaroopam
12. What is JanmamKanam?
13. Discuss the process of Jati formation
14. Write a note on SandesaKavyas
15. Assess the process of Latinization of Christianity in Kerala
16. Estimate the Colonial involvements in local politics
17. Examine the political importance of Kochi under SakthanThampuran
18. Write a note on the political importance of Mysore invasion

Section C

[Answer any one. Each question caries 10 marks]

(1x10=10 marks)

19. Analyse the nature of medieval polity
20. Discuss the importance of fortification during colonial period

SECOND YEAR

SEMESTER III

CORE COURSE 3 IN MAJOR –HISTORY OF INDIA UP TO 6TH CE

Course description: This course provides an in-depth exploration of the ancient roots, civilizations, and cultural developments of India from prehistory to the early medieval period. Through a chronological and thematic approach, students will examine key periods, societies, and interactions that shaped early Indian history.

Programme	BA History Honours				
Course Code	HIS3CJ201				
Course Title	HISTORY OF INDIA UP TO 6TH CE				
Type of Course	Major				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	**Demonstrate Understanding of Ancient Indian Civilizations:** Identify and describe key characteristics, events, and developments of pre-Harappan, Harappan, Vedic, and post-Mauryan periods in Indian history.	U	F	Class Discussions or Debates
CO2	**Critically Analyse Socio-Political Transformations:** Critically analyse the socio-political structures, cultural shifts, and major historical events during the Vedic period, Mauryan Empire, and post Mauryan era, integrating diverse perspectives and sources	An	P	Assignments

CO3	**Evaluate Economic and Trade Networks:** Evaluate the economic systems, trade routes, and networks, including Indo-Roman trade, and assess their impact on the socio-economic development of ancient Indian civilizations.	E	C	Seminar Presentation
CO4	**Examine Religious and Philosophical Traditions:** Examine the emergence and evolution of religious and philosophical traditions in ancient India, including heterodox sects, Buddhism, Jainism, and the revival of Vedic traditions, and analyse their significance within the cultural context.	An & E	C	Debates/ Discussions
CO5	**Apply Comparative and Critical Analysis:** · Apply comparative analysis techniques to identify similarities and differences between different periods and regions of ancient Indian history.	An & E	P	Debates/Seminar presentation
CO6	· Engage in critical analysis of historical narratives, primary sources, and archaeological findings to formulate well supported interpretations and conclusions regarding ancient Indian civilizations.	AP	P	Assignments

Module	**Unit**	**CONTENT**	**Hours 60**	**Marks** 70
I	**Ancient Roots and Early Civilization**		**10**	**14**
		Introduction to Indian Prehistory		
	1	Palaeolithic, Mesolithic and Neolithic period: An overview	2	
	2	Related archaeological sites	1	
	Harappan Civilization			
	3	Civilization and Urbanization - Definitions	1	
	4	The Early Harappan phase	1	

	5	Features of Mature Phase of Harappan Civilization- Religious practices – Polity – Script – Trade	4	
	6	Decline of Urban life	1	
	Reading List: 1. Dilip K Chakrabarati, *India – An Archaeological History: Paleolithic Beginnings to Early History Foundation,* Oxford University Press, 2001 2. R. S. Sharma, *India's Ancient Pasts,* Oxford University Press, 2006 3. Gregory L Possehl, *The Indus Valley Civilization: A Contemporary Perspective*Altamira Press, 2002 4. D. N. Jha, *Ancient India in Introductory Outline,* Manohar Publishers, 2012 5. Shereen Ratnagar, *Understanding Harappa,*Tulika , 2001 6. 6. M K Dhavalikar, *Cultural Imperialism: Indus Civilisation in Western India* , South Asia Books, 1995 7. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century,* Pearson Education India, 2009 8. 8.Mortimer Wheeler, *Civilisations of the Indus valley and beyond*, Thames and Hudson Ltd., 1966		
II	**From Settlements to States**		**14**	**20**
	7	Vedic Age – Society, Economy and Polity	3	
	8	Early Iron age cultures – PGW, Megaliths & NBPW	3	
	9	Early Tamil Anthologies- society, economy and polity - The Tinai Concept	3	
	10	Early state formations - Characteristics of Mahajanapadas (Chiefdoms, Kingdoms and Ganasanghas)	2	
	11	Growth of the Magadhan Empire	1	
	12	Social and Religious Transformations**:** Nature of Varna system - Emergence of heterodox sects	2	

	Reading List: 1. R. S. Sharma, *Material Culture and Social Formations in Ancient India*Macmillan,1983 2. Romila Thapar, *From Lineage to State*, Oxford University Press, 1999 3. Romila Thapar, *The Penguin History of Early India: From the Origins to AD 1300*, Penguin India, 2003 4. N. Subrahmanyan, *Sangam Polity: The Administration and Social Life of the Sangam Tamils*, Ennes Publication, 1996 5. Kailasapathi, *Tamil Heroic Poetry*, Oxford University Press, 1968 6. Rajan Gurukkal, *Social Formations of Early South India*, Oxford University Press, 2012			,
III	**The Mauryan Empire and the regional powers in the South**		**12**	**18**
	13	Major sources for the Mauryan period – Arthashasthra – Indica – Inscriptions – Archaeological and Numismatic evidences	3	
	14	The nature and structure of the Mauryan Empire	2	
	15	Asoka‘s Dhamma	1	
	16	The Decline of the Mauryan Empire	1	
	17	The Kings and Chieftains in the Far South: The Cheras, Cholas and Pandyas	3	
	18	The Indo-Roman Trade	2	
	Reading List: 1. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Education India, 2009 2. Romila Thapar, *The Penguin History of Early India: From the Origins to AD 1300*, Penguin India, 2003 3. Romila Thapar, *Asoka and the Decline of Mauryas*, Oxford University Press, 1997 4. R. Champaklaskhmi, *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*, Oxford University Press, 1999 5. Rajan Gurukkal, *Social Formations of Early South India*, Oxford University Press, 2012. 6. Rajan Gurukkal, *Re-thinking Classical Indo-Roman Trade: Political Economy of Eastern Mediterranean Exchange Relations*, Oxford India Press, 2016			
IV	**Transition to Feudalism and Cultural Developments**		**12**	**18**
	19	The nature of polities: The Satavahanas, Guptas and Vakatakas	3	
	20	Revenue resources of the states: Land grants, Craft and Artisanal production, Guilds and Trade	2	
	21	Society, Religion and Culture	2	

	22	Literature, Art and Architecture, Science and Technology	2	
	23	Nature of Indian Feudalism	1	
	24	Temple based Bhakti traditions of the South	2	
	Reading List: 1. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Education India, 2009 2. Irfan Habib, (ed.), *A Peoples' History of India 7 – Society and Culture in Post Mauryan India, C.200 B.C. to A.D. 300*, Tulika Books, 2015 3. R.S.Sharma, *Indian Feudalism*, Macmillan Publishers, 3rd Revised Edition, Delhi, 2005 4. R.S.Sharma, *How Feudal was Indian Feudalism?' inSocial Scientist*, Vol.12 No.2, Feb.1984. https://www.jstor.org/stable/3517092 5. Harbans Mukhia, ed *The Feudalism Debate* , Manohar Publishers, Delhi,2022 6. D.N.Jha, (ed) *Feudal Order: State, Society and Ideology in Early Medieval India*, Manohar Publishers, 2023 *7.* Kesavan Veluthat, *The Political Structure of Early Medieval South India*, Orient Black Swan, 2012		
V	**Open Ended:** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:			**12**
	1	**Archaeological Advances in Indian History** Discuss recent archaeological discoveries and their impact on our understanding of early Indian history		
	2	**Comparative Analysis of North and South Indian Cultures** Explore the similarities and differences in cultural, social, and economic aspects between North and South India		
	3	**Critical Examination of Historical Narratives** Encourage students to critically assess historical narratives, examining biases and alternative perspectives.		
	4	**Specialized Topics in Ancient Indian History** Allow students to delve into specific areas of interest, such as trade routes, technological advancements, or gender roles.		
	Activities and assessment of Open ended For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:			
	1	**Archaeological Advances in Indian History** **Activity: Research Presentation** · Divide students into groups and assign each group a recen archaeological discovery in Indian history. · Groups present their findings to the class, discussing the implications of the discoveries and potential revisions to historical narratives		

		Evaluation: Presentation Rubric · Assess the clarity of presentation, and critical analysis of the archaeological discoveries. · Evaluate students' ability to articulate the significance of the discoveries and their impact on historical understanding.	
	2	**Comparative Analysis of North and South Indian Cultures Activity: Cultural Exchange Fair** · Organize a cultural exchange fair where students represent either North or South Indian cultures.	
	3	**Critical Examination of Historical Narratives Activity: Debate** · Assign students to debate teams and propose controversial historical narratives or interpretations. · Topics could include debates on the motives of historical figures, the causes of historical events, or the impact of colonialism on Indian history. · Each team presents arguments supported by evidence and engages in counter arguments. **Evaluation: Debate Performance and Analysis** · Evaluate students' ability to construct arguments based on historical evidence. · Assess their critical analysis of competing narratives and their ability to articulate alternative perspectives. · Encourage reflection on the debate process and insights gained from engaging with diverse historical interpretations	
	4	**Specialized Topics in Ancient Indian History Activity: Group Presentation and Discussion** · Students form groups and select a specific topic within ancient Indian history. Topics should align with the themes discussed in class (Polities, technological advancements, gender roles, etc.) · Each group delivers a presentation to the class, summarizing their findings and insights. Presentations should include visual aids, such as slides or posters, to enhance understanding. Following each presentation, there will be a class discussion facilitated by the instructor. **Evaluation: Group Presentation** · Evaluate the use of visual aids to enhance understanding · Require students to present key findings and insights from their research to the class, fostering discussion and feedback. · Assess students' ability to communicate complex historical concepts effectively and respond to questions and critiques during the presentation.	

Note: The course is divided into five modules, with four having minimum 24 units and one open ended module with a variable number of units. There is total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules.

Mapping of COs with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	-	1	1	2	1	-	1	2	3
CO2	3	3	3	-	3	1	3	3	1	3	3	1
CO3	3	2	1	-	3	1	3	3	1	3	3	1
CO4	3	3	1	-	3	3	2	3	1	2	3	3
CO5	3	2	3	-	3	1	2	3	1	3	3	1
CO6	3	2	1	-	-	2	2	2	1	2	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

· Quiz / Assignment/ Debates/ Discussion / Seminar
· Midterm Exam
· Final Exam (70%)

Mapping of COs to Assessment Rubrics:

CO	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

III Semester B.A. (CUFYUGP) Degree Examinations
Course Code: HIS3CJ201 HISTORY OF INDIA UP TO 6TH CE
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 marks)

1. Burzahom
2. PGW Culture
3. Ganasanghas
4. Janapada
5. Dhamma
6. Saptanga
7. Pataliputra
8. Nalanda
9. Samantas
10. Kali crisis

Section B

[Answer All. Each question carries 6 marks]

(Ceiling:36 marks)

11. Which are the debates on Indus Script?
12. Explain the various aspects of Tinai Concept.
13. Examine the significance of the Indo-Roman trade.
14. Which are the major sources of Mauryan history?
15. To what extent iron technology led to the development of second urbanization in North India.
16. Outline the scientific and technological achievements that characterized the Gupta period.
17. Analyse the impact of land grants on the socio-economic structure of Satavahana society and their long- term implications for governance and land tenure systems in ancient India.
18. Trace the important features of Gupta administration

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

19. Analyze the factors that led to the decline of Harappan Civilization.
20. Trace the material conditions led to the origin of Buddhism and Jainism

SEMESTER III

Core Course 4 in Major History of Keralam from 19th CE to the present

Course description: This course is intended to Kerala's history from the 19th century to the present, focusing on the time when it was under colonial rule. It covers how British influence affected Kerala's economy, society, and politics. This course also looks at the unique cultural changes during this period. It also examines Kerala after independence, including social and economic shifts and the present situation. It gives a preliminary understanding of modern Kerala's history, emphasizing important events and key figures.

Programme	BA History Honours				
Course Code	HIS3CJ202/ HIS3MN200				
Course Title	History of Keralam from 19th CE to the present				
Type of Course	Major				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Preliminary knowledge of modern Kerala History like the transition from feudal to colonial society, arrival of modernity and resistance to colonialism, formation of united Kerala, and the influence of left ideology and subsequent changes in modern Kerala				

Course Outcomes (CO): .

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding the socio-political changes, economic developments, cultural shifts, and the impact of significant events or movements on the Kerala society	U	F	Seminar Presentation
CO2	Students gain insights into the State's role in the national context and its continuation to India's history	E	C	Seminar/ Group discussion
CO3	Students gain a comprehensive understanding of the multifaceted changes that occurred in Kerala	An	P	Debates

	during the mid to late 20th century, fostering critical thinking and a deeper appreciation for the interconnectedness of history, culture, and societal transformation			
CO4	Acquire researchskills by conducting independent research on specific historical topics related to modern Kerala history and coherently presenting findings.	An	P	Discussions anddebates
CO5	Understanding the ethical dimensions of historical research and analysis, considering issues related to cultural sensitivity, bias, and historical interpretation.	An	P	Develop a timeline of the maps made in pre-British India.
CO6	Critically analyze key historical events and movements in Kerala.	U	C	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**INTRODUCTION AND CARTOGRAPHY:**		**11**	**18**
	1	European Dominance in Kerala, 1498-1792	2	
	2	Establishment of British power in Malabar	2	
	3	Colonial Society Kochi and Thiruvithamcore	2	
	4	Impact of European Dominance	2	
	5	Modernity and the Rise of New Social Classes	3	
	Reading List 1. N. Rajendran, *Establishment of British Power in Malabar, 1664-1799,* Chugh Publications, 1979 2. T.K. Ravindran, *Malabar Under Bombay Presidency: A Study of the Early British Judicial System in Malabar, 1792-1802*, 1969 3. Rajan Gurukkal and Raghavavarier, *Kerala Charithram* (mal), Vol.2, 4. Genevieve Lamercinier, *Religion and Ideology in Kerala,* DK Agencies, 1984 5. Margaret Frenz, *From Contact to Conquest: Transition to British Rule in Malabar, 1790-1805,* OUP, 20023 *6.* Robin Jeffrey, *The Decline of Nayar Dominance: Society and Politics*			

	in Travancore, 1847-1908, 1976 7. RājanGurukkaḷ, RāghavaVārrier, *History of Kerala: Prehistoric to the Present*, Orient Blackswan, 2018 8. Leena More, *English East India Company and the Local Rulers in Kerala: A Case Study of Attingal and Travancore*, 2003 9. E M S Namboodirippad, *History, Society, and Land Relations: Selected Essays*, Leftword Books, 2010 10. T.C. Varghese. *Agrarian Change and Economics Consequences: Land Tenures in Kerala 1850-1960*, Allied Publishers, Bombay, 1970 11. E M S Namboodripad, *The National Question in Kerala*, PPH, Bombay, 1952			
II	**RESISTANCE TO COLONIALISM IN KERALA**		**17**	**22**
	6	Early Resistances, Pazhassi Raja, Velu Thampi, Kurichia Revolt, Mappila Resistances	2	
	7	Birth and Spread of the National Movement, 1885-1920	3	
	8	Mahatma Gandhi and the Birth of Mass Movements	2	
	9	Socialist Ideology and the National Movement	**2**	
	10	Peasant and anti-Imperialist Movements in Malabar	**2**	
	11	Temple Entry Movements in Kerala	**1**	
	12	The Quit India Movement in Kerala	**1**	
	13	Aikya Kerala Movement	**2**	
	14	Literacy and the Library Movement	**2**	
	Reading List 1. P.K.K. Menon, *History of Freedom Struggle in Kerala*, Vol. I, Govt. of Kerala, Thiruvananthapuram, 2000 2. P.K.K. Menon, *History of Freedom Struggle in Kerala, 1885-1938*, Vol. II, Regional Records Survey Committee, 1972 3. A Sreedhara Menon, *Kerala and Freedom Struggle*, DC Books, 2013 4. A Sreedhara Menon, *A Survey of Kerala History*, DC Books, 2007 5. Indu Menon (Ed.), *Tribal Freedom Fighters of Kerala*, Kirtads, 2019 6. Library Movement in Kerala: Seehttp://eprints.rclis.org/7821/1/1993Origins.pdf 7. EMS Namboodirippad, *Keralam Malayalikalude Mathrubhumi (mal)*, *Chintha*, 2022 8. A K Pilla, *Congrassum Keralavum* (Mal), Charithram Publications, 1982 9. *Kerala Through the Ages*, Govt. of Kerala, 1980 10. E M S Namboodripad, *The National Question in Kerala*, PPH, Bombay, 1952			

III	**SOCIAL AND CULTURAL HISTORY OF MODERN KERALA:**		**8**	**14**
	15	The Intervention of Missionaries in Kerala	2	
	16	Changes in Education and Literature	2	
	17	Social Changes- Sree Narayana Guru, Ayyankali, Poykayil Yohannan, Mannathu Padmanabhan, Reform movements among the Muslims, and the Rationalist movement	4	
		Reading list: 1. E M S Namboodripad, *The National Question in Kerala*, PPH, Bombay, 1952 2. P. Bhaskaranunni, *PathonpathamNoottandile Keralam* (mal), Kerala Sahitya Akademi, 2022 3. P. *Bhaskaranunni, Keralam IrupathamNoottandinte Keralam* (Mal), Kerala Sahitya Akademi, 2023 4. P.K. Gopalakrishnan, KeralathinteSamaskarikacharithram 5. Robin Jefferey, *Decline of Nayar Dominance: Society and Politics in Travancore, 1847-1908*, Vikas, New Delhi, 1976. 6. Robin Jeffrey, *Politics, Women and Well-Being: How Kerala Became a Model*, Macmillan, London, 1991. 7. Dick Kooiman, *Conversion and Social Equality i India: The London Missionary Society in South Travancore in the 19th Century*, Manohar, New Delhi, 1989. 8. L A Krishna Iyer, *Social History of Kerala*, 2Vols, Book Centre Publications, Madras, 1970 9. K K N Kurup, *Modern Kerala: Studies in Social and Agrarian Relations*, Mittal, Delhi, 1988. 10. K N Panikkar, *Against Lord and State*, OUP, New Delhi, 1989		
IV	**KERALA SINCE INDEPENDENCE:**		**12**	**16**
	18	The Reforms of the First Communist Ministry, 1857-59	2	
	19	Implementation of Land Reforms in Kerala	1	
	20	People‘s Planning Programme	1	
	21	Education in Post Independent Kerala	2	
	22	The Kerala Model of Development	2	
	23	Tribal and Environmental Issues in Kerala	4	

		Reading List: *1.* C. Varghese. *Agrarian Changes and Economic Consequences: Land Tenures in Kerala 1850-1960.* *2.* M.A. Omman (ed), *Rethinking Development: Kerala's Development Experience, Volume 1.* 3. *Kerala Acts and Ordinances of Kerala 1957*, Trivandrum: The Govt. Press, 1957. 4. M.S.A Rao, *Social Change in Malabar*, *Popular Book Depot*, Bombay, 1957. 5. Georges Kristoffel Lieten, *First Communist Ministry in Kerala 1957-59*, K P Bagchi, Calcutta, 1982. 6. K K George, *Limits to Kerala Model of Development: An Analysis of Fiscal Crisis and its Implications*, CDS< Thiruvananthapuram, 1999. 7. T M Thomas Issac and Richard W Franke, *Local Democracy and Local Development: The People's Campaign for Decentralised Planning in Kerala*, CDS, Thiruvananthapuram, 2000		
V		**Open Ended**	12	
		• The following work can be done to strengthen the knowledge of students in the history of Modern Kerala		
		• Conduct field Trips and prepare reports • Organise expert talks • Presentation of Seminars by students • Arrange class Quiz programme • Conduct exhibition in the institution		

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There is total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

III Semester B A (CUFYUGP) Degree Examinations

Course Code: HIS3CJ202/ HIS3MN200

History of Keralam from 19th CE to the present

(Credits 4)

Maximum time: 2hrs **Maximum Marks: 70**

Section A

(Answer all. Each question carries 3 marks)

(Ceiling: 24 Marks)

1. Kundara Proclamation
2. Paliath Achan
3. Malayali Memorial
4. O Chandu Menon
5. Kallumal Agitation
6. William Logan
7. Muthanga Struggle
8. T M Verghese
9. Laksham Veedu Housing Scheme
10. Basel Evangelical Mission

Section B

(Answer all. Each question carries 6 marks)

(Ceiling:36 Marks)

11. Why did the Mappila peasants oppose colonialism and landlordism in Kerala?
12. What is AravippuramPrathishta? Examine its relevance in Kerala History
13. Examine the influence of Gandhi and his ideology in Kerla
14. What was the PunnapraVayalar Struggle? How did it end the despotism of C P Ramaswami Ayyar in Thiruvithamcore?
15. Write a note on the Quit India Movement in Kerla
16. How did Kerala achieve a hundred percent literacy?
17. What is Kudumbasree ? Examine its work in Kerla
18. How did Kerala respond to the declaration of Emergency in 1975?

Section C

(Answer any one. Each question carries 10 marks)

(1x10 Marks)

19. Critically evaluate the influence of Sree Narayana Guru and his ideology in the making of modern Kerala
20. What is the Kerla Model of Development? Write a critical analysis

SEMESTER IV

Core Course 5 in Major – History of India from 7th CE to 18th CE

Course descriptions - The course is framed into both and administrative and cultural aspects of medieval India. Administrative topics encompass governance structures, revenue systems, and military organisation. On the cultural front, it covers, art, literature, architecture, and the socio- religious policies shaping medieval Indian society.

Programme	BA History Honours				
Course Code	HIS4CJ203				
Course Title	History of India from 7th CE to 18th CE				
Type of Course	Major				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	At the end of the course the students should be able to Demonstrated knowledge, critical analysis, cultural awareness and research skills.	An	F	Seminar Presentation
CO2	These outcomesaim to equip students with a comprehensive understanding of Medieval India while fostering critical thinking, Research, and communication skills.	U	C	Seminar/Group discussion
CO3	Contextualunderstanding: to place historical event with in their social political, economic and cultural contacts recognising the interconnectedendless of different factors.	An	C	Debates/Historical simulations/role play activities

CO4	Synthesis information:Synthesis information from diverse sources to construct a coherent narrative of medieval Indian history.	An	C	Discussions and debates
CO5	Communicative historical knowledge effectively through well organized and articulate it in written and oral.	An	P	Seminar/debate
CO6	Research skills- Develop Research skills to investigate and explore primary and secondary sources, contributing to a more nuanced understanding of specific aspects of medieval Indian history.	U	P	Quick quizzes/Group discussions
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**EARLY MEDIEVAL INDIA (6TH CENTURY TO 12THCENTURY)**		**12**	**21**
	1	Political development - rise of regional kingdoms	1	
	2	The Pallava and Chola Dynasties	3	
	3	The Chalukya and Pratihara dynasties	2	
	4	Socio-economic conditions of Early Medieval period	2	
	5	Cultural developments	2	
	6	Decline of the major regional powers	2	
		Reading List 1. B.D. Chattopadhyaya,*The Making of Early Medieval India*, OUP, 1994. 2. Burton Stein, *Peasant State and Society in Early Medieval South India*, CUP, 2009. 3. Kesavan Veluthat,*Political Structure of Early Medieval South India*, Orient Longman, 1993 .		

II	**DELHI SULTANATE (12TH CENTURY TO 16THCENTURY)**		**12**	**18**
	7	Establishment of the Delhi Sultanate	**2**	
	8	Administrative System – Military and Feudal natures	**3**	
	9	Cultural synthesis (Islamic and Indian Traditions)	**1**	
	10	Art and Architecture (Iconic structures and Calligraphy)	**2**	
	11	New experiences – Changes of social structure	**2**	
	12	Mongol Invasions in Delhi and its impacts	**1**	
	13	Decline of the Sultanate	1	
		Reading List 1. Satish Chandra, *Medieval India: From Sultanate to the Mughals (1206-1526)*, Har-Anand Publications, 2004. 2. Satish Chandra,*Medieval India: From Sultanate to the Mughals (1526-1748), Part II*, Har-Anand Publications, 2005. 3. Sunil Kumar, *The Emergence of Delhi Sultanate, 1192-1286*, Orient Blackswan, 2007.		
III	**VIJAYANAGARA AND BHAMINI KINGDOMS (14TH CENTURY TO 16TH CENTURY)**		**11**	**12**
	14	VijayanagaraKingdom	**1**	
	15	Administrative System	**2**	
	16	Nature of the Vijayanagara Society	**2**	
	17	Art and Architecture	**1**	
	18	Conflict with Bhamini Sultanate	**1**	
	19	Establishment of Bhamini Kingdom	**1**	
	20	Cultural contributions (Decani art and architecture)	**2**	
	21	Conflict with Vijayanagara	**1**	
		Reading List 1. Burton Stein,*Peasant State and Society in Medieval South India‖ and Vijayanagara*, OUP, 1980. 2. William J. Jackson, *Vijayanagara Voices: Exploring South Indian History and Hindu*		

		Literature, Routledge, 2017. 3. Richard M. Eaton, *A Social History of the Deccan, 1300-1761 -Eight Indian Lives*, CUP, 2005.		
IV	**MUGHAL EMPIRE (16TH CENTURY TO 18TH CENTURY).**		**13**	**19**
	22	Establishment of Mughal rule in India	**2**	
	23	Mughal rulers and their policies	**2**	
	24	Administrative system – Discussion of the Patriarchal Bureaucracy	**3**	
	25	Debates on Mughal Economy – MansabdariandJagirdari Systems	**3**	
	26	Cultural Achievements (Art, Architecture, Literature And Paintings)	**2**	
	27	Decline and disintegration of the Mughal Empire	**1**	
		Reading List 1. Harbans Mukhia, *The Mughals of India*, Blackwell Publishing, 2004. 2. K.A. Nizami, *State and Culture in Medieval India*, Adam Publishers & Distributers, 1985. 3. Satish Chandra, *Medieval India: From Sultanate to the Mughals (1206-1526)* and *(1526-1748) Part II*, Har-Anand Publications, 2004 &2005. **Essental Reading:** 1. Chattopadhyaya B.D , *The Making of Early Medieval India*. *2*. Altekar.A.S.,*Rashrakudas and their Times* 3. Irfan Habib, *Medieval India*, 4. Irfan Habib, *The Agrarian System of Mughal India*. *5*. Karashma Noboru, *South Indian History And Culture* *6.*Kesavan Veluthat, *Political Structure of Early Medieval South India*, *7*. Nilakanda Sastri, K.A. *A History of South India* *8*. Nizami. K.A, *State and Cultural in Medieval India* *9*. Sathish Chandra, *Medieval India (2volumes)* 10. Sharma R.S, *Indian Feudalism*. 11. Stein Burton, *Peasant State and Society in Early Medieval South India.* 12. Nurul Hasan, *Thought on Agrarian Relations in Mughal India*.		

V		**Open Ended:** ➢ Overview of post- Gupta period in the 6th century, the resulting political fragmentation helped the emergence of the local kingdom in north India.This era laid the groundwork for the medieval period in Indian history. ➢ Rise and fallof Bhamini and Vijayanagara and impacton regional history ➢ Understanding key political,social and cultural developments in medieval India.	**12**	
		Activities and assessment of Open ended ❖ Collaborative projects on specifics or characters to enhance understanding of the time period. ❖ Field trips- Visits to historical sites, museums, or cultural events to provide a tangible connection to the studied history. **Assessment** ✓ Students may present on significant historical events, cultural aspects, or influential figures. ✓ Debate- Engaging in discussions and debate on controversial or pivotal events to develop critical thinking skills.		

Note: The course is divided into five modules, with four having total 27 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 27 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	3	3	3	-
CO 2	3	1	3	3	3	3	-	3	3	3	-
CO 3	3	-	1	1	3	3	-	2	-	-	-
CO 4	3	1	1	1	-	3	-	-	3	3	-
CO 5	3	-	3	3	3	3	3	2	1	1	-
CO 6	3	-	3	3	-	3	-	2	1	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓

MODEL QUESTION PAPER

IV th Semester BA HISTORY (CUFYUGP) Degree Examination 2024
(Major)

HIS4CJ203 History of India from 7th CE to 18th CE
(credits: 4)

Maximum Time: 2 hours Maximum Marks: 70

Section A
[Answer All. Each question carries 3 marks]
(Ceiling: 24)

1. Alunganam
2. Kudavolai
3. Muqti
4. Indo- seracenic Art
5. Iqta system
6. Amaranayakas
7. Amuktamalyada
8. Wakil
9. Ayagar
10. Segmentry state system.

Section B
(Answer all each question Carries 6 marks)
(Ceiling : 36 Marks)

11. Write short essay about South Indian Architecture.
12. Write short note on Din-ilahi.
13. Examine the salient features of Indo- Islamic Art and Architecture.
14. What were the major architectural contributions during the Delhi Sultanate period?
15. Write short note about administrative reforms in Sultanate period.
16. Examine the measures which AlaudhinKhalji adopted to suppress the power of the nobles.
17. Give a brief account of mansabdari system.
18. Analyze the effects of land grant system.

Section C

(Answer any one. Each question carries 10 marks)

(1x10 = 10 marks)

19. Describe the central administrative of Vijaya nagara empire.
20. Describe the role of mercantile corporations in south Indian trade.

SEMESTER IV
CORE COURSE 6 IN MAJOR: HISTORY OF WORLD UP TO 5TH C E

Course description:

The course traces the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Egypt, India and China. It also mentions the rise and growth of Greco-Roman civilizations and decline and fall of Roman Empire.

Programme	BA History Honours				
Course Code	HIS4CJ204				
Course Title	History of World up to 5th C E				
Type of Course	Major				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO): ..

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the evolution of human society	U	C	Seminar Presentation
CO2	To familiarise with general time line and outline of ancient civilizations.	U	C	Seminar/ Group discussion
CO3	Ability to recognize the influence of civilizations and identify their connections to local and national developments.	An	p	Debates/Historical simulations/ role play activities
CO4	To acquire knowledge about the origin, features, nature and class composition of various societies.	U	C	Discussions and debates
CO5	To Analze the Greco-Roman civilization	An	P	develop a timeline of a historical event
CO6	Ability to compare and contrast different interpretations of historical events.	Ap	P	quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
I		**TOWARD CIVILIZATION**	**8**	**14**
	1	Prelude to history –man and immensity-an evolving pattern of life	2	
	2	Cultural Evolution-Paleolithic Age	2	
	3	Neolithic Revolution	2	
	4	The Age of metals.	2	
		Reading List 1. Thomas Walter Wall Bank and Alastair Mac Donald Taylor,*Civilization Past and Present*, HarperCollins College Publishers, New York, 1996, 2. Edward Mac Nall Burns et.al, *World Civilizations*, Vol.A, Norton publishers, New York,1964 3. Chris Harman, *A Peoples History of the World B*ookmarks Publications, London, 1999. 1. Gordon Childe, Man *Makes Himself, Aakar Books* , Reprint 2. Gordon Childe, What Happened in History, Aakar Books, Reprint		
II	**EARLY RIVERINE CIVILIZATIONS**		**14**	**18**
	5	Early River Valley civilizations - Egypt.	**3**	
	6	Mesopotamian Civilization	**3**	
	7	Assyrean	**2**	
	8	Chineese	**2**	
	9	Harappan Civilization	**2**	
	10	Theories regarding decline of Harappa	**2**	
		Reading List 1. Thomas Walter Wall Bank and Alastair Mac Donald Taylor. *Civilization Past and Present*, HarperCollins College Publishers, New York 1996, 2. Edward Mac Nall Burns et.al, World		

		Civilizations, Vol.A, Norton publishers, New York,1964 3. Shereen Ratnagar,*Understanding Harappa Civilization in the Greater Indus Valley,*Tulika Books,2015		
III	**ADVANCEMENT OF HUMAN LIFE**		**17**	**22**
	11	Homeric Age: Evolution of classical Greece	**2**	
	12	Athens and Sparta	**1**	
	13	Persian and the Peloponnesian wars.	**2**	
	14	The Periclenian Age	**2**	
	15	Development of Science, Art And Architecture.	**2**	
	16	The Ascendancy of Rome	**2**	
	17	Roman Republic and Roman law	**2**	
	18	Legacy of Roman Civilization	**3**	
		Reading list 1. Thomas Walter Wall Bank andAlastair Mac Donald Taylor.*Civilization Past andPresent,*HarperCollins College Publishers, New York, 1996 2. Edward Mac Nall Burns et.al, *World Civilizations, Vol.*ANorton publishers, New York,1964 3. Robin Sowerby,*The Greeks An Introduction to their* Culture, routledge publications,London,2014 4. James M.Powell,*The Civilization of the West,*western publisher,newyork,1967 5. Chris Harman,A Peoples *History of the WorldBookmarks* Publications, London, 1999.		
IV	**DECLINE OF THE ANCIENT WORLD**		**9**	**16**
	19	Rise and Growth of Christianity	**2**	
	20	The fall of the Western Roman Empire	**3**	
	21	Decline of slave mode of production	**2**	
	22	Byzantine heritage	**2**	
		Reading list 1. Thomas Walter Wall Bank and Alastair Mac Donald Taylor, *Civilization Past and Present,* HarperCollins College Publishers, New York 1996, 2. John L.Stipp,C.WarrenHollister,Allen W. Dirrim,HaroldlBauman,*The Rise and Development of Western Civilization* Wiley publishers ,New York 1972 *3.* l.S. Stavrianos, *Man's Past and Present -A Global*		

		History,Englewood Cliffs, New York,1975 *4.* Chris Harman,A*Peoples History of the World*,Bookmarks Publications, London, 1999. *5.* Edward Gibbon, *Decline and fall of the Roman Empire, London,1776* *6.* Sharma, Manoj: *History of World Civilization*, Anmol Pub, New Delhi, 2005		
V		**Open Ended: Transition from ancient to medieval world**	**12**	
		Europe after Rome's decline-early medieval economy		
		The church in the middle ages		
		The crusades		
		Activities and Assessment of open ended ➢ Conducted a quiz on medieval world ➢ Assignments and seminar on manorial system abstract the main arguments/concepts/ideas of Medieval World discussion about crusades **Assessment** ❖ Evaluate the medieval economy ❖ Evaluate the causes and effects of crusades ❖ Evaluate the understanding of transition of medieval world **Reference :** 1. Amar Farooqui, *Early Social Formations*, Vijay ChowkLaxmi Nagar,2001 2. Chris Harman, *A Peoples History of the World* Bookmarks Publications, London, 1999. 3. Edward Gibbon, *Decline and fall of the Roman Empire*, London,1776 4. Edward Mac Nall Burns et.al, *World Civilizations, Vol.A* Norton publisher, New York,1964 5. James M.Powell,*The Civilization of the West*,Western Publisher,Newyork,1967 *6.* John L.Stipp,C.WarrenHollister,Allen W. Dirrim, HaroldlBauman,*The Rise and Development of Western Civilization*WileyPublishers, New York 1972 7. Perry Anderson *Passages From Antiquity To Feudalism*,VersoBooks,USA , 8. Robin Sowerby,*The Greeks An Introduction to their Culture*, Routledge publications, London,2014 9.ShereenRatnagar, Understanding *Harappa Civilization in the Greater Indus Valley*,Tulika Books,2015 10. Stavrianos, l.S. *Man's Past and Present -A Global History*, Englewood Cliffs, New York,1975 11. Sharma, Manoj: *History of World Civilization*, Anmol Pub, New Delhi, 2005		

		12. Thomas Walter Wall Bank and Alastair Mac Donald Taylor, *Civilization Past and Present, HarperCollins College* Publishers, New York 1996,

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	2	2	-	2	-
CO 2	3	-	3	3	3	3	-	3	-	2	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	2	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	2	2	-	2	-
CO 6	3	-	2	3	3	3		2	-	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

MODEL QUESTION PAPER

IVth Semester BA HISTORY (CUFYUGP) Degree Examination October 2024
(Major)

HIS4CJ204 History of World up to 5th C E
(credits: 4)

Maximum Time: 2 hours Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 Marks)

1. Uruk
2. Periclenianage.
3. Huang Ho
4. The gift of the Nile
5. Age of Homer
6. Taoism
7. Greek literature
8. Pharaoh
9. Parthenon
10. Republic

Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 36 Marks)

11. Explain the Social life and intellectual contribution of Mesopotamian Civilization.
12. Write a note on the Law Code of Hammurabi
13. Write an essay on the rise of Civilization in Egypt
14. .Analyze the essential features of Chinese Civilization
15. Analyze the changes in the idea of citizenship and democracy in Greeks
16. Write an essay on legacy of Roman Civilization
17. Explain the causes for the decline of Roman Empire
18. Briefly explain slave mode of production

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10marks)

19. Explain the nature of Neolithic Revolution.
20. . Write an essay on the rise of Civilization in Egypt

SEMESTER IV

Core Course 7 in Major HIS4CJ205 History of World from 6thCE to 15th CE

Course description: This course is intent to provide knowledge on various state systems of medieval world and its legacy and impact on later society. The course would provide an understanding on the scientific progress of the period. It creates knowledge about the pattern of medieval medicinal system as well as the major technological development of the medieval period

Programme	BA History Honours				
Course Code	HIS4CJ205				
Course Title	History of World from 6thCE to 15th CE				
Type of Course	Major				
Semester	IV				
Academic Level	200- 299				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	4	4		-	60

Course Outcome

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	The students acquaint with a new perspective on the evens from the rule of Justinian to the state consolidation and the consequent imperial expansion	R	F	Seminar/PPT
CO2	This course provides room for a critical understanding of artistic and scientific developments following the collapse of feudalism	U	C	Group Discussion
CO3	Critically analyse how Byzantine thought reach Europe before the Renaissance	An	P	Debate
CO4	Investigate and presents how far Arab Medicine scientific in nature to cure diseases	C	M	Collect secondary sources of the topic& Conduct a Group Discussion
CO5	Conduct a survey on	An	P	Seminar/Locate

	agricultural production and methods of present time and compare it with feudal agricultural mode of production and disseminate the findings in a seminar /Debate			major Towns in Medieval period on the World Map
CO6	Prepare a slide/PPT presentation based onthe contribution of Medieval China to art and craft and explain the importance aspects of Chinese art and craft	E	P	Group Discussion/Seminar/ Map work on Important trade centerCarlos of Medieval China

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

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Module	Unit	CONTENT	Hours 60	Marks 70
I	**STATE AND SOCIETY IN THE MIDDLE AGES**		15	22
	1	The Eastern Roman Empire - Cosmopolitan Character	2	
	2	Reign of Justinian	3	
	3	Charlemagne - Carolingian Renaissance	3	
	4	Byzantine Influence on Western Europe	2	
	5	Monastic Orders	1	
	6	Feudalism	3	
	7	Serfdom	1	
		Reading List 1. Edward McNall Burns, Philip Lee Ralph.Robert 2. Learner ,*Western Civilization* ,Vol.B,Goyal SaaBDelhi,1986 3. Marc Bloch, *Feudal Society*, 2 Vols, Aakar Books 1939. 4. John Bussy,Christianity In the West1400-1700,OUP Oxford,1985 5. Rosenwein,Barbara, *A Short History of the Middle Ages,6th*Edn.,University of Toronto ,2001,		
II	**EMPIRE OF ISLAM**		**12**	**18**
	8	Expansion of Islam	2	
	9	Caliphate	1	
	10	Abbasid and Omiad	2	
	11	Trade	2	
	12	Islamic Architecture	2	
	13	Arab Science -Medicine	3	

		Reading List 1. Lyons, Carnahan, *Man and Civilization*. USA,1965 2. Edward McNall Burn s,Philip Lee Ralph.Robert Learner ,*Western Civilization* ,Vol.B,Goyal SaaBDelhi,1986 3. Rosenwein, Barbara, *A Short History of the Middle Ages*,6thEdn.University of Toronto Press,2023 4. M. G. S. Hodgson, *The Venture of Islam*, Chicago University Press,1974 5. S. Ameer Ali, *The Spirit of Islam*, Forgotten Books 2014		
III	**CHINESE EMPIRE -TANG & MING DYNASTIES**		**10**	**14**
	14	Unification of China –Administration	3	
	15	Expansion of Trade	2	
	16	Religion	2	
	17	Literature	1	
	18	Arts and Crafts	2	
		Reading List 1. Jaques Gernet ,*A History of Chinese Civilization*,Cambridge University Press,1982 2. Wolfram Eberhard ,*A History of China*,FQ Books,2010 3. Edward McNall Burns, Philip Lee Ralph.RobertLearner ,*Western Civilization* , Vol.B,Goyal SaaBDelhi,1986 4. GastonWiet, Vadime Elisseeff,JeanNoudou *History of Mankind ,Vol.III,*W&j Mackay, ltd**.**Britain,1975 5. Lyons, Carnahan, Man and Civilization, USA,1965.		
IV	**SOCIAL ORDER UNDER TRANSFORMATION**		**11**	**16**
	19	Decline of Feudalism	3	
	20	Epidemics	2	
	21	Scientific and Intellectual interaction between East and West	3	
	22	Impact of Crusades	3	
		Reading List 1. Edward McNall Burn s,Philip Lee Ralph.Robert Learner ,*Western Civilization* , Vol.B,Goyal SaaBDelhi,1986 2. Rodney Hilton *Transition from Feudalism to Capitalism*,Aakar Books ,2006 3. Perry Anderson *Passages from Antiquity to feudalism*,Verso,2013 4. Lyons, Carnahan, *Man and Civilization*.USA 1965		

V		**Open Ended:** Evolution of Technology – India and South East Asia	**12**	
		Agriculture		
		Architectural techniques –Art and Crafts		
		Urban Life and Trade		
		Activities and assessment of Open ended • Analyse the agricultural techniques and method of irrigation in India and South East Asia during the medieval period - conduct a seminar on the given topic. • Prepare a PPT on the architectural design ,materials used ,engineering skills…etc, and make a group discussion on the advancement achieved in India and South east Asia during the medieval period • Prepare a documentary to explain the inter relationship between trade and urbanization process in India and South east Asia **Assessment** ❖ Evaluate the authenticity of the details collected by the students and the level of mode of presentation ❖ Chalk out the improvement in architecture designing and construction methods from the methods existed before the time .Effectively presents using suitable communication methods. ❖ *Evaluate the analytical explanations and findings on the relationship between expansion of trade and improvement in the facilities of city life .		
		General Reading List 1. H.Butterfield,*The Origins of Modern Science*.Rev.Edn.Free Press,1997 2. Carlo M.Cipolla, *Before the Industrial Revolution ,European Society and Economy 1000-1700,*Routledge,1990 3. Chris Wickham ,*MedievalEurope,*Yale University Press,2017 4. William Chester Jordan, *High MddleAges,*Penguin,2002		

Note: The course is divided into five modules, with four having total 22 units and one Open-ended module with three units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	3	2	3	3	3	-	2	3	1
CO2	3	2	2	3	1	3	2	2	-	-	1
CO3	3	2	2	3	3	3	3	-	-	3	2
CO4	3	3	3	3	2	3	3	1	-	3	2
CO5	3	3	3	3	1	3	3	-	3	3	1
CO6	2	3	2	1	3	2	2	2	3	1	2

Correlation Levels

level	**Correlation**
-	NIL
1	Slightly? Low
2	Moderate /Medium
3	Substantial/High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project Evaluation	End Semester Exam
CO1	√	√		√
CO2	√	√		√
CO3	√	√		√
CO4	√	√		√
CO5	√	√		√
CO6	√	√		√

Fourth Semester B.A.(CUFYUGP)Degree Examinations October 20

HIS4CJ205 History of World from 6th CE to 15th CE

Credit -4

Maximum Time: 2 hours Maximum Marks 70

Section –A

(Answer all .Each Question carries 3 marks)

Ceiling 24 Marks

1. Charlemagne
2. Black Death
3. Great Wall of China
4. Manor
5. Crusades
6. Benedictine Order
7. Hijrah
8. Al-Razi
9. Woodblock Colour Printing
10. Zhong He

Section –B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. What were Arabs chief literary accomplishments?
12. Evaluate the literary contributions of China. During the medieval period
13. To what degree did Muslim physicians influence the growth of medical knowledge in Western Europe?
14. What do you understand by feudal Revolution ?
15. Examine the progress of maritime trade under the Tang dynasty
16. What were the rights and obligations of Lords and Vassal in feudatory relations ?
17. Highlight the reforms of Justinian I.
18. Discuss the causes for the decline of feudalism

Section –C

[Answer any one. Each question carries 10 marks]

(1x10=10marks)

19. Evaluate the impact of crusades
20. Bring out the contributions of Arabs in the field of science‘

THIRD YEAR

SEMESTER V
CORE COURSE 8 IN MAJOR:HIS5CJ301 HISTORY OF INDIA FROM 18TH CE TO 1947

COURSE DESCRIPTION: The paper Understanding India from 18th century to 1947 is major course in B A History programme at the university of Calicut.The course aims to enable the students to understand the different stages of colonialism and its impact on Indian economy.The course aims to understand how social political consciousness emerged in India.The course will help the students to understand how the different levels of resistance and revolts that led to freedom of India and also helps to impart the values of political freedom.

Programme	BA History Honours				
Course Code	HIS5CJ301				
Course Title	History of India from 18th CE to 1947				
Type of Course	Major				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO): ..

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify Colonialism , English East India company and emergence of its political power,its impact on Indian economy	R	F	Seminar Presentation
CO2	Appreciate the social reformers and their contributions in Indian Renaissance	E	P	Seminar/ Group discussion
CO3	Analyze the nationalist trends moderate nationalism militant nationalism and economic nationalism	An	P	Debates/ Historical simulations/ role play activities
CO4	To identify the revolutionary movements,ideology and practices of Gandhian movements	An	P	Discussions and debates

CO5	Compare different aspects of simon commission and Nehru report	E	P	Debate/seminar
CO6	Analyze the negotiations of Indian Independence	U	F	Quick quizzes/ Group discussions/

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**GROWTH OF BRITISH POWER IN INDIA**		**13**	20
	1	From commercial to political entity-mastery over Bengal	2	
	2	Economic policy of East India Company	2	
	3	Land revenue policy -concept of private property-its impact	3	
	4	Development of transport and communication	2	
	5	Early Resistance Movements- its characteristics	2	
	6	Revolt of 1857-Nature , causes and consequences	2	
		Reading list 1. Thomas Metcalf,*Ideologies of the Raj,*Cambridge University press 2. K N Panikkar et.al., *The making of History,*Tulika 3. Bipan Chandra,*History of Modern India,Paperback,Orient Black Swan* 4. Sekhar Bandhopadhyaya,*From Plassey to partition:A History of Modern India ,Orient Black Swan publishers* 5. Sumit Sarkar,*Modern India(1885-1947),Pearson India* 6. Ishitha Banerjee-Dube,*A History of Modern India* , Cambridge University press 7. Barbara D Metcalf and Thomas R Metcalf,*A Concise History of India,*Oxford University press 8. Bipan Chandra,*Rise and growth of economic nationalism in india,*Har Anand publications 9. Sailendranathsen, *An advanced History of Modern India,*Primus Books 10.Iqbal Husain,*Religion and ideology of the rebels of 1857,*Primus books publication 11. A.R Desai, *Social background of Indian*		

		Nationalism, Popular Prakashan, Reprint		
II	**EMERGENCE OF A NEW SENSIBILITY**		**11**	16
	7	Spread of western education-role of missionaries	2	
	8	Downward filtration theory-Woods Despatch	2	
	9	Emergence of public sphere- advent of printing and press	2	
	10	The question of Indian Renaissance-Various Movements- Reform or Reordering? -Reform vs Revivalism	3	
	11	Reform and women	2	
		Reading list 1. A R Desai,*Socialbackground of Indian Nationalism*,Popularprakashan publication 2. R K Pruthi ,*Social and ReligiousReform Movements in Modern India*,Arjun publishing House 3. Kenneth W.Jones,*The new Cambridge History of India-socio-religious reform movements in British India* , Cambridge University press 4. V C Joshi(ed),*Ram Mohan Roy and the process of modernisation in India* ,Vikas publishing house 5. Sumit Sarkar and Tanika Sarkar,*Women and social Reform in Modern India A Reader,(ed)*,Indiana University press 6. K N Panikkar,Culture,*Ideology,Hegemony:Intellectuals and social consciousness in Colonial India*,Tulika publication 7. T K Oommen(ed),*Socialmovements:Issues of Identity*,Oxford University Press		
III		**THE NATIONAL MOVEMENT, 1858-1919**	**10**	16
	12	Emergence of Indian Nationalism- civil society organizations-Illbert bill controversy	3	
	13	Formation of Indian National Congress and other Organisations	2	
	14	Moderate leadership-Militant nationalism	2	
	15	Partition of Bengal-Swadeshi movement Revolutionary Terrorism -Home Rule Agitations -Lucknow Pact-constitutional reforms	3	
		Reading list 1. Bipan Chandra et.al,*Indias struggle for Independence*,Penguin India *2.* Bipan Chandra,*The Rise and growth of Economic*		

		Nationalism in India,Har Anand publication *3.* Sumit Sarkar,*History of Modern India,Pearson India* *4.* Sekhar Bandhopadhyaya,*From Plassey to partition:A History of Modern India*,Orient Black Swan publishers *5.* Sumit Sarkar,*The swadeshi movement in Begal,1903-1908*,Permanent Black publication		
	IV	**THE NATIONAL MOVEMENT AFTER 1920**	**14**	18
	16	Ideology and practices of Gandhian Movement-First world war -The Rowlat Act-Jalianwalabagh massacre.	2	
	17	Significance of Khilafath and Non Co-operation Movement-working class and trade union movements	2	
	18	Simon Commission Boycot - Nehru report-Poorna Swaraj	2	
	19	Civil Disobedience Movement- Different Phases-Round table conferences -Communal Award- _Harijan' Campaign	2	
	20	The Government of India Act of 1935 and the concept of All India federation	2	
	21	Provincial Ministries - Negotiation for independence-Significance of Quit India movement	2	
	22	Subhash Chandra Bose and INA- RIN Mutiny	2	
		Reading list 1. Judith Brown,*Gandhi Rise to power,Indian politics 1915-22*,Cambridge University press 2. Bipan Chandra,*Communalism in Modern India*,Har Anand Publications *3.* Mohandas.K.Gandhi,*An Autobiography or The story of my experiments with truth* 4. Gyanendra Pandey,*The construction of communalism in colonial north India*,Oxford University press 5. *A R Desai,Peasant struggles in India*,Oxford University press 6. Dr,JenGreen,*Gandhi and the Quit India movement(Days of decision)*,Heinemann publication 7. Larry Collins,*Freedom at idnight*,Harpercollins Publication		
	V	**Open ended:Towards freedom**	**12**	
		➢ Students may be asked to interview relatives of Freedom Fighters in their own locality.		
		➢ Ask them to bring to light forgotten and less recognized freedom fighters in their locality		

		➢ Ask them to collect Photographs of Mementos, pamphlets and paper cuttings		
		➢ Present biographies of local level Freedom fighters		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓✓	✓✓		✓✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6				

MODEL QUESTION PAPER FOR MAJOR COURSE
SEMESTER V B A (CUFYUGP)DEGREE EXAMINATION
2024
HIS5CJ301 History of India from 18th CE to 1947

Maximum Time:2 hrs Maximum marks:70

SECTION A

(Answer all.Each question carries 3 marks)
(ceiling 24 marks)

1. Jhon company
2. Battle of Plassey
3. Mercantalism
4. Free trade
5. Sepoys
6. Downward filtration theory
7. Champaran
8 .Sathyashodhak samaj.
9. Rama bhai
10. Safety valve theory

SECTION B

(Answer all.Each question carries 6marks)
(Ceiling 36 marks)

11. Explain the various methods used by the East India Company to consolidate political power in India
12. Discuss about the economic policy of East India Company
13. Evaluate the spread of western education and the role of missionaries in colonial India
14. Explain the Downward filtration Theory
15. Explain the background for the emergence of Indian National Congress as an umbrella organization
16. Examine the role of partition of Bengal and swadeshi movement in the rise of nationalism in India
17. Critically evaluate the role of moderate leadership in the shaping of the Indian National Movement
18. Explain the significance of khilafath and non co operation movements in Indian Nationalism

SECTION C

(Answer anyone.Each question carries 10 marks)
(1x10=10 marks)

19. Evaluate the ideology and practices of Gandhi a movement in Indian national movement
20. Critically evaluate the contributions of Indian renaissance and various movements in colonial India

SEMESTER V

CORE COURSE 9 IN MAJOR: HIS5CJ302 HISTORY OF WORLD FROM 16TH CE TO 1848

Course Description: This course is designed to expose the students of the 5th semester to the major social, political, economic, technological, and intellectual dynamics of the modern world up to the middle of the 19th century. It is also expected to make them aware of the concepts of periodization, social change, revolution, nationalism, and socialism. Moreover, this paper intends to give a historical perspective on the rise of the global west and its domination over the rest of the world.

Programme	BA History Honours				
Course Code	HIS5CJ302				
Course Title	HISTORY OF WORLD FROM 16TH CE TO 1848				
Type of Course	Major				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO): .

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyse the main features of the political, social, economic, and cultural landscape of modern world history up to the middle of the 19th century	An	F	Seminar Presentation
CO2	Assess the positive and negative impact of the development of Western Europe on non-European societies	E	P	Seminar/ Group discussion
CO3	Explain the concepts such as early modern, capitalism, middle-class revolution, nationalism, and socialism	An	C	Seminar/ Group discussion
CO4	Describe the impact of Global connectivity and how Europe emerged as a metropolis in the new world order	U	F	Seminar/ Group discussion
CO5	Evaluate the introduction of technology brought about rapid social and economic	E	P	Debate

	transformation			
CO6	Analyze the causes and consequences of major revolutions of the modern world such as the English and French revolutions, Scientific and Intellectual revolution	An	P	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Mark 70
I	**EARLY MODERN WORLD**		**10**	**16**
	1	Renaissance – Humanism	2	
	2	Reformation – Protestant and Catholic Reformation	2	
	3	Geographical explorations	2	
	4	Colonial plunder	2	
	5	Conquest of America- Plantation and Slave trade	2	
		Reading List 1. Merry E. Wiesner-Hank, *Early Modern Europe*, Cambridge, 2013. 2. Rick Szostak, *Making Sense of World History*, Routledge, 2021. 3. Arvind Sinha, *Europe in Transition, Manohar*, 2010.		
II	**ECONOMY, SOCIETY AND TECHNOLOGICAL CHANGE**		**12**	**18**
	6	Capitalism - Commercial Era	2	
	7	English East India Company and Indian Ocean World	2	
	8	Industrial Revolution – Factory system – Rise of new social classes	3	
	9	Decline of traditional industries in non-European world	2	
	10	Technology and Social Change	1	
	11	Printing as an agent of change	1	
	12	Introduction of technology in production – Textile and Steel - Energy and Transportation	1	
		Reading List 1. David Landes, *The Unbound Prometheus*,		

		Cambridge, 2014. 2. Fernand Braudel, *Civilization and Capitalism* 3 Volumes, University of California Press 3. Arvind Sinha, *Europe in Transition, Manohar*, 2010. 4. Elizabeth Eisenstein, *The Printing Press as an Agent of Change*, Cambridge, 1980.		
III	**ABSOLUTISM AND DEMOCRATIC REVOLUTIONS**		**13**	**18**
	13	Rise of Absolutism –France – Louis XIV	4	
	14	Democratic Revolutions – Middle class and revolution	2	
	15	Glorious revolution of England	2	
	16	American War of Independence	2	
	17	French revolution	3	
		Reading List 1. Eric Hobsbawm, *The Age of Revolution*, Abacus, 1988. 2. Christopher Hill, *The Century of Revolution*, Routledge, 2001. 3. Arvind Sinha, *Europe in Transition*, Manohar, 2010.		
IV	**IDEOLOGICAL AND INTELLECTUAL TRANSFORMATION**		**13**	**18**
	18	Scientific Revolution – Major Developments	2	
	19	Enlightenment – Key thinkers and main feats	3	
	20	Nationalism – basic concepts	2	
	21	1848 Revolution and Shaping National Identities	2	
	22	Socialism	1	
	23	Early Socialism	2	
	24	Communist Manifesto	1	
		Reading List 1. Eric Hobsbawm, *The Age of Revolution*, Abacus, 1988. 2. David S Mason, *A Concise History of Modern Europe*, New York, 2011. *3.* Arvind Sinha, *Europe in Transition, Manohar*, 2010. 4. Anthony D Smith, *Nationalism: Theory, Ideology, History,* Polity Press, 2010.		
V	**Open Ended** Intend to enrich student‘s understanding of spacial knowledge through familiarizing Globe and World map. It also emphasizes		**12**	

	students' capacity to engage in debates			
		- Locate the new sea route discovered by Christopher Columbus and Vasco da Gama		
		- Identify the important European colonial settlements in Asia and America		
		- Spot the major Industrial cities of Western Europe		
		- Debate on the positive and negative side of the impact of capitalism and colonialism on our region		
		Activities and assessment of Open ended * Show Globe * Introduce World Map and conduct discussion *****Familiarize the tools like Google Map and Google Earth * Conduct of debates. Facilitated and monitored by concerned faculty member		
		General Reading List 1. Jack A Goldstone, *Why Europe: The Rise of the West in World History*, McGraw Hill, Boston, 2008. 2. Lynn Hunt et.al., *The Making of the West*, Bedford, New York, 2010. 3. Robert Tignor et.al., *Worlds Together, World Apart* vol-2, Norton, New York, 2011. 4. Eugene F Rice, *The Foundations of Early Modern Europe*, Norton, New York, 1994. 5. Perry Anderson, *Lineages of the Absolutist State*, Verso, London, 1974. 6. Maurice Dobb, *Studies in the Development of Capitalism*, Routledge, 1965. 7. Christ Harman, *A People's History of the World,* Orient Blackswan, 2008. *8.* Eric Hobsbawm, *Nations and Nationalism since 1780*, Cambridge, 1997. 9. William McNeill, *The Rise of the West: A History of the Human Community*, University of Chicago Press, 1992. 10. CA Bayly, *The Birth of the Modern World*, Blackwell, 2004.		

Note: The course is divided into five modules, with four having total 24 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 24 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓✓	✓✓		✓✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6				

MODEL QUESTION PAPER FOR MAJOR COURSE
Vth SEMESTER B A (CUFYUGP)DEGREE EXAMINATION 2024
HIS5CJ302 HISTORY OF WORLD FROM 16TH CE TO 1848

Maximum Time:2 hrs Maximum marks:70

SECTION A

(Answer all.Each question carries 3 marks)
(Ceiling 24 marks)

1. Explain the core principles of Humanism during the Renaissance.
2. What were the main objectives of the Protestant Reformation?
3. Describe the impact of the Columbian Exchange on Europe and the Americas.
4. Outline the role of the English East India Company in the Indian Ocean World.
5. How did the introduction of the printing press change European society?
6. What were the major technological innovations of the Industrial Revolution?
7. Discuss the significance of Louis XIV in the context of Absolutism in France.
8. Summarize the causes and outcomes of the Glorious Revolution in England.
9. What were the key ideas of the Enlightenment thinkers?
10. Define the basic concepts of nationalism that emerged in the 19th century.

SECTION B

(Answer all.Each question carries 6 marks)
(Ceiling 36 marks)

11. Compare and contrast the Protestant and Catholic Reformations.
12. Discuss the economic and social impact of colonial plunder and the conquest of America on Europe.
13. Explain the rise of new social classes as a result of the Industrial Revolution.
14. Analyze the decline of traditional industries in the non-European world due to European technological advancements.
15. Assess the role of the printing press as an agent of change in early modern Europe.
16. How did the American War of Independence influence subsequent democratic revolutions?
17. Examine the major developments of the Scientific Revolution and their impact on society.
18. Discuss the role of early socialism and the significance of the Communist Manifesto in shaping modern political thought.

SECTION C

(Answer Anyone. .Each question carries 10 marks)
(1x10=10)

19. Evaluate the impact of geographical explorations and colonialism on the global economy and societies from the 16th to the 18th centuries.
20. Analyze the ideological and intellectual transformations during the Enlightenment and their influence on the political revolutions of the late 18th and early 19th centuries.

SEMESTER V

CORE COURSE 10 IN MAJOR :HIS5CJ303 SCHOOL OF HISTORICAL THOUGHTS

Course Description:

This course provides an overview of the major schools of historical thought that have shaped the discipline of history over time. Students will examine key theories, methodologies, and debates associated with each school, as well as their historical contexts and contributions to historical scholarship. Through readings, discussions, and critical analysis of primary and secondary sources, students will gain a deeper understanding of the diversity of approaches to the study of history and develop critical thinking and analytical skills.

Programme	BA History Honours				
Course Code	HIS5CJ303				
Course Title	School of Historical Thoughts				
Type of Course	Major				
Semester	V				
Academic Level	300– 399.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the basics of historical thought	R	F	Seminar Presentation
CO2	Formulate their own opinion about the importance of historical thought.	E	P	Seminar/ Group discussion
CO3	Analyse the development of historical thought through over a period.	An	P	Debates
CO4	To identify the major theorists who determined the very emphasis of historical writing	An	C& P	Discussions and debates
CO5	Compare and contrast the colonial and nationalist interventions in historical thought.	An	P	Develop a timeline of the maps made in pre-British India.

CO6	Define and apply the philosophy of history that students have imbibed	U	F	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**INTRODUCTION TO HISTORICAL THOUGHT:**		**13**	**18**
	1	Definition of history and historiography	2	
	2	Classical Greco-Roman historical writings	2	
	3	Historical consciousness in ancient India- *Itihasa-Purana* tradition-Kalhana	2	
	4	Contributions of ancient Indian historians to historical thought	2	
	5	Ancient Tamil Anthologies as narratives of history	3	
	6	Historical Consciousness in Pre- Modern Kerala – Mooshakavamshya kavya, Tuhafat-ul –Mujahideen , Keralolpathi	2	
		Reading list: 1. Marc Bloch, *The Historian's Craft*. *2.* E.H. Carr, *What is History?* *3.* Richard J. Evans, *In Defence of History* 4. John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*. *5.* John Tosh, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History.* 6. John Burrow, *A History of Histories: Epics, Chronicles, and Inquiries from Herodotus and Thucydides to the Twentieth Century*. *7.* R.G. Collingwood, *The Idea of History* *8.* Bryce Lyon, *Medieval Historiography: A Bibliographical Essay*		
II	**CHANGING PERCEPTIONS OF HISTORICAL PAST:**		**8**	**14**
	7	Medieval Historiography – St. Augustine , Ibn Khaldun, Abul Fasal	2	
	8	Analysis of historical chronicles, biographies, and travelogues in medieval India	2	
	9	New Science- Positivism- Rankean Method	2	

	10	Max Weber and Emile Durkheim	2	
		Reading list: 1. Karl Popper, *The Myth of the Framework: In Defence of Science and Rationality.* 2. Mark Day, *The Philosophy of History: An Introduction.* 3. Herbert Butterfield, *The Rise of Historical Criticism*. 4. Roger Wines, *Leopold von Ranke: The Secret of World History*. 5. George G. Iggers, *Ranke: The Meaning of History* 6. E.P. Thompson, *The Making of the English Working Class*. 7. C. H. Drive (ed.), *Toynbee and History: Critical Essays and Review.* 8. C H Philips, Historians of India, Pakistan and Ceylon		
III	**IMPERIALIST , NATIONALIST, MARXIAN HISTORIOGRAPHY**		**10**	**16**
	11	Eurocentrism in historical writings -Experiences from India-	2	
	12	Arnold Toynbee – Challenge and Response as analytical categories	2	
	13	Critique of Eurocentric history- Nationalist historiography in India	2	
	14	Historical Materialism – Marxist Interpretations and the writing of Indian history- D. D Kosambi, Irfan Habib, Bipan Chandra	2	
	15	Annales School of Historiography	2	
		Reading list: 1. André Burguière, *The Annales School: An Intellectual History* 2. Peter Burke, *The Annales School: An Intellectual History*. 3. Peter Burke, *The French Historical Revolution: The Annales School, 1929-1989*. 4. Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*		
IV	**POSTMODERNISM**		17	22
	16	Postmodernism: critiques of traditional historical narratives- Linguistic turn	3	
	17	Gender and Feminist History	2	
	18	New Cultural History and Microhistory	2	
	19	Contemporary Trends and Debates in Historical Thought	2	

	20	World System Perspective	2	
	21	Environmental history	3	
	22	Subaltern Historiography	3	
		Reading list: 1. Jean-François Lyotard, *The Postmodern Condition: A Report on Knowledge*. 2. Paul Veyne, History: *The Last Things Before the Last.* 3. Lynn Hunt, *The New Cultural History*. 4. Keith Jenkins, *The Postmodern History Reader* 5. Joan Wallach Scott, *Gender and the Politics of History.* 6. Donald A. Smart, *The Subaltern Turn: Postcolonialism and the Historiography of the Revolution.* 7. Sumit Sarkar, *Writing Social History* 8. Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900.* 9. Shawn Graham, Ian Milligan, and Scott Weingart, *Exploring Big Historical Data: The Historian's Macroscope.*		
V		**Open Ended:**	**12**	
		• Students can read key texts from different perspectives and critically evaluate the methodologies, assumptions, and biases inherent in each approach.		
		• Explore interdisciplinary connections between history and other fields of study.		
		Activities and assessment of Open ended Divide students into groups and ask them to choose a school of historiography for Presentation Organize a debate in which students argue for or against the validity and relevance of a specific school of historical thought. **Assessment** *Evaluate the development of historical thought over the years. *Prepare an annotated bibliography		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There is total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	**Correlation**
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓
C07	✓	✓		✓

B A (CUFYUGP) Degree Examinations
Course Code: HIS5CJ303**School of Historical Thoughts**
(Credits 4)

Maximum time: 2 hours **Maximum Marks: 70**

Section A
(Answer all. Each question carries 3 marks)

(Ceiling: 24 Marks)

1. Historiography
2. *The Histories*
3. Itihasa in Indian historiography
4. Anna Comnena
5. Tarikh-I-Firoz Shahi
6. Giambattista Vico
7. Anomic suicide
8. Challenge and Response
9. Marc Bloch
10. Gender history

Section B
(Answer all. Each question carries 6 marks)
(Ceiling: 36 Marks)

11. Trace the evolution of Indian historiography from ancient to modern times.
12. What do you know the time sense in ancient India.
13. Share your understanding on the legacy of Ibn Khaldun.
14. How did Positivism redefine historical thought?
15. State the legacy of Max Weber to historiography.
16. Critically examine the Marxian intervention in Indian historiography.
17. How far New Cultural history is important in historiography?
18. ‑Ranke initiated a revolution in historiography‖. Substantiate.

Section C
(Answer any one. Each question carries 10 marks)
(1x10 Marks)

19. State the contributions of ancient Indian historians to historical thought.
20. Elucidate the development of historiography in Kerala.

SEMESTER VI

CORE COURSE 11 IN MAJOR : HIS6CJ304/ HIS8MN304HISTORY OF INDIA FROM 1947 TO THE PRESENT

Course description: This course aims to inculcate an understanding on major developments in India since independence. Students will be able to understand Economic, Political, Social and Cultural changes and how far all these changes intertwined in contemporary India. Cherish the value of Indian constitution, Democracy, Environmental Protection, Gender Equality etc. This course also intends to equip students to excel in competitive exams.

Programme	BA History Honours				
Course Code	HIS6CJ304/HIS8MN304				
Course Title	**HISTORY OF INDIA FROM 1947 TO THE PRESENT**				
Type of Course	Major				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	**CO Statement**	**Cognitive Level***	**Knowledge Category#**	**Evaluation Tools used**
CO1	Analyse the internal and external factors contribute to the growth of economic and political vision of administrators who ruled India in different historical periods	An	P	Group Discussion
CO2	Generate remedies to address miscellaneous issues in Contemporary India	C	M	Debate/Group Discussion
CO3	Evaluate critically the various dimensions of economic changes in India since LPG	E	P	**Debate**
CO4	Identify the strengths and weaknesses of democratic system in India	R	F	Group **Discussion**
CO5	Apply some models and methods from historical understanding to solve issues of some other historical context.	AP	M	Seminar
CO6	Invent themes to engage further studies and as themes to do research	C	M	Discussion

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Mark 70
I	**NATION IN THE MAKING**		**13**	**18**
	1	Legacies of Indian Nationalism	1	
	2	Indian Constitution- Salient Features- Fundamental rights and duties-Directive Principles of State policy-federalism	3	
	3	Linguistic Reorganization of states-Plurality of Culture	2	
	4	Nehruvian Era- Planned Development-Industrialisation-Public sector success- NAM and Relation with Neighbours	5	
	5	Land Reform Initiatives- Agrarian Legistalions in Kerala, Bihar and other states	2	
		Reading List 1. Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India Since Independence*, Penguin Books, 2000. 2. M J Akbar, *Nehru the Making of India*, Viking Publishers, 1988. 3. Guy Arnold, *The A to Z of the Non AlignedMovementand Third world*, Scarecrow Press, 2000. 4. Asha Sarangi and Sudha Pal, *Interrogating Reorganization of States*, Taylor and Francis, 2020. 5. Granville Austin, *Indian Constitution: Corner Stone of aNation*, Oxford University Press, 1999.		
II	**POST NEHRUVIAN ERA: 1964-1991**		**12**	**18**
	6	Green Revolution and its impact - White Revolution	**2**	
	7	Indira Gandhi-Public Sector Success- Nationalization of Banks	**2**	
	8	Popular Movements - Jayaprakash Narayanan-Imposition of Internal Emergency- Twenty Point Programmes	**3**	
	9	Janatha Party in power, in Centre and States	**1**	
	10	Sessionist Movements in Assam and Punjab - Rajiv Gandhi- New Education Policy-Focus on Technology and Modern Economy	**2**	
	11	V P Singh- Implementation of Mandal Commission report –Consequences	**2**	

		Reading List 1. Paul R Brass, *The Politics of India Since Independence*, Cambridge University Press, 1994. 2. Ramachandra Guha, *India After Gandhi*, Pan Macmillan, 2003. 3. Bipan Chandra, *In the Name of Democracy: J P Movement and the Emergency*, Penguin Publications, 2003. 4. M S Swaminathan, *From Green to Evergreen Revolution*, Academic Foundation, 2010. 5. Christophe Jaffrelot, *India's Silent Revolution: The Rise of Low Castes in North Indian Politics*, Hurst Publications, 2003. 6. Pavan Sikka, *Rajiv Gandhi: His Vision of the 21st Century*, Kalpaz Publications, 2007.		
III	**INDIA SINCE ECONOMIC LIBERALIZATION**		**8**	**14**
	12	Economic Reforms of 1991 - P V Narasimha Rao and Manmohan Singh	**2**	
	13	Panchayatiraj - Reservation for Women in Constituencies - Empowerment of Subaltern Classes	**1**	
	14	Policies for Human Development- Right to Education Act- Right to Information Act-MGNREGS- Food Safety Act.	**2**	
	15	Role of Social Media and Artificial Intelligence in Contemporary India	**1**	
	16	New Education Policy 2020	**2**	
		Reading List for the Unit 1. Nikhil Prasad Ojha and Sudeep Sharma, *The Liberalization Story*, Randam House Publishers, 2017. 2. Paul R Brass, *The Politics of India Since Independence*, Cambridge University Press, 1994. 3. Debdas Banerjee, *Economic and Human Development in Contemporary India*, Taylor and Francis, 2009. 4. P C Sikligar, *Panchayati Raj and Rural Development Policy: Practice and Implication*, Blue Rose Publications, 2020.		
IV	**SELECTED ISSUES AND MOVEMENTS IN CONTEMPORARY INDIA**		**15**	**20**
	17	Casteism and Anti Caste movements	**2**	
	18	Movements for Gender Equality	**2**	
	19	Communalism and Violence	**2**	
	20	Environmental Issues	**2**	
	21	Tribal Movements	**2**	
	22	Populism in Politics	**1**	
	23	Mass Media, Social Media and Society	**2**	
	24	Cultural Nationalism	**2**	
		Reading List 1. Ghanashyam Shah, *Social Movements in India*, Sage Publications, 2004		

		2. Michael H Fisher, *An Environmental History of India, Cambridge University Press, 2018.* 3. Suraj Yengde, *Caste Matters*, Penguin Publications,2019. 4. Partha Chatterjee, *I am the People: Reflections on Popular Soveriegnty Today*, Columbia University, 2019.		
V	**Open Ended:** Intend to enrich student's awareness on various issues in contemporary Indian history by engage them in various exercises worth to them in attending competitive exams, interviews, Quiz and Debate.		**12**	
	1	Promote reading habit of contemporary newspapers and periodicals among the students and engage them in debates upon the contemporary relevant matters happens in India.		
	2	Teacher can give some topics regarding contemporary Indian history to students prior and then conduct interviews. It will help student to attend Competitive interviews with confidence.		
	3	Teacher can give interactive awareness classes against Anti-Social activities prevail in our society. It might help students keep aloof from such activities		
	4	Students can publish newsletters about contemporary Indian issues with the help of ICT aid		
		Activities and assessment of Open ended • Conduct of Discussions. Facilitate and monitored by concerned faculty member. • Conduct of Interview of students based on contemporary events • Student groups can publish Newsletters based on contemporary issues • Students can launch awareness campaigns against anti-social elements like drug, liquor, dowry etc.		
		General Reading List 1. Frank Moraes, *Jawaharlal Nehru A Biography*, JaicoPublishing House, *2007* 2. Yuri Alimov, *The Rise and Growth of Non Aligned Movement*, Progressive Publishers, 1987 3. M N Srinivas, ed., *Caste its Twentieth Century Avatar* 4. Mahesh Rangarajan, ed., *Environmental Issues in India*, Pearson, 2006. 5. Bimal Jalan, *India After Liberalization*, Harper Collins India, 2021 6. Amber Sinha, *The Networked Public*, Rupa Publications India, 2019. Gyan Prakash, *Emergency Chronicles*, Penguin Viking, 2018 7. Surinder S Jodhka, *Caste in Contemporary*		

		India, Routledge Publications, 2015.		

Note: The course is divided into five modules, with four having total 24 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 24 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	3	3	1	2	-	1	-	-
CO 2	3	2	3	3	3	3	-	3	-	1	3	3
CO 3	3	1	3	3	3	3	2	2	-	3	-	3
CO 4	3	2	3	3	3	3	-	2	-	2	2	-
CO 5	3	-	2	3	3	3	2	2	2	3	-	3
CO 6	3	2	3	3	3	3	3	3	2	3	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6		✓		✓

VI Semester(CUFYUGP)DegreeExaminations

History

HIS6CJ304/ HIS8MN304HISTORY OF INDIA FROM 1947 TO THE PRESENT

(credits:4)

MaximumTime:2hours Maximum Marks: 70

SectionA

[Answer All.Each question carries 3marks]

(Ceiling:24Marks)

1. *Annihilation of Caste*
2. Appiko Movement
3. Right to Information Act
4. Panchayati Raj
5. Twenty Point Programmes
6. M S Swaminathan
7. Panchasheel
8. Federalism
9. Nehru- Mahalanobis Strategy
10. *Manushi*

SectionB

[Answer All.Each question carries 6marks]

(Ceiling:36Marks)

11. Enumerate the salient features of Indian Constitution.
12. Analyse the nature of Nehruvian reforms.
13. Assess the impact of Green Revolution in India
14. Discuss the controversies erupt over the implementation of Mandal Commission Report.
15. Make your own views on the post LPG era.
16. How far Panchayati Raj contribute to the empowerment of people at grassroot level?
17. Bring out the characteristics Communalism in post independent India.
18. Write a note on the impact of Populism in politics.

Section C

[Answer anyone. Each question carries 10marks]

(1x10=10marks)

19. Examine the basic characteristics of Environmental Movements in Contemporary India.
20. Bring out the major episodes in the history of Internal Emergency 1975-77.

SEMESTER VI

CORE COURSE 12 IN MAJOR : HIS6CJ305/ HIS8MN305 HISTORY OF THE WORLD FROM 19TH CE TO THE PRESENT

Course description: This course contains an overall outlook and vision on major developments in the history of the world since the beginning of the nineteenth century to the present. It includes important ideas, events and movements and analyse how far the political economy influence all the events, outbursts and ideas that happened in the world since 19th century.

Programme	BA History Honours				
Course Code	HIS6CJ305/ HIS8MN305				
Course Title	History of the world from 19th CE to the present				
Type of Course	Major				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO): .

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the various events and concepts in modern world history	R	F	Seminar Presentation
CO2	Analyse the inhumane aspects of wars and other catastrophic events.	An	P	Seminar/ Group discussion
CO3	Evaluate modern socio-environmental movements and recommend remedies to resolve at least some aspects of those problems.	E	P	Debate
CO4	Explain the nature of different global events and how far political economy influence those events.	U	F	Seminar
CO5	Compare different historical events and generate one‘s own perspective	An	P	Group Discussion
CO6	Use content in e sources to assess critically the various dimensions of modern world history.	E	P	ICT Equipped Seminar Presentation

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Kno

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**UNDERSTANDING 19TH CENTURY**		**13**	**18**
	1	Understanding European Hegemony-Colonialism-Imperialism	3	
	2	Industrial Revolution and its impact	2	
	3	Material condition and European society	2	
	4	1848 revolutions	1	
	5	Unification of Italy and Germany	2	
	6	Understanding Major Concepts-Liberalism- Scientific Socialism-Democracy- Aggressive Nationalism-Racism	3	
		Reading List 1. Eric Hobsbawm, *Industry and Empire: From 1750 to the Present Day*, Penguin Books, 1990. 2. David Thomson, *Europe Since Napoleo*n, Penguin Publications, 1990. 3. H A L Fisher, *A History of Europe Vol.II*, Harper Collins, 1969. *4.* .David S Mason, *A Concise History of Modern Europe, Orient Blackswan, 2011*		
II	**WORLD UP TO THE CLIMAX OF SECOND WORLD WAR**		**12**	**18**
	7	European Rivalry and First World War	**3**	
	8	League of Nations	**1**	
	9	Russian Revolution and its Impact	**2**	
	10	Economic Depression 1929-30	**1**	
	11	Fascism and Nazism: Ideology and Practice	**2**	
	12	Second World War Causes and Effects	**3**	
		Reading List 1. Arjun Dev and Indira Arjun Dev, *History of the World*, New Delhi, 2009. *2.* Edward Mcnall Burns, et.al, *World Civilization Vol.C* 3. Eric Hobsbawm, *The Age of Extremes 1914-1991*, Abacus, 1995. 4. Richard Ressel, *Fascist Italy and Nazi Germany: Comparisons and Contrasts*, Cambridge University Press, 1996. 5. David Stevenson, *1914-1918 The History of The First World War*, Penguin Publications, 2012.		

		6. A J P Taylor, *The Origins of The Second World War*, Penguin Books, 1991.		
III	**TWENTIETH CENTURY IN POST WORLD WAR ERA**		**12**	**18**
	12	UNO	**4**	
	13	Cold War- Basic Concepts - Its repercussions in Foreign policy and relations in Third World Countries	**2**	
	14	Chinese Revolution 1949	**1**	
	15	National liberation movements in Asia and Africa- De colonization	**1**	
	16	Question of Gender – basic concepts - Women equality and empowerment	**1**	
	17	Environmental Protectionist Movements Basic Ideas	**1**	
	18	Palestine Question	**1**	
	19	_End of History' Debate	**1**	
		Reading List 1. D F Fleming, *Cold Wars and Origins Vol.I and II*, Routledge, 1961 2. Eric Hobsbawm, *The Age of Extremes 1914-1991*, Abacus, 1995. 3. Martin Gilbert, *A History of the 20th Century, Vol.3*, Harper Perennial, 2000. 4. Arjun Dev and Indira Arjun Dev, *History of the World*, New Delhi, 2009 5. John Mccormick, *The Global Environmental Movement*, CBS Publishers, 1992. 6. Francis Fukuyama, *The End of History and the Last Man, Penguin, 1992.*		
IV	**NEW WORLD**		**11**	**16**
	20	Globalization in the 21st Century-Multi National Corporations-NeoImperialism	**3**	
	21	Break up of Soviet Union - Unipolarity and Multipolarity	**1**	
	22	War in Afganistan and Iraq	**2**	
	23	Addressing LGBTIQ	**1**	
	24	Artificial Intelligence and its impact	**1**	
	25	Social networking sites-Post Truth Era	**1**	
	26	Covid 19 Pandemic and Global Response	**2**	
		Reading List 1. J A S Grenville, *A History of the World From the 20th and 21st Centur*y, Routledge, 2005. 2. Henry Kissinger, Eric Schmidt and Daniel Huttenlocher, *The Age of AI: And Human Futur*e, Little Brown, 2021. 3. Nayan Chanda and Susan Foretshell, *A World Connected: Globalization in the 21st Century*, Yale Center for the Study of Globalization,2012		

V	**Qpen Ended:** Explore the analytical and interactive skills and makes students update on Global issues through various exercises.		**12**	
	1	Conduct Group Discussions on relevant World Issues. Instruct students to use ICT tools as aid to make discussions fruitful.		
	2	Analyse Documentaries on Global issues telecasted by reputed news Channels and direct Students to submit a review on the documentary.		
	3	Create awareness among the students on dangers on war, Environmental degradation, racism, gender inequality etc.		
	4	Conduct of Outreach Campaigns to create awareness on values like Environmental protection, Gender equality, peace etc.		
		Activities and assessment of Open ended *Conduct of Discussions on Relevant contemporary global issues. Facilitate and monitored by concerned faculty member. *Analysis of Documentaries and News Paper reports on Global issues *****Conduct of outreach awareness campaigns and human values.		
		General Reading List 1. Stuart T Miller, *Mastering Modern European History*, Macmillan Master Series, 1988. 2. Norman Low and John Traynor, *Mastering Modern World History*, Bloomsburg Publications, 1982 3. R R Palmer, Joel Cotton, Lloyd Karmer, *A History of the Modern World Since 1815*, Mc Graw Hill International Edition, 1995 4. Jhon Whitney Hall, *History of the World*, World Publication Group, 2002 5. J M Roberts, *The New History of The World*, Oxford University Press, 2003 6. C D M Ketelby, *A History of Modern Times From 1789*, Oxford university press, 1997 7. Robert B Marks, *The Origins of the Modern World*, Rowman and Little Field, 2000. 8. Donald F Lach, *Europe and Modern World since 187*0, 1954		

Note: The course is divided into five modules, with four having total 26 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 26 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	1	3	-	2	-	2	3
CO 2	3	-	3	2	3	3	2	2	2	2	3
CO 3	3	3	3	3	3	3	3	2	2	3	3
CO 4	3	-	3	3	-	3		2	-	2	2
CO 5	3	-	3	3	3	3	2	2	2	2	1
CO 6	3	2	2	3	3	3		3	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓✓	✓✓		✓✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		
CO 6		✓		
C07				

Model Question
VI SEMESTER BA(CUFYUGP) DEGREE EXAMINATIONS

HIS6CJ305/HIS8MN305 HISTORY OF THE WORLD FROM19TH CE TO THE PRESENT

(credits:4)
MaximumTime:2hours **Maximum Marks: 70**

[Answer All.Each question carries 3marks]
(Ceiling:24Marks)

1. Imperialism
2.Risorgimento
3.*Mein Kampf*
4.NAM
5.Warsaw Pact
6.Zionism
7.Unipolarity
8.Artificial Intelligence
9.Balkan Crisis
10.*Silent Spring*

SectionB

[Answer All.Each question carries 6 marks]
(Ceiling:36Marks)

11. Examine the nature of European hegemony in 19th century Global economy and politics.
12. How far material conditions of 19th century influence the development of Scientific Socialism?
13. Asses the role of Otto von Bismarck in the Unification of Germany
14. Critically analyse the background for the emergence of Nazism in Germany
15. Construct your own perceptions for a sustainable Environment.
16. Describe the role of MNC in Globalization process.
17. Point out the influence of Social Medias in contemporary world
18. Assess the impact of Great Depression over world economy and politics.

Section C
[Answer anyone. Each question carries10marks]
(1x10=10marks)

19. Critically examine the role of aggressive nationalism in the broke out of two World Wars in the first half of the twentieth century.
20. Analyse the achievements and limitations of UNO as a world peace keeping agency.

SEMESTER VI

CORE COURSE 13 IN MAJOR HIS6CJ306/HIS8MN306 WRITING HISTORY – METHODS AND PRACTICE

Course description: This course is designed to provide guidance to the students to do project work. The course provides knowledge on the methodology and techniques of writing history. It enables students tofind apt problems to develop thesis/project confidently.

Programme	BA History Honours				
Course Code	HIS6CJ306/HIS8MN306				
Course Title	**Writing History – Methods and Practice**				
Type of Course	Major				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	4	4		-	60

COURSE OUTCOME

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	Students acquaint with the theory and practice of historical research by using different digital learning platforms	U	F	Add citationstake/notes/create bibliographies by using Zotero to the given project topic
CO2	Identify various styles and methodology of research	U	F	Compare and contrast different styles writing history and present it/Group discussion
CO3	The students develop a thesis/ argument	AP	P	Prepare an article on the given topic
CO4	Collect appropriate data and solve a given problem	An	F	Prepare questionnaire for interview
CO5	Create different research Problems	C	M	Prepare a synopsis to any one problem and discuss it in the class/group discussion
CO6	Critically analyse the structure and subject matter of a project	E	P	Critically analyse the given research problem/debate
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledg

Module	Unit	CONTENT	Hours 60	Marks 70
I		**FORMULATION OF THE RESEARCH PROBLEM**	**14**	**22**
	1	Identification of the Research problem	2	
	2	Formulating Research Questions	2	
	3	Review of Literature	2	
	4	Working Hypothesis	2	
	5	Drafting Synopsis	1	
	6	Heuristics	2	
	7	Types of Sources	3	
		Reading List *1.* Arthur Marwick ,*The New nature of History,* Palgrave Macmillan,2001 *2.* Marc Bloc, *The Historians Craft*,N,Alfred .Vintage, New York,1964 *3.* Dr H.S Gorge *Research In History* ,APH Publishing CorporationNew Delhi 2019 *4.* John Cannon (ed.) *The Historian at Work,* Routledge ,London,,2018 *5.* G R Elton, *The Practice of History*, 2nd Ed,Fontana books,1967 *6.* K N Chitnis, *Research Methodology* in History, Atlantic Publishers 1998		
II	**CRITICAL EXAMINATION OF THE SOURCES**		8	8
	8	Reliability of sources and Hermeneutics	1	
	9	External Criticism	1	
	10	Internal Criticism	2	
	11	Reasoning - Causation and change	2	
	12	Generalization	2	

		Reading List 1. .R J Shafer, *A Guide to Historical Method,* Dorsey Press,1974 2. H B George, *Historical Evidence*, Hard Press publishing2013 3. E Sreedharan, *A Manual of Historical Research Methodology,* Centre for South Indian Studies 2nd Edn.,2018 4. Louis Gottschalk (ed.), *Generalization in the Writingof History*,FirstEdn University of Chicago Press, ,1963 5. G J Garranghan, *A Guide to Historical Method*, First Edn.Fordham University Press ,1946 6. Michael Hammond*Research Methods* ,2ndEdn.,Routledge ,2023 7. Louis Gottschalk, *Understanding History*,1KnopfUniversity of Wisconsin 1965.		
III	**TOOLS AND TECHNIQUES OF HISTORY WRITING**		**16**	**24**
	13	INFLIBNET-Shodhganga- Internet Archives	3	
	14	Footnotes - End Notes-Text Notes	3	
	15	MLA-APA-Chicago Styles	3	
	16	Plagiarism checker— Zotero, Mendeley	2	
	17	Framework and structure of the Thesis/Project, Dissertation	4	
	18	References- Bibliography, Appendices, Abbreviations, Glossary, Index	1	
		Reading List 1. Sharron Sorenson, *How to Write a Research Papers*, Arco ,Jawahar nagar,1995 2. Joseph Gibaldy, *MLA Handbook* for the writers of Research papers,Affliated East-West Press7thEn 2008. 3. Michael J. Salevouris&ConalFurary, *The Methods and Skills of History A Practical Guide*,Wiley-Blackwell 4th edn2015 4. G J Garranghan, *A Guide to Historical Method*, Fordham University Press ,1946 5. Louis Gottschalk, *Understanding History* ,Knopf,University of Wisconsin ,1965		
IV	**APPROACHES TO THE WRITING OF HISTORY**		**10**	**16**
	19	Oral History	2	
	20	Local History	2	
	21	Life history	2	

	22	Micro history	2	
	23	Global History	2	
		Reading List 1. Donald A. Ritchie, *Doing Oral History A Practical Guide* OUP USA,2005 2. Paul R.Thompson, *The Voice of the Past: Oral History*,4th Edn.,Oxford University Press,UK,2017 3. Brahmanand and Sirajul Islam. "*Perspective in Local History*." Social Scientist 18, no. 3 (March 1990 4. Marion W. Gray, Micro History as Universal History, ,Central European History and Society, Journal Article Cambridge University Press,1990		
V		**Open Ended-Data Analysis& Interpretation**	12	
		Aims		
		Problems		
		Interpretation of Data		
		Activities and assessment of Open ended *Collect the sources of a given topic and make a fruitful interpretation of the Data Assessment' Evaluate the accuracy and sufficient quantity of data and examines whether it was fruitfully interpreted		
		General Reading List 1. E.H Carr, *What is History* ,University of Cambridge& Penguin books 1961 2. Vladimer Luarsabishvili*Ideas and Methodologies in Historical Research*,Routledge 2022 3. Janvansina ,*Oral Tradition as History*, The University of Wisconsin Press, Madison ,1985. 4. Wayne .C.Booth,Gregory.GColomb,Joseph .M.Williams,JosephBizup, William T.Fitzgerald*The Craft of Research* ,University Chicago Press,,2016		

Note: The course is divided into five modules, with four having total 23 units and one Open-ended module with three units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	2	2	1	3	2	3	3	3	1
CO2	3	1	2	3	2	3	2	1	1	3	-
CO3	3	1	3	3	2	1	-	1	1	3	1
CO4	3	2	3	1	1	3	3	3	3	3	1
CO5	3	3	3	2	2	3	2	3	1	2	2
CO6	3	2	2	1	3	3	2	3	-	3	1

Correlation Levels

Level	Correlation
-	NIL
1	Slightly/ Low
2	Moderate /Medium
3	Substantial/High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment/Seminar	Project Evaluation	End Semester Examination
CO1	√	√		√
CO2	√	√		√
CO3	√	√		√
CO4	√			√
CO5	√	√		√
CO6	√	√		√
CO7	√	√		√

Model Question

VI SEMESTER BA(CUFYUGP) DEGREE EXAMINATIONS

HISTORY

HIS6CJ306/HIS8MN306 Writing history - Methods and Practice

Time :Two hours Maximum Marks: 70

Section –A

Answer all questions. Each question carries 3 marks (Ceiling 24)

1. Significance of Research in history
2. Generalization
3. Index
4. Life History
5. Mendeley
6. Plagiarism
7. Bibliography
8. Positive Analysis
9. Achieves
10. Jan Vansina

Section –B

Answer all questions .Each question carries 6 marks

(Ceiling 36)

11. Analyse the importance of Review of literature in historical research
12. Discuss the criteria for selection of a research problem
13. Describe the functions, methods and style of footnotes.
14. Describe the development of working hypothesis.
15. Analyse the essential steps for preparing a research paper
16. Describe various forms of identification of a historical problem or selection of subject
17. What are the characteristics of a good research design
18. Analyse Oral history as a source and method of historical research

Section –C

Answer any one of the following questions .Each carries 10 marks

19. Explain the importance of Local history in Research
20. Critically evaluate the limitations of historical sources

FOURTH YEAR

SEMESTER VII

CORE COURSE 14 IN MAJOR HIS7CJ401 HISTORY AND THEORY

Course Description: Advanced study of social science theories with historical connections is offered in this course. It examines how writing and perception of history are influenced by the relationships that exist between language, philosophy, history, and related theories. It invites critical interaction with historiographical and methodological issues and covers a variety of theoretical approaches and controversies within historical studies.

Programme	BA History Honours				
Course Code	HIS7CJ401				
Course Title	History and Theory				
Type of Course	Major				
Semester	VII				
Academic Level	*400-499*				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the main features of the ancient Greco-Roman history and its modern developments.	R	F	Seminar Presentation
CO2	Formulate a logical structure of medieval history.	E	P	Seminar/ Group discussion
CO3	Analyze the evolving concepts of postmodernism and social context.	An	P	Debates/ Historical simulations/ role play activities
CO4	Review of the books in theoretical manner.	An	P	Discussions and debates
CO5	Compare and contrast different interpretations of historical events.	An	P	develop a timeline of a historical event
CO6	Apply historical terminologies in the writing of history with theoretical tools.	U	F	Quick quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 75	Marks 70
I	**FOUNDATIONS OF HISTORY AND THEORY:**		**12**	**14**
	1	Understanding the relationship between history and theory	2	
	2	Meanings, Values, Scope and Nature of history	2	
	3	Greek–Roman traditions, Ancient period	2	
	4	Concept of Writing history – ‗Medieval'	2	
	5	Arab tradition - Church history	2	
	6	Enlightenment historical thought	2	
		ReadingMaterial 1. Chris Lorenz, ‗History and Theory', Axel Schneider and Daniel Woolf (eds.), *The Oxford History of Historical Writing: Volume 5: Historical Writing Since 1945*, OUP, London and New York 2017. 2. Ernst Breisach, *Historiography, Ancient, Medieval and Modern,*University Of Chicago Press, Chicago, 1995. 3. Peter Claus and John Marriott (eds.), *History: An Introduction to Theory, Method and Practice,* Routledge, London,1970.		
II	**THE MARXIAN THOUGHT AND THE ANNALES SCHOOL**		**10**	**14**
	7	Dialectical Materialism and Historical Materialism	**2**	
	8	Mode of Production Theory - concept of class struggle	**1**	
	9	Marxism and History – Preliminaries	**2**	
	10	First generation - Marc Bloch and Lucien Febvre	**1**	
	11	Second Generation - Fernand Braudel	1	
	12	Third and Fourth Generations	1	
	13	Critical Theory, Neo Marxism and Post Marxism	2	

		ReadingMaterial - Arthur Marwick, *The New Nature of History*: Knoledge, Evidence, Language, Palgrave, London, 2001. - Clyde W. Barrow, Critical Theories of the State: Marxist, Neo-Marxist, Post-Marxist, The University of Wisconsin Press, Wisconsin, USA, 1993. - Dustin Garlitz and Joseph Zompett, *Critical theory as Post-Marxism: The Frankfurt Schoolandbeyond*,Educational Philosophy and Theory, 2023, Vol.55, No.2, pp.133-140. - Gregor Mclennen, *Marxism and the Methodologies of History,* Verso, 1981. - Matt Perry,*Marxism and History*, Palgrave, 2002. - Peter Burke, *TheFrenchHistorical Revolution: The Annales School 1929-2014*, Stanford University Press, Standford, 1990. - Stuart Clark (Ed.), *The Annales School: Critical Assessment in History*, Routledge, 1999.		
III	**STRUCTURALISM, POSTSTRUCTURALISM AND POSTMODERNISM**		**11**	**15**
	14	Language and Applied psychology	**2**	
	15	Structuralism – Saussure	**2**	
	16	Structural Anthropology – Claude Levi-Strauss	**2**	
	17	Post modernism and Post structuralism - Roland Barthes, Jacques Derrida, Michel Foucault	**2**	
	18	Post colonialism and Subaltern Studies. Feminism, Gender, LGBTQAI	**2**	
	19	Interdisciplinary and Transdisciplinary approaches	**1**	
		ReadingMaterials 1. Alun Munslow, *Historical Studies*, Routledge,NewYork, 2000 2. Bianca Vienni-Baptista, Isabel Fletcher and Catherine Lyall (Editors), *Foundations of Interdisciplinary and Transdisciplinary Research -A Reader*, Bristol University Press, 2020. 3. Ferdinand de Saussure, *Course in General Linguistics*, (Translated by Wade Baskin, and edited by Perry Meisel and Haun Saussy),Columbia University Press,New York, 2011 4. James Williams, *Understanding Poststructuralism*, Acumen Publishing, 2005.		

		5. Keith Jenkins, *Refiguring History: New Thoughts on an Old Discipline*, Routledge, 2002. 6. Keith Jenkins, *The Postmodern History Reader*, Routledge, 1997. 7. Sue Morgan (Editor), *The Feminist History Reader*, Routledge, 2006.		
IV	**HISTORICAL THINKING IN INDIAN CONTEXT**		**12**	**15**
	20	Ancient writings, *gathas*, *vamsacharitam*, Indian materialism - Medieval writings: hagiography and royal history	**3**	
	21	Persian-Arab and European influences	**2**	
	22	South Indian writings	**4**	
	23	Writing a history of Kerala – Problems and Perspectives	**3**	
		ReadingMaterial 1. Nilakanta Sastri, Kallidaikurichi Aiyah. *A History of South India from Prehistoric Times to the Fall of Vijayanagar*. India, Oxford University Press, 1976. 2. Subbarayalu, Y.. *South India Under the Cholas. India, OUP India, 2012.* 3. *Stein, Burton. The New Cambridge History of India: Vijayanagara. United Kingdom, Cambridge University Press, 1990.* 4. *Narayanan, M. G. S.. Re-interpretations* in South Indian History. India, College Book House, 1977. 5. Noboru Karashima *A Concise History of South India: Issues and Interpretations*. India, Oxford University Press, 2014 6. Washbrook, D. A.. *The Emergence of Provincial Politics:* The Madras Presidency, 1870-1920. India, Vikas, 1976..		
V		**PRACTICUM** - **Discussion Strategies**: Students are to be given expert interactions about the professional historians and philosophy teachers.	30	
		- **Critical Engagements:** Students can begiven a chance to visit foreign universities and other academic institutions for knowing how they practicing theory in history writing.		

		Assessment *****Evaluate the skills and critical mind applied by students. *Evaluatetheapplicationofwriting academic papers. *Evaluate the ability of students to identify skills in in-depth research in history.		
		GeneralReading 1. Arnaldo Momigliano, *Essays inAncient and Modern Historiography*, Unviversity of Chicago Press, 2012. 2. E.H. Carr, *What is History***,** Penguin, 1961. 3. Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge, 1990. 4. Kathleen Canning, *Gender History in Practice: Historical Perspectives on Bodies, Class, and Citizenship*, Cornell University Press, 2006. 5. Lynn Hunt (ed.), *New Cultural History*, University of California, 1989. 6. M. C. Lemon, *The Philosophy of History: A Guide for Students*,Routledge, 2003. 7. Mark Poster, *Marx, Foucault and History: Mode of Production and Mode of Information*, Wiley-Blackwell, 1984. 8. Michael *Bentley,Companion to Historiography*, Routledge, 1997. 9. Noreen Giffney and Michael O'Rourke(eds.), The Ashgate research companion to queer theory, Rutgers University Libraries, 2009. 10. Perry Anderson, *In the Tracks of Historical Materialism*, Verso, 2016. 11. Peter Burke, *New Perspectives in Historical Writing*, Pennsylvania State University Press, 2001. 12. R. G. Collingwood, *The Idea of History***,** OUP, 1946 (1994). 13. Raphel Samuel (ed.), *People's History and Socialist Theory*, Routledge, 2018.		

Note: The course is divided into five modules, with four having a total of 23 fixed units and oneopen-ended module with a variable number of units.There are total of 45 instructional hours for the fixed modules and 30 hours for Practicum. Internal assessments (marks) are splitbetween the open-ended module (20 Marks) and the fixed modules (10marks). The final exam, however, covers only the23 units from thefixedmodules.

MappingofCOswithPSOsandPOs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	2	2	3	2	1	2	2	1	2
CO2	2	2	3	3	3	2	2	2	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	2
CO4	3	3	2	3	3	2	2	2	3	3	2
CO5	3	3	3	3	3	2	2	3	3	3	3

CorrelationLevels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz/Assignment/Discussion/Seminar/FiledWork
- MidtermExam
- FinalExam(70%)

MappingofCOstoAssessmentRubrics:

	Internal Exam	Assignment/Seminar/ LibraryVisits and reporting	Project Evaluation	EndSemesterExaminations
CO1	✓	✓		✓
CO2	✓			✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5				

ModelQuestion Paper

VII SEMESTER BA(CUFYUGP)DEGREE EXAMINATIONS
HIS7CJ401 **HISTORY AND THEORY**
(Credits:4)

MaximumTime: 2hours **MaximumMarks:70**

SectionA

[AnswerAll.Eachquestion carries 3marks]
(Ceiling:24Marks)

1. Make a review of the work *History of Peloponnesian War*.
2. Narrate the style of Ibn Khaldun in Muqaddimah.
3. HowSaussure revolutionized the language realm?
4. Write about the nature of medieval Indian writings.
5. Analyse the historicity of Frankfurt School.
6. Elucidate the Indian materialism.
7. Interpret the Ranke's positivism.
8. Clarify the trends of interdisciplinarity.
9. Elaborate the idea of history from above and below.
10. Why the forces of production determine the historical process?

SectionB
[AnswerAll.Each question carries 6 marks]
(Ceiling:36Marks

10. Describe themeanings, values, scope and nature of history.
11. Discuss the parameters of historical materialism.
12. Explain the enlightenment historiography.
13. Critically evaluate the approaches of neo-Marxism and post-Marxism.
14. Evaluate the distinction of structural anthropology and history.
15. Examinethathowpoststructural approaches enriching the history.
16. Point out the arguments of LGBTQAI on history.
17. Can the fixed theories encouraging at practicing history? – Your evaluation.

SectionC

[Answeranyone.Each question carries 10marks] **(1x10=10Marks)**

18. Elaborate the distinct writing models of Annales School of history.
19. How can we thinking an Indian way of history writing? Discuss the scope of Kerala model of history.

SEMESTER VII

CORE COURSE 15 IN MAJOR HIS7CJ402 HISTORY OF KERALAM: PROBLEMS AND PERSPECTIVES

Course Description: This course offers an in-depth analysis of key themes and historical developments within Kerala's history. Employing a multidisciplinary approach integrating perspectives from history, anthropology, sociology, and cultural studies, students will explore various aspects of Kerala's past, spanning from earlyculture to contemporary times. Emphasis is placed on understanding significant themes such as socio-economic structures, cultural evolution, political intricacies, and intellectual advancements specific to the region. Utilizing primary sources and scholarly interpretations, students will engage in a nuanced examination of Kerala's distinct historical trajectory. Topics covered include socio-economic structures and Historiography, power dynamics, maritime trade networks, caste and class complexities, and the repercussions of colonialism. Through critical analysis and scholarly discourse, students will cultivate a comprehensive idea of Kerala's plural and vibrant history.

Programme	BA History Honours				
Course Code	HIS7CJ402				
Course Title	History of Keralam: Problems and Perspectives				
Type of Course	Major				
Semester	VII				
Academic Level	400 – 499**.**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75

COURSE OUTCOMES (CO): .

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	By the end of the course, students will be able to summarize and explain significant historical developments, including socio-economic structures, cultural transformations, and political movements in Kerala.	R	F	Seminar Presentation
CO2	Students will be able to explain the historical process and structures of society and economy	U	C	Assignment
CO3	Students will be proficient in critiquing various perspectives on themes such as power dynamics, maritime trade networks, and caste relations within Kerala history.	E	C	Debates
CO4	Students will demonstrate the ability to apply historical theories and analytical tools to analyze primary sources and interpret historical data related to Kerala's socio-economic structures, cultural evolution, and	Ap	P	Seminar Presentation /Project report

	colonial encounters			
CO5	Students will develop scholarly essays or presentations synthesizing historical research, theoretical frameworks, and empirical evidence to articulate nuanced interpretations of selected themes in Kerala history.	An	P	Assignment
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 75	Marks 70
I	**SOCIO-ECONOMIC STRUCTURES AND HISTORIOGRAPHY**		**12**	**16**
	1	Historiography of Pre-Modern and modern Kerala	2	
	2	Sources and Methodological Problems in Studying pre-modern and Modern Kerala History	2	
	3	Rethinking the early Kerala society and economy in the context of Indo-Roman trade	2	
	4	Trade and Commerce in Pre-Modern Kerala	2	
	5	Agrarian Economy and Land Tenure Systems in Medieval Kerala	2	
	6	Caste, Class, and Social Hierarchies	2	
	Reading List 1. Rajan Gurukkal, *Rethinking Classical Indo-Roman Trade*,OUP, New Delhi, 2016. 2. Rajan Gurukkal and Raghava Varier, *Cultural History of Kerala*, Vol. 1, Cultural Department, Thiruvananthapuram, 1999. 3. Narayanan, M.G.S., *Perumals of Kerala*, (1996), Cosmo Books, Thrissur, 2013. 4. Venugopalan, T.R., *Processes and Structures: A History of Medieval Kerala*, Current Books, Thrissur, 2002.			
II	**POLITICAL STRUCTURES AND POWER DYNAMICS**		**10**	**18**
	7	Nature of the polity of early Cheras	2	
	8	Debate on the nature of Chera state	2	
	9	*Swarupams* as State	2	
	10	Centres of Power: Temples and *Sankethams*	2	

	11	Mechanisms of Power: Kalari, Angam, Poithu	1	
	12	Colonial Powers: _From contact to conquest‘- Portuguese and Dutch	1	
	Reading List 1. Champakalakshmi, R., Kesavan Veluthat and T.R. Venugopalan, eds., *State and Society in Pre-modern South India*, Cosmo Books, Thrissur, 2002. 2. Ganesh, K.N., *Reflections on Pre-modern Kerala*, Cosmo Books, Thrissur, 2016. 3. Haridas, V.V., *Zamorins and the Political Culture of Medieval Kerala*, Orient Black Swan, New Delhi, 2016. 4. Kesavan Veluthat, *The Early Medieval in South India*, OUP, New Delhi, 2009. 5. Narayanan, M.G.S., *Perumals of Kerala*, (1996), Cosmo Books, Thrissur, 2013. 6. Rajan Gurukkal and Raghava Varier, *History of Kerala*, Orient Black Swan, New Delhi, 2018.			
III	**INTELLECTUAL AND CULTURAL HISTORY**		**11**	**16**
	13	Literacy and communication in Pre-Modern Kerala	2	
	14	Astronomical and Mathematical Tradition in Kerala	2	
	15	Evolution of the regional identity of Kerala	2	
	16	The cultural milieu of *Manipravala* literature	2	
	17	Cultural symbiosis and plural culture	1	
	18	Desi and Margi traditions in art and culture	2	
	Reading List for the Unit 1. Kesavan Veluthat, *MargiyumDesiyum: Chila SamskarikaChinthakal*, SPCS, Kottayam, 2019. 2. Kesavan Veluthat, *Notes of Dissent*, Primus Books, Delhi, 2018. 3. Kesavan Veluthat, *The Early Medieval in South India*, OUP, New Delhi, 2009. 4. Narayanan, M.G.S.,*Cultural Symbiosis in Kerala*, Kerala Historical Society, Thiruvananthapuram, 1972.			
IV	**MODERN KERALA: COLONIALISM, NATIONALISM, AND SOCIAL REFORM**		**12**	**20**
	19	Resistance Movements and Rebellions in the early 19th century	**2**	
	20	Nationalist Movement in Kerala	**2**	
	21	Social Reform Movements in Kerala	**2**	
	22	Gender, Family and Kinship Systems	**2**	
	23	Debate on cultural modernity	**2**	

	24	Kerala Model of Development: Critiques and Debates	**2**	
	Reading List for the Unit 1. Gopalankutty, K., *Malabar Padanangal*, Kerala Bhasha Institute, Thiruvananthapuram, 2007. 2. Margret Frenz, *From Contact to Conquest: Transition to British rule in Malabar, 1790-1805*, OUP, New Delhi, 2003. 3. Panikkar, K.N., *Essays on the History and Society of Kerala*, KCHR, Thiruvananthapuram, 2016. 4. Ravi Raman, K., *Development, Democracy and the State: Critiquing the Kerala Model of Development*, Routledge, 2012. 5. Satheese Chandra Bose and Shiju Sam Varughese, eds., *Kerala Modernity: Ideas, Spaces and Practices in Transition*, Orient Black Swan, New Delhi, 2015.			
V		**Practicum: Documentation and detailed study of a primary source in Kerala History**	**30**	
		- Identifying a primary source and preparing the text with photos and videos		
		1. Comparing the text with the help of published/unpublished sources and contextualizing the content.		
		- Discuss the different interpretations of the text in various secondary sources. **Activities and Assessment of open-ended** * Preparing a project report of the primary source selected for study. * Collecting details about the text and context of the source. ***** Debate on various interpretations of the text **Assessment** *Evaluate the project report. *Evaluate the details of the text of the primary source. * Evaluate the debate on various interpretations of the text		
	General Reading List 1. Champakalakshmi, R., Kesavan Veluthat and T.R. Venugopalan, eds., *State and Society in Pre-Modern South India*, Cosmo Books, Thrissur, 2002. 2. Chandramohan, P., *Developmental modernity in Kerala*, Tulika Books, New Delhi, 2016. 3. Cherian, P.J., ed., *Essays on the Cultural Formation of Kerala*, Kerala State Gazetteers, Thiruvananthapuram, 1999 4. Cherian, P.J., ed., *Perspectives on Kerala History: The Second Millennium*, Kerala State Gazetteers, Thiruvananthapuram, 1999. 5. Ganesh, K.N., *KeralathinteInnalekal*, Department of Cultural Publications, Thiruvananthapuram, 1990. 6. Ganesh, K.N., *Reflections on Pre-Modern Kerala*, Cosmo Books, Thrissur, 2016. 7. Gopalankutty, K., *Malabar Padanangal*, Kerala Bhasha Institute,			

	Thiruvananthapuram, 2007. 8. Haridas, V.V., *Zamorins and the Political Culture of Medieval Kerala*, Orient Black Swan, New Delhi, 2016. 9. Kesavan Veluthat, *Brahman Settlements in Kerala*, (1978), Cosmo Books, Thrissur, 2013. 10. Kesavan Veluthat, *MargiyumDesiyum: Chila SamskarikaChinthakal*, SPCS, Kottayam, 2019. 11. Kesavan Veluthat, *Notes of Dissent*, Primus Books, Delhi, 2018. 12. Kesavan Veluthat, *The Early Medieval in South India*, OUP, New Delhi, 2009. 13. Margret Frenz, *From Contact to Conquest: Transition to British rule in Malabar, 1790-1805*, OUP, New Delhi, 2003. 14. Narayanan, M.G.S.,*Cultural Symbiosis in Kerala*, Kerala Historical Society, Thiruvananthapuram, 1972. 15. Narayanan, M.G.S., ed., *VanjeriGranthavari*, University of Calicut, Calicut University, 1987. 16. Narayanan, M.G.S., *Perumals of Kerala*, (1996), Cosmo Books, Thrissur, 2013. 17. Panikkar, K.M., *A History of Kerala 1498-1801*, (1960), Life Span Publishers, Delhi, 2020. 18. Panikkar, K.N., *Culture, Ideology and Hegemony*, Tulika Books, New Delhi, 1995. 19. Panikkar, K.N., *Essays on the History and Society of Kerala*, KCHR, Thiruvananthapuram, 2016. 20. Rajan Gurukkal and Raghava Varier, *Cultural History of Kerala*, Vol. 1, Cultural Department, Thiruvananthapuram, 1999. 21. Rajan Gurukkal and Raghava Varier, *History of Kerala*, Orient Black Swan, New Delhi, 2018. 22. Rajan Gurukkal,*Rethinking Classical Indo-Roman Trade*, OUP, New Delhi, 2016. 23. Rajan Gurukkal,*Social Formations of Early South India*, OUP, New Delhi, 2010. 24. Ravi Raman, K., *Development, Democracy and the State: Critiquing the Kerala Model of Development*, Routledge, London, 2012. 25. Sam, N., ed.,*Elamkulam Kunjan PillayudeThiranjeduthaKrithikal*, Kerala University, Thiruvananthapuram, 2005. 26. Satheese Chandra Bose and Shiju Sam Varughese, eds., *Kerala Modernity: Ideas, Spaces and Practices in Transition*, Orient Black Swan, New Delhi, 2015. 27. Sivathamby, K., *Studies in Ancient Tamil Society: Economy, Society and State Formation*, New Century Book House, Chennai, 1998. 28. Venugopalan, T.R., *Processes and Structures: A History of Medieval Kerala*, Current Books, Thrissur, 2002.

Note: The course is divided into five modules, with four having a total of 24 units and one open-ended module with a variable number of units. There are a total of 45 instructional hours for the fixed modules and 30 hours for Practicum . Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	2	3	3	-	2	-	1	-	-
CO 2	3	-	2	3	3	3	-	3	-	2	-	-
CO 3	3	-	3	3	3	3	-	2	-	3	-	-
CO 4	3	-	3	3	3	3	-	2	-	3	1	-
CO 5	3	-	3	3	2	3	-	2	-	3	1	-

Correlation Levels:

Level	**Correlation**
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Debate / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

ModelQuestion Paper

VII **SEMESTERBA(CUFYUGP)DEGREE EXAMINATIONS**

HIS7CJ402 History of Keralam: Problems and Perspectives

(Credits:4)

MaximumTime:2hours **MaximumMarks:70**

SectionA

[Answer All.Eachquestion carries 3marks]

(Ceiling: 24Marks)

1. Kalari
2. cultural modernity
3. Sankethams
4. Social Hierarchies
5. Swarupams as state
6. polity of early Cheras
7. Manipravalam
8. Cultural symbiosis
9. Indo-Roman trade
10. Mathematical Tradition in Kerala

SectionB

[Answer All.Each question carries 6marks]

(Ceiling:36Marks)

11. Historiography of Pre-Modern and modern Kerala
12. Sources and Methodological Problems in Studying Pre-Modern Kerala History
13. Trade and Commerce in Pre-Modern Kerala
14. Agrarian Economy and Land Tenure Systems in Medieval Kerala
15. Literacy and communication in Pre-Modern Kerala
16. Astronomical and Mathematical Tradition in Kerala
17. Evolution of the regional identity of Kerala
18. Nationalist Movement in Kerala

SectionC

[Answer anyone.Each question carries 10marks]

(1x10=10Marks)

19. Kerala Model of Development: Critiques and Debates

20. Briefly explain Resistance Movements and Rebellions in the early 19th century

SEMESTER VII

CORE COURSE 16 IN MAJOR: HIS7CJ403 SELECTED THEMES IN INDIAN HISTORY

This course offers a comprehensive exploration of the multifaceted dimensions of Indian identity and governance through a multidisciplinary lens. Spanning historical, economic, societal, and cultural domains, students will explore India's rich heritage and contemporary dynamics, aiming to foster critical thinking, analytical skills, and a deeper understanding of the complexities inherent in Indian society.

Programme	BA History Honours				
Course Code	HIS7CJ403				
Course Title	SELECTED THEMES IN INDIAN HISTORY				
Type of Course	Major				
Semester	VII				
Academic Level	400 – 499▪				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75

COURSE OUTCOMES(COS):
After the completion of the course students will be able to:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	**Comprehensive Understanding of Indian Governance and Economy**: Students will demonstrate a thorough understanding of the historical evolution of governance structures and economic systems in India, encompassing diverse models of state and economic transformations over time.	U	F & C	Debates and Seminar presentation
CO2	**Critical Analysis of Social Structures and Cultural Diversity**: Students will critically analyse social dynamics, including class divisions, gender roles, and cultural diversity within Indian society, evaluating the implications of social stratification and cultural	E	C & A	Case studies and group discussions

	interactions.			
CO3	**Application of Interdisciplinary Perspectives**: Students will integrate knowledge from history, economics, sociology, and cultural studies to examine the complexities of Indian identity and governance, fostering an interdisciplinary approach to inquiry and analysis. **Application of Interdisciplinary Perspectives**:	Ap	P	Assignments and Seminar presentations
CO4	Students will integrate knowledge from history, economics, sociology, and cultural studies to examine the complexities of Indian identity and governance, fostering an interdisciplinary approach to inquiry and analysis.	U	F	Assignments and Seminar presentations
CO5	**Effective Communication and Research Skills**: Students will communicate their ideas effectively through written assignments, presentations, and discussions, supported by strong research skills and the ability to synthesize information from diverse sources.	R	C	Case studies and group discussions
C06	**Promotion of Intercultural Understanding and Global Citizenship**: Students will develop an appreciation for the diversity of Indian culture and society, fostering intercultural understanding and empathy while cultivating a sense of global citizenship and social responsibility.	AP	P	Debates and Seminar presentation
	Cognitive Level - * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)			
	Knowledge Category - # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

COURSE DESCRIPTION:

Module	**Unit**	**CONTENT**	**Hrs 75**	**Marks 70**
I	**THE STATE IN INDIA**		**9**	**16**
	1.	Models of State - State in Indus Valley Civilization	1	

	2.	State in Vedic times –Mahajanapadas – Mauryan State	2	
	3.	Indian Feudalism: Debate	2	
	4.	Theories on nature of State – Sultanate and Mughal State	2	
	5.	The colonial State	2	
	Reading List 1. Altekar A.S., *State and Government in Ancient India*, (1949), Delhi, Reprint 1992. 2. Kumkum Roy, *Emergence of Monarchy in North India*, New Delhi, 1994. 3. R.S. Sharma, *India's Ancient Past*, New Delhi, 2006. 4. R.S. Sharma, The Advent *of Aryans in India*, New Delhi, 1999. 5. Romila Thapar, *Asoka and the Decline of the Mauryas*, Delhi, Third edition 2012. 6. Romila Thapar, *Cultural Pasts*, Delhi, 2000. 7. Romila Thapar, *From Lineage to State*, Second edition 2000. 8. Romila Thapar, *Interpreting Early India*, *Delhi*, Second edition 2000. 9. Shereen Ratnagar, *Enquiries into the Political organisation of Harappan Society*, Pune, 1991. 10. Upinder Singh, *A History of Ancient and Early Medieval India*, Delhi, 2008.		
II	**INDIAN ECONOMY IN HISTORICAL PERSPECTIVES**		**12**	**18**
	6.	Features of Indus Economy- Agriculture and Trade – Craft production	2	
	7.	The Second Commercial Revolution	2	
	8.	Trade internal and external – South India	2	
	9.	Trading activities during the Sultanate and Mughals	3	
	10.	Colonial economy- impact of colonial economy on traditional Indian economy	3	
	Reading List 1. R.S. Sharma, *Material culture and Social Formations in Ancient India*, New Delhi, Reprint 1990. 2. Shereen Ratnagar, *Trading Encounters*, New Delhi, 2004. 3. Yogesh Sharma and Pius Malekandathil (eds.), *Cities in Medieval India*, New Delhi, 2014 4. Indu Banga (ed.), *The City in Indian History: Urban Demography, Society, and Politics*, New Delhi, 2005. 5. H. K. Naqvi, *Urbanisation and Urban Centres under the Great Mughals*, Indian Institute of Advanced Studies, Simla, 1971. *6.* Shireen Moosvi, *People Taxation and Trade in Mughal India*, OUP, 2010			

III	**EVOLUTION OF INDIAN SOCIETY**		**12**	**18**
	11.	Features of Harappan society	2	
	12.	Vedic society	2	
	13.	Origin and growth of social stratification: Caste in Indian society	2	
	14.	Classes – Landlords and Peasants	2	
	15.	Position of Women	2	
	16.	Appropriation of labour-slavery.	2	
	Reading List 1. Anupama Rao, *The Caste Question: Dalits and the Politics of Modern Indi*a, Permanent Black, Delhi, 2009. 2. Bandopadhyaya S., *Caste, Culture and Hegemony*, Sage, New Delhi, 2003. 3. Ishita-Banerjee Dube, (ed.), *Caste in History*, Delhi: Oxford University Press, 2008. 4. Dev Raj Chanana, *Slavery in Ancient india,* New Delhi, 2008. 5. Kum Kum Sangari & Uma Charkravarty, *From Myth to Market: Essays on Gender*, (eds). New Delhi: Manohar, 1999 6. Louis Dumont, *Homo Hierarchicus: the caste system and its implications*. London: Weidenfeld and Nicolson, 1970. 7. M. N. Srinivas (ed.) *Caste: In Its 20th century Avatar*. Viking, Delhi: 8. Neera Desai, and Maithreyi Krishnaraj. *Women and Society in India*. Delhi: Ajantha, 1987. 9. Sita Anantharaman ,*Women in India: A Social and Cultural History*, Vol.II, , ABC Clio, 2009. 10. Srinivas M.N. Village, *Caste, Gender and Method: Essays in Indian Social Anthropology*. Delhi: OUP, 1998.			
IV	**CULTURAL LIFE OF INDIANS**		**12**	**18**
	17.	Religious beliefs and spirituality- Indus religion- Rig Vedic and Later Vedic religions	2	
	18.	Ajivikas- Buddhism- Jainism	2	
	19.	Scepticism and materialism- shaddarsanas or six schools of philosophy	2	
	20.	Hinduism-Christianity-Islam	2	
	21.	Sufism-Bhakti Movement- Harmonious Coexistence-High culture and lower culture	2	
	22.	Literary traditions – Vedas, Puranas, Epics, Upanishads	1	
	23.	Non Sanskritic tradition- Persian literature- Regional languages	1	
	Reading 1. Suvira Jaiswal, *Origin and Development of Vaishnavism*, MunshiramManoharlal Publishers, New Delhi, 1967. 2. Thomas Trautman, ed., *Aryan Debate*, New Delhi, 2003. *3.* Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond*			

	the Kings and Brahmanas of Ancient India, New Delhi, 2006. 4. R.M. Eaton ed., *India's Islamic Traditions, 711-1750*, OUP, 2006 5. Audrey Truschke, *Culture of Encounters*, Penguin, 2016 6. Catherine B Asher, *Mughal Architecture, CUP*, 1992 7. Richard M. Eaton, *Essays on Islam and Indian History*, OUP, 2002, *8.* Francis Robinson, *Islam and Muslim History in South Asia*, OUP, 2003. 9. B. Matilal, *The character of Logic in India*, OUP, 1999. 10. A.K. Warder, *Indian Buddhism*, New Delhi, 1980. 11. B.K. Matilal, *Perception: An Essay on Classical Indian Theories of Knowledge*, OUP, 1985. 12. D.P. Chattopadhyaya, *Science and Society in Ancient India*. 13. Shereen Ratnagar, *Makers and Shapers: Early Indian Technology in the Home*, Village and the Urban Workshop, Delhi, 2007. 14. Irfan Habib, *Technology in medieval India: c. 650-1750*, Tulika Books, 2008.		
V	**Practicum :** **Exploring Indian Identity and Governance** This module aims to provide students with an opportunity to critically engage with the diverse facets of Indian identity and governance through a multidisciplinary approach. By exploring historical, economic, societal, and cultural dimensions, students will deepen their understanding of India's rich heritage and contemporary dynamics.	**30**	
	Activities: 1. **Debates and Discussions**: Organize debates on topics such as the effectiveness of different state models in Indian history, the impact of colonialism on Indian economy and society, or the role of religion in shaping Indian culture and identity. 2. **Case Studies**: Analyse case studies highlighting significant events or figures in Indian history, economy, society, and culture. For example, examine the policies of Mauryan Emperor Ashoka or the economic impact of the Mughal Empire's trade policies. 3. **Field Trips and Experiential Learning**: Arrange visits to historical sites, museums, or cultural institutions relevant to the syllabus topics. Encourage students to reflect on their experiences and connect them to the theoretical concepts discussed in class. 4. **Research Projects**: Assign research projects where students investigate specific aspects of Indian history, economy, society, or culture. Topics could include the role of women in different periods, the evolution of Indian economic systems, or the influence of various philosophical schools on Indian thought.		
	Assessment Methods: 1. **Presentations**: Students can present their research findings, debate arguments, or case study analyses to the class, demonstrating their understanding and ability to		

	communicate complex ideas effectively. 2. **Written Assignments**: Assign essays or research papers where students critically analyze key themes or events in Indian history, economy, society, or culture, demonstrating their ability to synthesize information and construct coherent arguments. 3. **Reflective Journals**: Ask students to maintain reflective journals throughout the module, documenting their thoughts, insights, and questions as they engage with the course material and participate in activities. 4. **Peer Evaluation**: Implement peer evaluation mechanisms for group activities or presentations, encouraging students to assess their peers' contributions based on criteria such as clarity, depth of analysis, and engagement with the subject matter		

Note: The course is divided into five modules, with four having minimum 23 units and one open-endedmodulewitha variable numberofunits. There is total 45 instructional hours for the fixed modules and 30 hours for Practicum. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the fixed units from the fixed modules.

MappingofCOswithPOs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	2	1	2	3	1	2	2	1
CO2	2	3	2	1	2	1	1	2	3	2	1	1
CO3	1	1	2	1	3	2	3	1	1	2	3	2
CO4	1	3	2	3	2	1	1	1	3	2	1	1
CO5	1	2	1	2	2	3	1	1	2	1	1	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz/Assignment/Debates/Discussion/Seminar
- MidtermExam
- FinalExam(70%)

MappingofCOstoAssessmentRubrics:

CO	Internal Exam	Assignment	Discussion/Debates	Seminar	EndSemester Examinations
CO1	✓	✓	✓	✓	✓
CO2					

CO3					
CO4	✓	✓	✓	✓	✓
CO5					

VII Semester B.A. (CUFYUGP) Degree Examinations
HIS7CJ403**: Selected Themes in Indian History**
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 marks)

1. Ajivikas
2. Second commercial revolution
3. Roman Trade
4. Varna system
5. Shaddarshanas
6. Sufism
7. Puranas
8. Saptanga
9. *Indian Feudalism*
10. Colonial state

Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 36 marks)

11. Compare and contrast the Vedic and Later Vedic religions, highlighting their key beliefs and practices.
12. Examine the position of women in ancient Indian society, considering both textual and archaeological evidence.
13. Discuss the impact of the Bhakti movement on Indian society and culture, citing examples.
14. Critically evaluate the theories on the nature of the state during the Sultanate and Mughal periods
15. Describe the key characteristics of the colonial state in India and its influence on the Indian governance system.
16. Analyze the impact of Indian Feudalism on the socio-political landscape of ancient India
17. Discuss the influence of non-Sanskritic traditions, such as Persian literature and regional languages, on Indian culture.
18. Explain the economic features of the Mauryan state and their implications for trade and commerce

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

19. Assess the impact of colonialism on Indian governance, economy, and society, considering different perspectives.
20. Evaluate the significance of social stratification in ancient Indian society, discussing its implications for social relations and economic structures.

SEMESTER VII

CORE COURSE 17 IN MAJOR : **HIS7CJ404 SELECTED THEMES IN WORLD HISTORY**

Course Description: This course offers an exploration of selected themes in world history, incorporating socio-economic, cultural, and intellectual dimensions. This course offers a focused exploration of pivotal topics shaping global historical narratives. Emphasizing critical analysis and synthesis, the course prompts students to interrogate secondary sources, evaluate scholarly interpretations, and discern broader patterns across diverse civilizations and epochs. With a strong emphasis on research proficiency, students develop skills in locating, evaluating, and synthesizing primary and secondary sources to construct well-informed historical arguments. Through rigorous academic discourse and scholarly engagement, students cultivate a deeper understanding of the interconnectedness and complexity inherent in the global historical experience.

Programme	BA History Honours				
Course Code	**HIS7CJ404**				
Course Title	**Selected Themes in World History**				
Type of Course	Major				
Semester	VII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	A basic understanding of World History				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will demonstrate an understanding of key historical events, developments, and themes across different civilizations and periods.	R	F	Seminar Presentation
CO2	Students will critically analyse historical sources, assess their reliability and relevance, and evaluate differing interpretations of historical events and	An	P	Assignment

	phenomena.			
CO3	Students will synthesize information from diverse historical sources to identify patterns, trends, and connections, enabling them to develop informed historical narratives and analyses.	E	C	**Debates**
CO4	Students will demonstrate proficiency in conducting independent research, including the ability to locate, evaluate, and utilize primary and secondary sources to support historical arguments and inquiries.	Ap	P	Assignment
CO5	Students will communicate historical arguments and findings through written essays, oral presentations, and other forms of scholarly communication, demonstrating a command of academic conventions and language.	An	C	Seminar Presentation
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 75	Marks 70
I	**HISTORY OF ANCIENT CIVILIZATIONS**		**12**	**18**
	1	Origins of Civilization	2	
	2	Mesopotamia and the Birth of Cities	2	
	3	Ancient Egypt: Society and Religion	2	
	4	Classical China: Dynasties and Philosophies	2	
	5	Classical Greece: Democracy and Philosophy	2	
	6	Roman Empire: Pax Romana and Decline	2	
		Reading List 1. Keith Maisels, *The Emergence of Civilization: From Hunting and Gathering to Agriculture, Cities, and the State in the Near East*, Routledge, New York, 1993. 2. Paul Johnson, *The Civilisation of Ancient Egypt*, Harper Collins, New York, 2012. 3. Roberts, J.M. and Odd Arne Westad, *The History of the World*, (1976), OUP, New York, 2012. *4.* Robin Lane Fox, *The Classical World: An Epic*		

		History of Greece and Rome, Basic Books, New York, 2005.		
II	**MEDIEVAL WORLD**		**10**	**15**
	7	Byzantine Empire: Trade and Culture	2	
	8	Islamic Age: Science and Innovation	2	
	9	Feudalism in Europe	2	
	10	Feudalism debate	2	
	11	Medieval Japan: Shoguns and Samurai	2	
		Reading List 1. Ganshof, F.L., *Feudalism*, (1952), Longmans, London, 1979. 2. Jacques Le Goff, *Medieval Civilization: 400-1500*, Wiley-Blackwell, Malden, 1991. 3. Marius B. Jansen, *The Making of Modern Japan*, Harvard University Press, 2002. 4. Norman F. Cantor, *The Civilization of the Middle Ages*, Harper Perennial, New York, 1994.		
III	**EUROPE IN TRANSITION**		**11**	**17**
	12	Renaissance: Humanism and Art	**2**	
	13	Age of Exploration: Conquest and Encounter	**1**	
	14	Reformation: Religion and Society	**2**	
	15	The Enlightenment and Scientific Revolution	**2**	
	16	Global Trade: Mercantilism and Colonialism	**2**	
	17	Debates on the Transition from Feudalism to Capitalism	**2**	
		Reading List 1. Hale, J.R., *Renaissance Europe, 1480-1520*, Fontana Press, London, 2000. 2. Jonathan Israel, *Enlightenment Contested: Philosophy, Modernity, and the Emancipation of Man 1670-1752*, Oxford University Press, Oxford, 2006. 3. Peter Burke, *The Renaissance: A Very Short Introduction*, Oxford University Press, Oxford, 2006. 4. Taylor, Alastair M., Walter Wallbank, *Civilization Past and Present*, Longman, London, 2000.		
IV	**CAPITALISM AND MODERN WORLD**		**12**	**20**
	18	Industrial Revolution: Economic Transformations	**2**	

	19	World Wars: Conflict and Consequences	**3**	
	20	Holocaust in Germany	**2**	
	21	Cold War: Ideology and Diplomacy	**3**	
	22	Theories on Capitalism	**2**	
	23	Postcolonial World and Globalization	**2**	
		Reading List 1. Ashton, T.R., *The Industrial Revolution, 1760-1830*, OUP, London, 1997. 2. Eric Hobsbawm, *The Age of Revolution: Europe 1789-1848*, Abacus, London, 1962. 3. Maurice Dobb, *Studies in the Development of Capitalism*, Aakar Books, Delhi, 2006. 4. Thomas L. Friedman, *The Lexus and the Olive Tree: Understanding Globalization*, Farrar, Straus and Giroux, New York, 1999.		
V		**Practicum:** **Contemporary Issues in World History**	**30**	
		Practicum: **Contemporary Issues in World History**		
		- Identify any contemporary debate or issues in World historyand prepare and present them as a seminar.		
		- Prepare a short video/documentary on any of the units in the syllabus.		
		- Review a film related to any of the units in the syllabus. **Activities and assessment of open-ended** * Preparing a seminar on any of the units selected and presenting it in the class. * Making a short video/documentary on any of the units in the syllabus. ***** Reviewing a film related to any of the units in the syllabus. **Assessment** *Evaluate the seminar presentation. *Evaluate the short video/documentary. * Evaluate the film review. **General Reading List** 1. Ashton, T.R., *The Industrial Revolution, 1760-1830*, OUP, London, 1997. *2.* Ashton, T.R., *The Industrial Revolution, 1760-*		

		1830, OUP, London, 1997. 3. Eric Hobsbawm, *The Age of Revolution: Europe 1789-1848*, Abacus, London, 1962. 4. Ganshof, F.L., *Feudalism*, (1952), Longmans, London, 1979. 5. Hale, J.R., *Renaissance Europe, 1480-1520*, Fontana Press, London, 2000. 6. Jacques Le Goff, *Medieval Civilization: 400-1500*, Wiley-Blackwell, Malden, 1991. 7. Jonathan Israel, *Enlightenment Contested: Philosophy, Modernity, and the Emancipation of Man 1670-1752*, Oxford University Press, Oxford, 2006. 8. Keith Maisels, *The Emergence of Civilization: From Hunting and Gathering to Agriculture, Cities, and the State in the Near East*, Routledge, New York, 1993. 9. Manfred B. Steger, *Globalization: A very short Introduction*, OUP, Oxford, 2020. 10. Marius B. Jansen, The Making of Modern Japan, Harvard University Press, 2002. 11. Maurice Dobb, *Studies in the Development of Capitalism*, Aakar Books, Delhi, 2006. 12. Norman F. Cantor, *The Civilization of the Middle Ages*, Harper Perennial, New York, 1994. 13. Paul Johnson, *The Civilisation of Ancient Egypt*, Harper Collins, New York, 2012. 14. Peter Burke, *The Renaissance: A Very Short Introduction*, Oxford University Press, Oxford, 2006. 15. Roberts, J.M. and Odd Arne Westad, *The History of the World*, (1976), OUP, New York, 2012. 16. Robin Lane Fox, *The Classical World: An Epic History of Greece and Rome*, Basic Books, New York, 2005. 17. Taylor, Alastair M., Walter Wallbank, *Civilization Past and Present*, Longman, London, 2000. 18. Thomas L. Friedman, *The Lexus and the Olive Tree: Understanding Globalization*, Farrar, Straus and Giroux, New York, 1999. 19. Tom Kemp, *Theories of Imperialism*, Dobson Books, 1967.		

Note: The course is divided into five modules, with four having a total of 23 units and one open-ended module with a variable number of units. There are a total of 45 instructional hours for the fixed modules and 30 hours for Practicum. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	2	3	-	2	-	1	-
CO 2	3	-	3	3	2	3	-	3	-	3	-
CO 3	3	-	3	3	3	3	-	2	-	2	-
CO 4	3	-	3	3	3	3	-	3	-	3	-
CO 5	3	-	3	3	3	3	2	3	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Debate / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓✓	✓✓		✓✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓		
CO 5				

MODEL QUESTION PAPER

VIIth Semester BA HIORY (CUFYUGP) Degree Examination October 2024
HIS7CJ404 **SELECTED THEMES IN WORLD HISTORY (credits: 4)**

Maximum Time: 2 hours **Maximum Marks: 70**

Section A
[Answer All. Each question carries 3 marks]
(Ceiling: 24 Marks)

1. Holocaust in Germany
2. Origins of Civilization
3. Pax Romana
4. Democracy
5. Philosophy
6. Reformation
7. Mercantilism
8. Cold War
9. Globalization
10. Religion in Egypt

Section B
[Answer All. Each question carries 6 marks]
(Ceiling: 36 Marks)

11. The Enlightenment and Scientific Revolution
12. Mercantilism and Colonialism
13. Debates on the Transition from Feudalism to Capitalism 14.Industrial Revolution: Economic Transformations
15. World Wars: Conflict and Consequences
16. Theories on Capitalism
17.Mesopotamia and the Birth of Cities
18.Dynasties and Philosophies of china

Section C

[Answer any one. Each question carries 10 marks]
(1x10=10 marks)

19. Explain the theories on Capitalism
20. AnalyzeTrade and Culture of the Byzantine Empire

SEMESTER VII

CORE COURSE 18 IN MAJOR : HIS7CJ405 :SELECTED THEMES IN SOUTH INDIAN HISTORY

Selected Themes in South Indian History

Course Description: This course provides an in-depth exploration of selected themes in the history of South India, focusing on key developments, socio-cultural transformations, and historical debates that have shaped the region. Through a thematic approach,the course offers a focused exploration of significant aspects of South Indian history, including religion, society, economy, and politics, from ancient to modern times. Drawing on interdisciplinary perspectives and primary sources, the course aims to deepen understanding of the complexities and richness of South Indian history and its relevance to broader historical narratives. The thematic concentration on various themes in South Indian History, the students could develop skills in locating, evaluating, and synthesizing primary and secondary sources to construct well-informed historical arguments. Through rigorous academic discourse and scholarly engagement, students cultivate a deeper understanding of the various aspects South Indian History from the very early period to the contemporary age.

Programme	BA History Honours				
Course Code	HIS7CJ405				
Course Title	Selected Themes in South Indian History				
Type of Course	Major				
Semester	VII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75

Course objectives

Code	Details
CO 1	To introduce students to major themes and topics in South Indian history.
CO 2	To analyze historical sources, interpret different perspectives, and evaluate the significance of various events and phenomena in South Indian history.
CO 3	To analyze the historical processes, cultural dynamics and socio-economic structures that have shaped South India

CO 4	To explore key debates, interpretations and historiographical approaches in the study of South Indian History
CO 5	To foster critical thinking, research skills and interdisciplinary perspectices in understanding South Indian History

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will understand major themes, developments, and historical processes in South Indian history from ancient to modern times.	R	F	Seminar Presentation
CO2	Students will make critically analyze on primary and secondary sources related to South Indian history, including textual, archaeological, and visual evidence.	An	P	Assignment
CO3	Students could evaluate key debates, interpretations, and historiographical approaches in the study of South Indian history, demonstrating awareness of diverse perspectives..	E	C	**Debates**
CO4	Engage in critical thinking and analytical reasoning to assess historical causality, continuity, and change in South Indian society and culture.	Ap	P	Assignment
CO5	Students could gain Synthesize knowledge from course readings, lectures, and discussions to develop coherent and well-supported interpretations of South Indian history.	An	C	Seminar Presentation
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 75	Mks 70
I	**Discovery of South India**		**10**	**18**
	1	Define South India-historical geography of South India Tamil region as a hegemonic landscape-*Tolkapium*	2	
	2	Sangam literature and South Indian geography	2	
	3	Economic geography of South India-agriculture, industry and trade	2	
	4	Regional disparities and defining the landscapes of South India- 19th Century colonial construction	1	
	5	Cultural diversity and linguistic plurality of South India	1	
	6	Caldwell and South Indian history	1	
	8	Marxian interpretations on South India	1	
	Reading List 1. *Tolkāppiyam: The Oldest Book of Tamil Literature*" translated by George L. Hart and Hank Heifetz 2. K A Neelakanta Shastri, *A History of South India*, (1955),New Delhi,1985. 3.R Nagaswamy, *South Indian Studies*,Society*For Archaeological Historical & Epigraphical Research,Madras,1978.* 4. Kamil Zvelebil, *Smile of Murugan on Tamil Literature of south India*,Leiden,1972. 5. Dileep kumar,(ed.), *The Tamil Story: Through the Times,Through the Tides*,Eka Publications,2024. 6. Vijaya Ramasvamy, *Historical Dictionary of the Tamils*,The Scarecrow Press:UK,2007. 7.Burtain Stein,'Circulation and the Historical Geography of Tamil Country' in *The Journal of South Asian Studies, vol.37,*No.1,Nov.1977,pp7-26. 8. Rajan Gurukal and M R Raghava Varier, *Cultural history of Kerala Vol.I,*Department of Cultural Publications, Kerala,1999. 9. K.N. Ganesh, _Transitions in Early Tamil Society: A Hypothesis on the Formation of Tamil Region', *Proceedings of Indian History Congress*,2013. 10. P T Srinivasa Iyengar, *History of Tamils-From Earliest Times to 600 AD*, New Delhi,2001.			
II	**Cultural Landscapes of South India**		**12**	**16**
	7	Explorations of Pre historic age in South India – Palaeolithic and Neolithic age	**2**	
	8	Megalithic Age in South India	**1**	
	9	Sangam Literature- Debate on Sangam literature-Problem of dating and chronology-Debate on Silappatikaram-	**2**	

		elements in Sangam literature-Mauryan problem in the Sangam Age-		
	10	Sangam Age- ecosystems, clans and means of subsistence-Sivathamby and the materialistic interpretation-Forms of production and forces of change in early Tamil Society	**2**	
	11	Trade and Cultural exchanges with South Asia and beyond-Merchants and mercantile centers in South India	**2**	
	12	Influence of Hinduism, Buddhism and Jainism on South Indian society	**2**	
	13	Dravidian heritage in South India-Recent excavations-Keeladi excavation	**1**	
	Reading List *1.* Department of Archaeology, *Keeladi-An Urban Settlement of Sangam Age on the banks of River Vaigai.* *2.* R K Mohanty and V. Selvakumar,'The Archaeology of Megalithic in India 1947-1997' in S. Settar Ravi Korisettar(ed.),I*ndian Archaeology in Retrospect vol.I* , Indian Council of Historicla Research :Delhi,2002. *3.* Chitra Madhavan, *A Cultural History of South India: From Prehistoric Times to the Vijayanagara Empire,* Aryan Books International:New Delhi,2009. *4.* Anne E. Monius, *Imagining a Place for Buddhism: Literary Culture and Religious Community in Tamil-Speaking South India*, Oxford University Press,2001. *5.* MGS Narayanan, *Reinterpretations of South Indian History,*Trivandrum,1977. *6.* Kamil Zvelebil, *Smile of Murugan on Tamil Literature of south India*,Leiden,1972. *7.* K. Kailasapathy, *Tamil Heroic Poetry*,Oxford,1968. *8.* KanakaLatha Mukund, *The World of Tamil Merchant: Pioneers of international trade,*Primus Books:Delhi,2010. *9.* KanakaLatha Mukund,*Merchants of Tamilakam: Pioneers of International Trade*,Primus Books:Delhi,2016. *10.* K. Sivathamby, _Early South Indian Society and Economy:The concept of Tinai', *Social Scientist* No.29,1974. *11.* Rajan Gurukal and M R Raghava Varier, *Cultural history of Kerala Vol.I*,Department of Cultural Publications, Kerala,1999. *12.* Rajan Gurukal, *Rethinking Classical Indo Roman Trade,*Primus Books:Delhi,2014. *13.* Rajan Gurukkal, *Social Formations of Early South India*,SagePublications:New Delhi,2015. *14.* B K Gururja Rao, *Megalithic Culture in South India,*Aryan books International:New Delhi,2001. *15.* Kennath R Hall, ed., *Structure and Society in Early South India*,Manohar Publishers and Distributors:New Delhi,2004.			
III	**Feudalism in South India-Debate on State Structure**		**13**	**16**
	14	Socio-economic transformations of South Indian Society	**1**	

	15	Emergence of feudalism in South India	**1**	
	16	Land grants, patronage networks, and the consolidation of power by feudal lords- Expansion of temples and agrarian system in early medieval South India *Brahmadeyas* and *Devadanas*	**2**	
	17	Feudal regimes and their expansion strategies in South India- Land tenure systems, including land grants, revenue collection, and agrarian relations	**2**	
	18	Chola State structure- Utharamerur inscription-	**2**	
	19	Elamkulam and the South Indian State Structure	**1**	
	20	Centralized State structure- NeelakantaSasthri	**1**	
	21	Segmentary State system-Aiden South Hall and Burton Stein Y Subbarayalu and early State in South India Karashima and the South Indian State System	**1**	
	22	Kesavan Veluthat and the Chera State M G S Narayanan and Perumals of Kerala	**2**	
	Reading List **1.** K A Neelakanta Shastri, *A History of South India*, (1955),New Delhi,1985 **2.** Burton Stein, *The New Cambridge history of India*, Vol.I part 2 Vijayanagra,Cambridge University Press:Cambridge,1999. **3.** Manu V Devadevan, *The Early Medieval Origins of India*,Cambridge university Press,2020. **4.** Noboru Karashima, *A Concise History of South India-Issues and Interpretations*,Oxford, 2014. **5.** Y. Subbarayalu, *South India under the Cholas*,S Chand &Company:New Delhi,2005. ***6.*** George Michel, *The New Cambridge History of India-The Cholas*, Cambridge University Press,1999. ***7.*** KesvanVeluthat, *The Political Structure of Early Medieval South India*, (1993), Orient Blackswan:New Delhi,2013. **8.** Noboru Karashima, *South Indian Society under Vijayanagar Rule*,Orient Blackswan,2001. **9.** 16. V.V Haridas, ‗Indian Feudalism Debate and Other Models of Polity' in *International Journal for Science and Research*, ISSN: 2319-7064 Research Gate Impact Factor (2018): 0.28 | SJIF (2019): 7.583 **10.** R.Champakalakshmi, Kesavan Veluthat and T R Venugopalan ed., *State and Society in Pre Modern South India*, Orient Longman:New Delhi,2005. **11.** T V Mahalingam, *Readings in South Indian History*, University of Madras:Madras,1972.		
IV	**South India in Transition- Resistance and Rebellion**		**10**	**20**
	23	Colonial expansion and its consequences in South India	**1**	
	24	Early resistance against foreign invasions and imperial powers-	**2**	

		Early Rebellions in South India		
	25	Peasant uprisings and agrarian protests against feudal exploitation and colonial land policies.	**2**	
	26	Dravidian Movement	**1**	
	27	Left intervention and resistance Movements in South India-Labour movements-Madras Labor Union	**2**	
	28	Communist Movements in South India	**2**	
	Reading List 1. K Rajayyan, *The South Indian Rebellion : The First War of Independence,1800- 1801,* University of Michigan,2007. 2. David Ludden,*Capitalism and Peasant Farming: Agrarian Structure and Ideology in Northern Tamil Nadu,* Oxford Univerisity Press,1996. 3. Jan Breman, *South Indian Factory workers: Their Life and Their World,*Oxford University Press,1996. 4. Walter Hauser, *Peasant Struggles in South India: Their Unity and Fragmentation,*Sage Publications,1991. 5. Janaki Nair and Malavika Karlekar, *Colonialism and its Legacy: South India 1750-1950,* Sage Publications,2005. 6. Rajmohan Gandhi, *Modern South India: A History from the 17th Century to Our Times,*Aleph Book Company:New Delhi,2018.			
V	**Practicum:- Exploring the transformation of South Indian History** This is a practicum on the transformation of South Indian history. The interdisciplinary approach has to take students to explore the rich historical context of South India. Teaching of this course has to foster independent thinking and scholarly communication through project-based learning.		**30**	
		Activities **1. Debates and Discussions:** Organizing debates on the differences between colonial and post-colonial society in South India is an excellent way to engage students critically. Encourage them to delve into primary sources and scholarly works to support their arguments. **2. Workshops and Discussions:** By allowing students to choose a theme of interest, conduct literature reviews, and develop research proposals, it is possible to foste independent thinking. This hands-on approach will empower them to explore contemporary South India from various angles. **3. Preparation of Maps:** Creating political maps of South India across different historical periods is a practical exercise. It helps students visualize territorial changes, political boundaries, and significant sites. The focus on historically important locations adds depth to their understanding. **4. Field Trips and Experimental Learning:** Visiting historical sites allows students to connect theory with		

		reality. They can analyze architectural styles, cultural influences, and governance systems. Encourage them to consider the impact of rulers and societal changes during these visits. **5. Research and Data Collection:** Guiding students through primary and secondary research is crucial. Encourage them to explore diverse sources, methodologies, and engage in critical analysis. Office hours and feedback sessions provide valuable support. **6. Writing Clinic:** Structuring research papers and project reports is essential. Individual consultations help students refine their writing and express their findings effectively. **7. Documentary Preparation:** Creating a documentary on archaeological sites and historical events is a creative endeavor. It combines visual storytelling with rigorous research. Viewing their documentary will provide insights into their understanding and presentation skills. **For assessment:** 1. Assess the class room discussions, class Seminar, Group discussion and debates 2 Evaluate the presentation of the students on their research findings. Let Students to apply their creativity while doing assignment. 3. Evaluate Student‘s presentation on preliminary research findings and discuss analytical frameworks. 4. Peer feedback sessions to refine research methodologies and interpretations. 5. Discussions on integrating theoretical perspectives into historical analysis. 6. Assign essays or research papers where students critically analyze key themes or events in South Indian history. 7. View and review the documentary prepared by the students. 8. Give importance to the usage of digital skills while presenting their assignments, field study reports, group presentations **GENERAL READING LIST** 1. B K Gururaja Rao, *Megalithic Culture in South India*, Mysore, 1972. 2. K. Sivathamby, *Studies in ancient Tamil Society*, Madras,1985. 3. K A NilakantaSasthri, *A History of South India*,New Delhi, 1998. 4. Kamil Zvelebil, *Smile of Murugan*,Leiden,1972. 5. Kenneth T Hall,ed.,*Structure and Society in Early South India*,New Delhi,2001. 6. M N Venkata Ramanappa, *Outlines of South Indian History*,Delhi,1975. *7.* Noboru Karashima, *A Concise History of South India-*	

		Issues and Interpretations,Oxford, 2014. 8. T V Mahalingam, *Readings in South Indian History*, Delhi,1977. 9. K Rajayyan, *The South Indian Rebellion : The First War of Independence,1800-1801*, University of Michigan,2007. 10. Rajmohan Gandhi, *Modern South India: A History from the 17th Century to Our Times,*Aleph Book Company:New Delhi,2018. R.Champakalakshmi, Kesavan Veluthat and T R Venugopalan ed., *State and Society in Pre Modern South India,*,Thrissur,2002. 11. Vijay Ramaswamy, *Historical Dictionary of the Tamils*,TheScareceow Press:UK,2007.	

Note: The course is divided into five modules, with four having a total of 28 units and one open-ended module with a variable number of units. There is a total of 45 instructional hours for the fixed modules and 30 hours for Practicum. Internal assessments (30 marks) are split between the practicum module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	2	3	-	2	-	1	-	-
CO 2	3	-	3	3	2	3	-	3	-	3	-	-
CO 3	3	-	3	3	3	3	-	2	-	2	-	-
CO 4	3	-	3	3	3	3	-	3	-	3	-	1
CO 5	3	-	3	3	3	3	2	3	-	3	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Debate / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		

Model Querstion Paper

VIISEMESTERB.A(CUFYUGP)DEGREEEXAMINATIONS
HIS7CJ405
Selected Themes in South Indian History

(Credits:4)

MaximumTime:2hours MaximumMarks:70

SectionA
(AnswerAll.Eachquestioncarries3marks)
(Ceiling24marks)

1. Tolkapium
2. Megaliths
3. Tamil anthologies
4. Utharamerur inscription
5. The cholas
6. Studies in Kerala
7. Aiden south Hall
8. Perumals of Kerala
9. The Portuguise
10. Madras labour union

SectionB
[Answer all.Eachquestioncarries 6 marks]
(Ceiling36marks)

11. Explain the background of communist movements in South india.
12. Write a note on Dravidian movement
13. Describe the features of south Indian feudalism
14. Discuss the nature of early rebellions in South india?
15. Briefly explain the expansion of temples and agrarian system in early medieval south India?
16. Give an account on pre history of south india
17. Trace the significance of sangam age
18. Critically Analyze the Marxian interpretations on south india

SectionC
[Answeranyone.Eachquestioncarries10marks]
(1x10=10marks)

19. Briefly explain the nature of state in south india with special reference to Segmentary state theory.
20. Critically analyze the colonial expansion and its consequences in south india?

SEMSTER VIII
CORE COURSE 19 IN MAJOR : HIS8CJ406/ HIS8MN406 SOURCES IN HISTORICAL STUDIES

Course Description: This paper entitles that the _Sources in Historical Studies‘ belongs to the materials which gives as evidences in writing history. It will help the students to how writing history through source materials with scientifically. It deals various kinds of historical sources and its strong-hold of logical nature.

Programme	BA History Honours				
Course Code	**HIS8CJ406/ HIS8MN406**				
Course Title	Sources in Historical Studies				
Type of Course	*Major*				
Semester	VIII				
Academic Level	*400-499*				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75

Course Outcomes (CO):

CO	**CO Statement**	**Cognitive Level***	**Knowledge Category#**	**Evaluation Tools used**
CO1	Identify the different sources and its logical validity.	R	F	Seminar Presentation
CO2	Formulate a logical narration of distribution on sources.	E	C	Seminar/ Group discussion
CO3	Analyze the critical idiom of the nature of sources.	An	C	Debates/ Historical simulations/ role play activities
CO4	Summarise the collaboration of primary, secondary and tertiary sources.	An	C	**Discussions and debates**
CO5	Compare and contrast different nature of historical source.	An	P	develop a timeline of a historical event
CO6	Apply sources in minute level micro history writings.	U	P	Quick quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 75	Marks 70
I	**SOURCE MATERIAL - INTRODUCTION**		**13**	**14**
	1	Nature of Sources in academic discipline	2	
	2	Introduction to source materials as basis of history	2	
	3	Authenticity, Credibility and Relevance of Sources	2	
	4	Understanding primary and secondary sources in historical studies	2	
	5	Use of archival materials, manuscripts, oral histories, and artifacts	2	
	6	Evaluating the credibility and reliability of sources	3	
		ReadingMaterial 1. E.H. Carr, *What is History?* Palgrave Macmillan, 1990. 2. G.R. Elton, *The Practice of History*, Wiley-Blackwell, 2002. 3. Paul Thompson, *The Voice of the Past: Oral History*, Oxford University Press, 2000.		
II	**WRITTEN SOURCES IN HISTORICAL STUDIES**		**10**	**14**
	7	Analysis of texts, documents, and literature	**2**	
	8	Different genres of historical writing; e.g., chronicles, letters, diaries)	**1**	
	9	Using digital databases	**2**	
	10	Online resources for research	**1**	
	11	Gathas and Narasamsies: The Indian case	1	
	12	Sangam Literature	1	
	13	Granthavari studies in Kerala history	2	

		ReadingMaterial 1. J.M. Roberts, *The New Penguin History of the World*, Penguin Books, 2013. 2. Thomas S Kuhn, *The Structure of Scientific Revolutions*, University of Chicago Press, 2012. 3. Desmond Morton, *A Short History of Canada*, McClelland & Stewart, 2006. *4.* K K N Kuruppu, *KoodaliGranthavari*, University of Calicut, 1995. 5. V V Haridas, *Zamorins and Political Culture of Medieval Kerala*, Orient Blackswan, 2016. 6. K Kailasapathy, *Tamil Heroic Poetry*, Clarendon Press, 1968.		
III	**VISUAL AND MATERIAL CULTURE AS HISTORICAL SOURCES**		**11**	**15**
	14	Interpretation of visual sources; e.g., paintings, photographs, films	**2**	
	15	Use of material culture; e.g., clothing, architecture, objects	**2**	
	16	Incorporating visual and material sources into historical analysis	**2**	
	17	Text mining and data visualization in historical studies	**2**	
	18	Challenges and opportunities of digital sources in historical studies	**2**	
	19	New wave history writing in all over the world	**1**	
		ReadingMaterials 1. Michele H. Bogart, *Public Sculpture and the Civic Ideal in New York City, 1890-1930*, University of Chicago Press, 2018. 2. Stacy E. Silverman, *Beyond the Nakba: Visual Narratives of Palestine*, University of Illinois Press, 2015. 3. Arthur Marwick, *The New Nature of History: Knowledge, Evidence, Language*, Palgrave Macmillan, 2001.		
IV	**MEMORY AND ORAL HISTORIES IN HISTORICAL STUDIES**		**11**	**15**
	20	Understanding collective memory	**3**	
	21	Oral traditions	**2**	
	22	Recreating the past through personal narratives and testimonies	**3**	
	23	Ethical considerations in using memory and oral histories as sources	**3**	

		ReadingMaterial 1. Alesandro Portelli, *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*, SUNY Press, 1991. 2. Michel-Rolph Trouillot, *Silencing the Past: Power and Production of History*, Beacon Press, 1995. 3. Sherryl Vint Holladay, *Science Fiction and Cultural Theory: A Reader*, Routledge, 2016.		
		• **Discussion Strategies**: Students are to be given professional skill in data-source level criticism and practices.		
		Assessment *****Evaluate the skills and critical mind applied by students. *Evaluate the application of writing academic papers. *Evaluate the ability of students to identify skills in in-depth research in history.		
		GeneralReading *1.* Charles J. J. MacKenzie, *The Cambridge Handbook of Historical Syntax*, 2018. *2.* Gregory H. Nobles, *American Frontiers: Cultural Encounters and Continental Conquest*, 1993. *3.* John Arnold, *History: A Very Short Introduction*, 2000. *4.* Kamil Zvelebil, *Companion Studies to the History of Tamil Literature*, Brill Academic, 1992. *5.* Keith Jenkins, *Re-Thinking History*, 2003. *6.* Lynn Hunt, Writing History in the Global Era, 2014. *7.* Malcolm Barber, *The Penguin Guide to Medieval Europe*, 2001. *8.* Martha C. Howell and Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methods*, 2001. *9.* Martha C. Howell and Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methods*, 2001. *10.* Peter Burke, *What is Cultural History*, 2004. *11.* Peter Claus and John Marriott, *History: An Introduction to Theory, Method, and Practice*, 2011. *12.* Richard A. Easterlin, *Growth Triumphant: The Twenty-First Century in Historical Perspective*, 2016. *13.* Richard J. Cox, *The Ethics of Access: A Guide for Archivists and Researchers*, 2013.		

		14. Steven Mintz, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, 2013.		

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	2	2	3	2	1	2	2	1	2
CO2	2	2	3	3	3	2	2	2	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3	2
CO4	3	3	2	3	3	2	2	2	3	3	2
CO5	3	3	3	3	3	2	2	3	3	3	3

Note: The course is divided into four modules; with four having a total of 23 fixed units and one open-ended module with avariable number of units.There are a total of 45 instructional hours for the fixed modules and 30 hours for Practicum. Internal assessments (30 marks) are split between the practicum module(20) and the fixed modules(10). The final exam, however, covers only the23 units from thefixedmodules.

MappingofCOswithPSOsandPOs:

CorrelationLevels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz/Assignment/Discussion/Seminar/FiledWork
- MidtermExam
- FinalExam(70%)

MappingofCOstoAssessmentRubrics:

	InternalExam	Assignment/Seminar/LibraryVisits And reporting	Project Evaluation	EndSemesterExaminations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓

VIII **SEMESTERBA(CUFYUGP)DEGREE EXAMINATIONS**

HIS8CJ406/HIS8MN406

SOURCES IN HISTORICAL STUDIES

(Credits:4)

MaximumTime: 2hours **MaximumMarks:70**

SectionA

[AnswerAll.Eachquestion carries 3marks]

(Ceiling:24Marks)

1. Write a review of the work *What is History* by E H Carr.
2. Narrate the basic necessities of a primary source.
3. Postulate the credibility and relevance of the sources in history writing.
4. Write about the nature of ancient South Indian literature.
5. Analyse the validity of digital source.
6. Elucidate the usage memories as source.
7. Interpret the logical argument about the reliability of sources.
8. Clarify the Text mining and data visualization.
9. Discuss the source nature of Gathas and Narasamsies.
10. Describe the relevance of private repositories.

Section B

[Answer All.Each question carries 6 marks]

(Ceiling: 36 Marks)

11. Describe themeanings, values, scope and nature of historical sources.
12. Discuss the parameters of tertiary source.
13. Explain the Sangam Literature.
14. Critically evaluate the online source and its reliability.
15. Evaluate the distinction of traditional source and new kinds of sources.
16. Examinethatinterpretation of visual sources.
17. Point out the oral traditions in India.
18. How can we problematize the source when writing history?

Section C

[Answer anyone.Each question carries 10marks] **(1x10=10Marks)**

19. Elaborate the nature of sources in social science.
20. Discuss the scope of Kerala history with Granthavari sources.

SEMESTERVIII
CORE COURSE 20 IN MAJOR: HIS8CJ407/ HIS8MN407
RESEARCH IN LOCAL HISTORY – METHODS AND PRACTICE

Course Description: This is a comprehensive course that introduces students to the methodologies and practices of conducting local and regional historical research. This course emphasizes collaboration with community organizations, including democratic institutions, libraries, and historical societies. Students will gain hands-on experience in designing research projects focused on local history, utilizing a variety of resources such as archival records, images, artifacts, photographs, and recorded interviews. The course provides a platform for students to understand the challenges and opportunities inherent in local historical research. This course not only equips students with the tools to conduct local history research but also encourages them to engage critically with the complexities of historical interpretation.

Programme	BA History Honours				
Course Code	**HIS8CJ407/ HIS8MN407**				
Course Title	Research in Local History – Methods and Practice				
Type of Course	Major				
Semester	VIII				
Academic Level	400 – 499**.**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO): ..

CO	**CO Statement**	**Cognitive Level***	**Knowledge Category#**	**Evaluation Tools used**
CO1	Understanding the Method of Writing Local History	U	F	Seminar Presentation
CO2	Understand the method of Developing Local History Projects	U	F	Seminar/ Group Discussion/Digital Presentation
CO3	Students conduct field study research	An	P	Debates/**assignments**
CO4	To identify the strengths and weaknesses of Local History	An	P	Discussions and debates
CO5	Protecting the cultural heritage of the society	An	P	Conduct interviews and visits to localities

CO6	Develop critical thinking	U	F	Interviews/ Group discussions/exhibitions
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**INTRODUCTION TO LOCAL HISTORY**		**14**	**14**
	1	Local History Writing and Its Development	3	
	2	Significance and the Scope of Local History	2	
	3	**C**ultural, Economic, and Social History of Localities	2	
	4	Exploring Local Institutions and Landmarks	2	
	5	Oral History in Local Contexts	2	
	6	Micro and Macro Histories	3	
		Reading Material 1. John Becket, *Writing Local History*, Manchester University Press, Manchester, 2007 2. Martin Ballard (Ed.,), *New Movements in the Study and Teaching of History*, Temple Smith, London, 1970 3. Robert Douch, *Local History and the Teacher*, Routledge, London, 1967 4. Lynn Abrams, *Oral History Theory*, Routledge, New Yor, 2010 5. Simon Gunn and Lucy Faire (Ed.), *Research Methods for History, Rawat Publications*, New Delhi, 2017		
II	**RESEARCH METHODS FOR LOCAL HISTORY**		**12**	**14**
	6	Locating the field of Study, Research Problems, and Research Questions	**2**	

	7	Collection of Data through Observation, Experimental, Simulation, Derived, and Reference	**3**	
	8	Primary and Secondary Sources	**2**	
	9	Gathering and Classification of Data- Qualitative and Quantitative	**1**	
	10	Data Collection- Survey Method, Observation Method, Questionnaire Method, Interview Method		
	11	Style References-MLA, and APA	2	
	12	Interdisciplinarity in Approach	2	
		Reading Material 1. KN Ganesh, _*Towards a Methodology for the History of the Locality' in P J Vincent and A M Shinas (eds.),Local History: Explorations in Theory and Method*, Govt. Arts and Science College, Kozhikode 2. K N Ganesh, *Locality & Culture in Kerala History: The Case of Tirurangadi*, Publication Division, University of Calicut, 2010 3. M P MujeebuRahiman (Ed.), *The Local Speaks: Papers in Local History*, CKG Memorial Govt. College, Perambra, Calicut, 2009 4. Paramjit S Judge, *Doing Social Research*, Rawat Publications, 2021 5. Bonita and Partha Pratim Basu, *Revisiting Qualitative Methods in Social Science Research*, Orient BlackSwan, Hyderabad, 2019		
III	**CHALLENGES IN LOCAL HISTORY WRITING**		**9**	**15**
	13	Handling Subjectivity and Bias	**2**	
	14	Use of Digital Tools	**1**	
	15	Ethical Considerations	**2**	
	16	Archival Management and Preservation	**2**	
	17	Preparing Digital Documentaries	**2**	
		Reading Materials 1. Pertti Alasuutari, Leonard Bickman and Julia Brannen Ed), *The Sage Handbook of Social Research Methods*, Sage, London, 2009 2. Aroop Chakravarti (Ed.), History, *Historical Thought and Historiography*, Pearson, New		

		Delhi, 2012 3. Alun Munslow, *Historical Studies*, Routledge, New York, 2000 4. https://journal.southindianhistorycongress.org/journals/articles/2016/SIHC_2016_V36_006.pdf		
IV	**WRITING AND DOCUMENTATION**		**12**	**15**
	18	Introduction	**1**	
	19	Review of Literature	**1**	
	20	Discussion and Analysis of Data	**2**	
	21	Conclusion and Major Findings	**2**	
	22	Referencing and Footnotes	**2**	
	23	Bibliography and Appendix	**2**	
		Reading Material 1. Arunangshu Giri and Debasish Biswas, *Research Methodology for Social Sciences*, Sage, New Delhi, 2019 2. Sherman Kent, *Writing History*, Appleton Century Crofts, New York, 1967 3. C R Kothari, Gaurav Garg, *Research Methodology: Methods and Techniques*, New Age International Publishers, New Delhi, 2019 4. Paramjit S Judge, *Writing Social Science: A Personal Narrative*, Rawat Publication, New Delhi, 2019. 5. R P Misra, *Research Methodology: A Handbook*, Concept Publishing Company, New Delhi, 1989		
V		**Open Ended : Hands-On Experience: Practical Applications** Students are to be instructed to read books related to different local histories and their doing. Field visits, conduct of exhibitions, and oral history work are highly useful for this course.	**12**	
		Activities and assessment of Open-ended • **Case Studies in Local History:** Students are to be familiarized with case studies in local history and they are to be given a chance to interact with experts. Train students to frame research problems through the data collected.		

		• **Documentation Strategies**: Students are to be given expert interactions or video presentations aboutthe best local history studies and teach various forms of documentation like papers, books, documentaries, etc.		
		• **Community Engagements:** Students can be given a chance to visit localities and do local history work. This can be done in collaboration with local history associations, libraries, government agencies, etc. **Assessment** *****Evaluate the skills and critical mind applied by students. *Evaluate the application of digital technology *Evaluate the ability of students to identify skills and knowledge which can be protected through IPR rules		
		General Reading 1. John Becket, *Writing Local History*, Manchester University Press, Manchester, 2007 2. *VaniyamkulamPanchajyathVijnaneeyam*, Kerala Council for Historical Research, Thiruvananthapuram. 3. K N Ganesh, *Socio-cultural Processes and Livelihood Patterns at Tirurangadi- A Micro Historical Study*, 4. Carol Kammen and Amy H Wilson (Ed.),*TheEncyclopaedia of Local History*, Altamira Press, Plymouth, 2013 5. Carol Kammen, *On Doing Local History*, Rowman & Littlefield, Plymouth, 2014		

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module(10) and the fixed modules(20). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	2	2	2	3	2	1	2	2	1	2
CO 2	2	2	3	3	3	2	2	2	2	2	3
CO 3	3	3	3	3	3	3	3	3	3	3	2
CO 4	3	3	2	3	3	2	2	2	3	3	2
CO 5	3	3	3	3	3	2	2	3	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar/Filed Work
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/Seminar/ Field Visits and reporting	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

Model Question

VIII SEMESTERB A(CUFYUGP)DEGREEEXAMINATIONS

HIS8CJ407/HIS8MN407Research in Local History – Methods and Practice

(Credits:4)

Maximum Time: 2 **Maximum Marks:70**

Section A

[Answer All. Each question carries3marks]

(Ceiling:24Marks)

1. What is Annales School in History Writing ?
2. What is the use of archives for local history writing?
3. How do we locate the field of study in local history ?
4. What do you mean by a public historian ?
5. Write about the radio and community life in a locality
6. What is the importance of Census Reports in local history ?
7. Discuss the importance of place names in local history writing
8. What is a local history organisation ?
9. What is a primary source in local history ?
10. What is a local history museum ?

SectionB

[Answer All.Eachquestioncarries 6marks]

(Ceiling:36Marks)

11. How did historical documents about India reach the India Office Library in London?
12. The modern World is indebted to Ancient Greece and Rome for the system of archival practice. Examine
13. Are digital tools helpful in local history writing? Explain
14. Is subjectivity a problem in local history? How do we handle the question of subjectivity in local history writing ?
15. What are the ethical concerns in local history writing?
16. Examine the relevance of the research problem in local history writing?
17. Examine the use of photographs in local history writing?
18. Critically analyze myths and stories in local history writing ?

Section C

[Answer anyone. Each question carries10marks] **(1x10=10 Marks)**

19. What is Local History? Discuss the strength of Local History in empowering the community
20. Critically examine the appropriation of Gandhian ideology in a particular locality in a distinct form in the context of the study of the Chauri Chaura incident made by Shahid Amin

SEMESTER VIII

CORE COURSE 21 IN MAJOR HIS8CJ408/HIS8MN408 HISTORY OF KERALA EDUCATION

Course description: The proposed paper is intended to provide an in-depth knowledge in the field of educational systems existed in India in general and Kerala in particular. Presentation of the factual information in a chronological and logical manner enables the students to analyze the special features of Kerala educational system. It helps the learner to evaluate Kerala Education against the background of both Indian and foreign educational system.

Programme	BA History Honours				
Course Code	HIS8CJ408/HIS8MN408				
Course Title	History of Kerala Education				
Type of Course	Major				
Semester	VIII				
Academic Level	400 – 499.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools Used
CO1	Students are equipped with different kinds of sources like literary, epigraphical, missionary and official records referring to the educational system	U	F	Assignments

CO2	Students acquire a thorough knowledge in the educational practices in Kerala over the ages-ancient, medieval and modern. They also know how the traditional system of education was transformed into a system which was designed to satisfy the colonial needs.	An & Ap	P	Assignments/Discussions
CO3	Students examine the strength and weaknesses of various educational systems through the comparison and identifying the differences	An & Ap	P	Seminar Presentation
CO4	Students critically evaluate each system. It enable them to make reflections on them	An & E	P	Debates/Discussions
CO5	Their knowledge level and understanding core issues help them to plan the future educational developments	Ap & C	P	End-of-unit exam
	Cognitive Level– *-Remember(R),Understand(U),Apply(Ap), Analyse(An),Evaluate(E),Create(C) **Knowledge Category** - # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	**Unit**	**CONTENT**	**Hours 60**	**Mark 70**
I	**EDUCATION: AN OVERVIEW**		**10**	**14**
	Introduction to Education			
	1	Sources: Early Tamil Anthologies –Purananuru-ThirukkuralParthivapuram Copper Plate, Thiruvalla Copper Plate	2	
	2	Bartolommeo- Alexander Walker and Bowland Papers	1	
	3	Missionary Records-LMS, CMS, BEM	1	
	4	Thomas Munro‘s Minutes-1822, Manuals and Gazetteers	1	
	5	Macaulay‘s Minutes, Woods Despatch- Hunter Commission-University Commission-1902- Hartog Committee- Abbot-Wood Commission	4	
	6	Dharampal- *The Beautiful Trees: Indigenous Indian Education in the Eighteenth Century*	1	
	Reading List: 1. Augur, *Church History of Travancore*, Madras, 1903 2. Barbosa, *The Land of Malabar: The Book of Durate Barbosa*Vol.II (Ed. M. Gangadharan),Kottayam 2000 *3. Basel Evangelical Mission Reports* *4.* Cheriyan, P., *Malabar Syrians and Church Missionary society* 1816-1840, Kottayam, 1935, 2015			

	5. Dharampal, *The Beautiful Trees: Indigenous Indian Education in the Eighteenth Century*, Bibila Impex Pvt.Ltd, 1982 6. Gopinatha Rao, *Travancore Archaeological Series*,Vol. I and II, Trivandrum, 1910 7. Kunjan Pillai, Elamkulam, *Selected Works* (Ed. N. Sam), Kerala University, 2005 8. Parameswarappillai V. R, *Purananuru* (Tran.)Sahithya Academy, Thrissur, 1997 9. Vaidhyanatha Ayyar, G, *Pathittippathu*, Sahithya Academy, Thrissur, 1961 10. Sreejith. E. *KeralathileVidhyabhyasam: Charithram, Varthamanam*, SPCS, Kottayam, 2016		
II	**EDUCATION DURING THE PRE-MODERN KERALA**		**14**	**20**
	7	Education reflected in Early Tamil anthologies	3	
	8	Emergence of *Salais* and their features	3	
	9	*Sabhamathas*	3	
	10	*Gurukulam*-Kodungallur-Punnasseri etc.	3	
	11	Writing systems –*Vattezhuth- Grandha-Kolezhuth, Arya Ezhuthu*	2	
	Reading List: ***1.*** Ganesh. K.N, *Culture and Modernity: Historical Explanations* (Ed.), University of Calicut, 2004 **2.** Gurumurthi, S., *Education in South India* (Ancient and Medieval), New Era publications, Madras, 1979 **3.** Narayanan, MGS, *Perumals of Kerala*, Thrissur, 2013 **4.** ……, *Aspects of Aryanization in Kerala*,Trivandrum, 1973 **5.** Parameswarappillai V. R, *Purananuru* (Tran.)Sahithya Academy, Thrissur, 1997 **6.** Raghava Varier, M. R, *Ammavazhikkeralam*, Trissur, 2006 **7.** Thiruvalluar, *Thirukkural* (Trans., Ramesan Nair, S), Trust Publication, Trivandrum **8.** Sankaran Thayatt, *Indian VidhyabhyasamNoottanntukalilute*, KSTA, Trivandrum, 1982 **9.** Sreejith. E. *Education in Kerala: Transition from Pre-Colonial to the Colonial Phase*,Ph.D Thesis (unpub.), University of Calicut,2019 ***10.*** Subrahmaniyan, N., *Sangam Polity*,			
III	**VILLAGE EDUCATION SYSTEM IN KERALA**		**12**	**18**
	12	Asan Pallikkutams or Kutippallikkutams-special features	3	
	13	Curricular Aspects: Sanskrit Grammar, Astronomy, Kavyas	2	
	14	Mathematics- Katapayati, Bhutasankhya, Kanakkadhikaram,	2	

	15	Monitorial System or Bell-Lancaster System	1	
	16	Kalaries and martial training	2	
	17	Decline of village education-Causes and consequences	2	
	Reading List: 1. Andrew Bell, *An Experiment in Education made at the Male Assylum of Madras. Suggesting a System by which a School or Family may teach itself under the superintendence of the Master or Parent,* 1796 2. Barbosa, *The* Land *of Malabar: The Book of Durate Barbosa* Vol. II (Ed. M. Gangadharan),Kottayam 2000 3. Dharampal, *The Beautiful Trees: Indigenous Indian Education in the Eighteenth Century*, Bibila Impex Pvt. Ltd, 1982 *4.* Ganesh. K.N, *Culture and Modernity: Historical Explanations* ((Ed.), University of Calicut, 2004 5. Karthikeyan Nair, *BharanakutavumVidhybhyasavum: KeralathinteAnubhavangal*, State Language Institute, Trivandrum,2019 6. Sankaran Thayatt, *Indian VidhyabhyasamNoottanntukalilute*, KSTA, Trivandrum, 1982 7. Sreejith. E. *KeralathileVidhyabhyasam: Charithram, Varthamanam*, SPCS, Kottayam, 2016 8. Sreejith. E. *Education in Kerala: Transition from Pre-Colonial to the Colonial Phase*,Ph.D Thesis (unpub.), University of Calicut,2019 9. Suresh Kumar, R. *Vidhybhyasam: Charithram,Sameepanam, Velluvili*, State Language Institute, 2021 10. Walker, Alexander, Walker of Bowland Papers, National Library, Scotland		
IV	**TOWARDS MODERNIZATION**		**12**	**18**
	18	LMS, CMS, BEM	3	
	19	Travancore-Royal Decrees -1817,18, Rajas Free School, Vernacular Education under Ayilyam Thirunal, Kerala Varma ValiyaKoyithampuran and his text books, Education for Depressed Class- Ayyankali	3	
	20	Modernization of Education in Cochin	2	
	21	Educational Growth in Colonial Malabar	2	
	22	Hermman Gundert and his Text Books	2	
	Reading List: 1. Aiya, Nagam, *Travancore State manual*, Vol II, 1906, AES re-print, New Delhi,1989 2. Chentharassery, T.H.P, *Ayyankali*,Prabhath Books, Thiruvananthapuram, 2016 3. Eapen, K.A., Church *Missionary Society and Education in Kerala*, Kottayam 1986			

		4. Innes, C.A, *Malabar District Gazetteers*, Kerala Gazetteers Department, 1997 5. Kurup, K.K.N, *Adhunika Keralam*, State language institute, Trivandrum, 2011 6. Mani, S. Kunnukuzhi and Anirudhan, P.S., MahathmaAyyankali, DCB, Kottayam,2013 7. Gangadharan, Thikkurissi, *KeralavarmaPadanangal*, Sahithya Kairali Publication, Trivandrum, 2004 8. Thomas, P.J., *MalayalaSahithyavumChristianikalum*, NBS, Kottayam, 1961 9. Sreejith. E. *KeralathileVidhyabhyasam: Charithram, Varthamanam*, SPCS, Kottayam, 2016 10. Sreejith. E. *Education in Kerala: Transition from Pre-Colonial to the Colonial Phase*,Ph.D Thesis (un pub.), University of Calicut,2019		
V		**Open Ended:** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:	**12**	
	1	**Exploring the background of the Educational Bill of 1957** Teacher introduces the stories or articles depicting the deplorable conditions of the teaching staff during the period. The then educational rules are to be discussed. Consequences of the Bill should also be explained.		
	2	**Compare the literacy progress of Kerala with other states of India** With the use of census data and other official reports, a comparative analysis can be conducted to know the vitality of the Kerala literacy		
	3	**Critical Examination of various reforms implemented after the Independence** Debates and Discussions can be conducted on various educational reforms like National Educational Policy, 1968, 1986 and 2020. Students will be able to critically reflect upon each.		
	4	**Enhancing the general understanding on the recent educational developments** Through assignments and their presentations, students will be able to understand the various educational programmes recently implemented or recommended like Minimum Level of Learning (MLL), DPEP, Yespal Committee Report(2009), Right to Education Act 2009		
		Activities and assessment of Open ended Module For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:		
	1	**Exploring the background of the Educational Bill of 1957**		

		• Students should be encouraged to find out the autobiographies and stories relating the teachers' poor salary and unfavourable terms and conditions. • Groups are formed to discuss various aspect of the educational Bill 1957. Discussions reinforce the effective domain of the learner. They identify the real motives that paved way for the introduction of the same Bill. **Evaluation: Presentation Rubric** • Observe students attempt to find out the sources mentioned. • Assess the clarity of presentation, and critical analysis of the historical facts.		
	2	**Compare the literacy progress of Kerala with other states of India** • Students are encouraged to use census reports of different periods and other official data to make comparison. Brain storming sessions can also be conducted • Training can be given to handle the statistical data and how to interpret them. • **Evaluation: Participation and Reflection** • Assess students' active participation in the collection of data through different sources. Their reflections on such data are also be evaluated • Their presentation of data using computer can also be noted		
	3	**Critical Examination of various reforms implemented after the Independence** • Different teams are formed to participate in debate related to the various educational reforms • Each team presents arguments supported by evidence and counter arguments should also be encouraged **Evaluation: Debate Performance and Analysis** • Evaluate students' ability to construct arguments • Assess their critical analysis of competing narratives and their ability to articulate alternative perspectives.		

	4	**Enhancing the general understanding on the recent educational developments** • Students form groups and select a specific topic related to the current educational issues (curriculum change, educational commissions, gender discrimination, social and economic, professional education etc.) • Each group present their observations, summarizing their findings and insights. Presentations should include visual aids, such as slides or posters. Following each presentation, there will be a class discussion facilitated by the instructor. **Evaluation: Group Presentation** • Evaluate the use of visual aids • Require students to present key findings and insights from their research to the class, fostering discussion and feedback. • Assess students' ability to communicate complex concepts effectively and their response to the questions and criticisms during the presentation.		

Note: The course is divided into five modules, with four having minimum 22 units and one open-ended module with a variable number of units. There is total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules.

Mapping of COs with POs and PSOs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	0	0	0	2	0	0	2	0	2	0	0
CO2	2	0	0	0	2	2	0	2	0	2	0	2
CO3	2	0	0	0	2	2	0	2	0	2	0	0
CO4	2	0	0	0	2	2	0	2	0	2	0	0
CO5	3	0	1	0	3	3	3	0	0	0	1	3

AssessmentRubrics:

- Quiz/Assignment/Debates/Discussion/Seminar
- Mid-termExam
- FinalExam(70%)

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

MappingofCostoAssessmentRubrics:

CO	Internal Exam	Assignment	Discussion/Debates	Seminar	End Semester Examinations
CO1	✓	✓	✓		✓
CO2	✓	✓	✓		✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓		✓
CO5	✓	✓	✓		✓

VIII Semester B.A. (CUFYUGP) Degree Examinations

HIS8CJ408/HIS8MN408 History of Kerala Education

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Wood‘s Despatch
2. *Sabha Mathas*
3. Raja‘s Free School
4. *Katapayati*
5. Travancore Royal Decree 1817
6. *Kanakkadhikaram*
7. Vattezhuthu
8. Beautiful Trees
9. Andrew Bell
10. Text BooK Committee under KeralaVarma

Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 36 marks)

11. Critically evaluate the Monitorial System
12. Write a short note on the Walker of the Bowland Papers
13. What you know about the Salai-s of Early Medieval Kerala
14. Briefly discuss the contributions of Hermman Gundert towards Kerala Education
15. Bring out the educational ideals reflected in Tamil Anthologies
16. Write a note on important *Gurukulms* in Kerala
17. Give a description of the curriculum of village education in Kerala
18. Point out the practical utility of the *Kalari* education

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

19. Critically evaluate the role of missionary organizations in the introduction of modern education in Kerala

20. Assess the role of Ayyankali towards the education of downtrodden sections of Kerala

SEMESTER VIII
HIS8CJ489 RESEARCH METHODOLOGY IN HISTORY

Course description: This course is designed to provide guidance to the students to do Research work. The course provides knowledge on the methodology and techniques of writing history. It enables students to find apt problems to develop thesis/project confidently.

Programme	BA History Honours				
Course Code	HIS8CJ489				
Course Title	Research Methodology in History				
Type of Course	Major				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	4	4		-	60

COURSE OUTCOME

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	Practice of historical research by using different digital learning platforms	U	F	Add citations take/notes/create bibliographies by using reference management system to the given project topic
CO2	The ability to develop a conceptual framework about research	U	F	Prepare a review of the literature of the assigned topic present it/Group discussion
CO3	The ability to research and write historical research papers and monographs	AP	P	Prepare an article on the given topic
CO4	Discovery of valuable facts and its interpretation	An	P	Data Collection& Analysis
CO5	Develops the ability/ skill to collect ,compile, presentation and interpretation of data	C	M	Prepare a seminar on given topic
CO6	Critically analyse or examine the authenticity of the sources	E	P	Collect data of a selected topic and discuss it

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hours 60	Marks 70
I		**RESEARCH IN HISTORY: NATURE AND SCOPE**	10	16
	1	Meaning and Definition of Research	2	
	2	Types of Research	2	
	3	Nature and Scope of Research	2	
	4	Social and Historical research	2	
	5	Inductive and Deductive methods	2	
Reading List		1. Arthur Marwick ,*The New nature of History*, Palgrave Macmillan,2001 2. Marc Bloc, *The Historians Craft*,N,Alfred .Vintage, New York,1964 3. Dr H.S Gorge Research In History ,APH Publishing Corporation,New Delhi 2019 4. John Cannon (ed.) *The Historian at Work*, Routledge ,London,,2018 5. G R Elton, *The Practice of History*, 2nd Ed,Fontana books,1967 6. E.H Carr, What is History ,University of Cambridge& Penguin books 1961		
II	**METHODOLOGICAL TRENDS IN HISTORICAL RESEARCH**		18	22
	6	Scientific method as applied in history	2	
	7	Subjectivity in history	2	
	8	How to write objective history	2	
	9	Heuristics and Hermeneutics	2	
	10	Nature of sources- source analysis	2	
	11	Textual analysis	2	
	12	Documenting knowledge practices	2	
	13	Oral history – oral traditions	2	
	14	Approaches in history- interdisciplinary, multidisciplinary, cross disciplinary and trans disciplinary	2	

		Reading List 1. R J Shafer, *A Guide to Historical Method*, Dorsey Press,1974 2. H B George, *Historical Evidence*, Hard Press publishing2013 3. E Sreedharan, *A Manual of Historical Research Methodology*, Centre for South Indian Studies 2nd Edn.,2018 4. Louis Gottschalk (ed.), *Generalization in the Writingof History*, First Edn University of Chicago Press, ,1963 5. G J Garranghan, *A Guide to Historical Method*, First Edn..Fordham University Press ,1946		
III	**RESEARCH IN PRACTICE**		14	18
	14	Selection of Topic- defining a Research problem- Developing Hypothesis	3	
	15	Research Plan and Design	2	
	16	Data collection –Arrangement of Data – Card system	3	
	17	Field Research – Techniques –Surveys -Questionnaire -Interviews	2	
	18	Textual criticism –Internal and External Criticism	2	
	19	Generalization – Methods of Explanation - Formulation of Final argument	2	
		Reading List 1. Murry Webber ,Jr. and Martha Foschi ,*Status Generalization New Theory and Research* ,Stanford University Press, California , 1988 2. Michael J. Salevouris&ConalFurary, *The Methods and Skills of History A Practical Guide*,Wiley-Blackwell 4th edn2015 3. G J Garranghan, *A Guide to Historical Method*, Fordham University Press ,1946 4. Louis Gottschalk, *Understanding History* ,Knopf,University of Wisconsin ,1965		
IV	**WRITING A RESEARCH MONOGRAPH**		8	14
	21	Historiography of existing research	2	
	22	Preparing research questions	2	
	23	Framing of Research methodology- arrangement of chapters- citation – acknowledgements – terminological and conceptual clarity - graphics - maps and other accessories - glossary - bibliography and index.	3	
	24	Plagiarism and its identification	1	

		Reading List 1. Sharron Sorenson, *How to Write a Research Papers*, Arco ,Jawahar nagar,1995 2. Paul R.Thompson, *The Voice of the Past: Oral History*,4thEdn. Oxford University Press,UK,2017 3. Brahmanand and Sirajul Islam. "*Perspective in Local History*." Social Scientist 18, no. 3 (March 1990 4. Marion W. Gray, *Micro History as Universal History*, ,Central European History and Society, Journal Article Cambridge University Press,1990 5. Joseph Gibaldy, *MLA Handbook for the writers of Research*papers,Affliated East-West Press7thEn 2008.	12	
V	**Open Ended :Reference Management Tools**		12	
		Citefast Scribbr Zotero Mendeley EndNote Paperpile		
		Activities and assessment of Open ended • Select a Topic of your own interest and prepare a project by using digital learning tools **Assessment"** Evaluate the accuracy and sufficient quantity of data in the dissertation and observe the skill in using new digital tools		
		General Reading List 1. John W Cress Cell,J David Cress Well *Research Methodology* ,6thEDI.SagePublcations, 2022 2. Vladimer Luarsabishvili*Ideas and Methodologies in Historical Research*,Routledge 2022 *3.* Michael Hammond *Research Methods* ,2ndEdn. Routledge ,2023 4. YuehongZhang,Against*Plagiarism*.Springer,2		

		015 5. Wayne .C.Booth, Gregory.GColomb,Joseph .M.Williams,JosephBizup, William T. 6. Fitzgerald *The Craft of Research* ,University Chicago Press,,2016 7. Bailey,Kenneth,D.*Methods of Social Researc*h,Newyork 1978 *8.* Hillway T. *Introduction to Research* ,2nd Edn..,Boston,1964. *9.* Whitney,FL..,*The Elements of Research* 3rd Edn..,New York 1950 10. Piaget,Jean, *Main Trends id Interdisciplinary Researc*h, London 1973.		

Note: The course is divided into five modules, with four having total 24 units and one Open-ended module. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 24units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	2	2	3	2	3	1	3	3	-	2	2
CO2	2	3	2	2	2	3	2	2	-	2	2	3
CO3	2	3	3	2	2	2	2	3	-	2	3	3
CO4	2	3	3	3	2	3	3	2	-	3	2	3
CO5	3	3	2	3	3	2	3	2	-	2	1	1
CO6	2	3	3	1	1	3	3	1	-	2	1	2
C07	3	2	3	3	3	2	3	3	2	3	-	3

Correlation Levels

Level	Correlation
-	NIL
1	Slightly/ Low
2	Moderate /Medium
3	Substantial/High

Assessment Rubrics:

□ Quiz / Assignment/ Quiz/ Discussion / Seminar
□ Midterm Exam
□ Final Exam (70%)

Mapping of COs to Assessment Rubrics

	Internal Exam	**Assignment/Seminar**	**Project Evaluation**	**End Semester Examination**
CO1	√	√		√
CO2	√	√		√
CO3	√	√		√
CO4	√			√
CO5	√			√
CO6	√	√		√
CO7	√	√	√	√

Model Question Paper VIII Semester Major
HIS8CJ489 Research Methodology in History

Time: Two hours Maximum Marks: 70

Section –A

Answer all questions. Each question carries 3 marks
(Ceiling 24)

1. Subjectivity in history
2. Inductive and Deductive methods
3. Janvansina
4. Hypothesis
5. Heuristics
6. Glossary
7. Importance of research in history
8. Surveys
9. Card system
10. Index

Section –B

Answer all questions .Each question carries 6 marks
(Ceiling 36

11. Explain the different methods adopted for internal criticism in historical Research
12. Describe the functions of hypothesis
13. What are the important methods adopted by Social scientists to find out fruitful solutions to the problem
14. Elucidate the various precautions to be followed at the time of selection of a historical problem
15. Illustrate the style of footnoting in historical Research
16. Examine the important requirements for a thesis
17. Explain the different steps in scientific method
18. How is a Research Design evaluated?

Section –C

Answer any one of the following questions .Each carries 10 marks

19. Discuss various methods of Data collection
20. Analyse the different types of Research in History

ELECTIVE COURSES IN HISTORY

V SEMESTER

HIS5EJ301: GENDER IN HISTORY

Course Description: This course delves into broad debates and theoretical frameworks regarding history, nationalism, colonialism, sexuality, laws, and their intersections with gender. By exploring these connections, often overlooked in the past, students will develop critical thinking skills and gain a richer understanding of historical and social themes. In examining broad trends in writing gendered history, this course will pay particular attention to the unique trajectory of gender history in India. This comparative approach will be further enriched by case studies, allowing students to delve deeper into the multifaceted connections between gender and Indian history.

Program	BA History Honours				
Course Code	HIS5EJ301				
Course title	Gender in History				
Type of course	Elective				
Semester	V				
Academic level	300				
Course details	Credit	Lecture per week	Tutorial per week	Practical per week	Total hours
	4	4			60

COURSE OUTCOME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding the importance of studying gender as a key category of historical analysis,	U	F	Assignment / Seminar/ Debate
CO2	Develop critical thinking	U	C	Seminar/ Group discursion/ Assignment Paper

CO3	Enable students to apply historical insights to contemporary debates and issues related to gender equality, human rights, and laws	AN	P	Group discursion/ Debate
CO4	To identify the strengths and weakness of ‗Gender History'	AN	P	Group Discursion/ Debate
CO 5	Enable the students to Realize the significance of recovering lost or ignored histories and experiences, and of inventing and reinventing gender history.	U	C	Seminar / Discussion
	Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	**Unit**		**Hrs 60**	**Marks 70**
I	**INTRODUCTION OF GENDER IN HISTORY: HISTORICAL PERSPECTIVE**		**10**	**18**
	1	Understanding Gender and Patriarchy	3	
	2	Gendered Writing: Whose History?	3	
	3	Women history Vs. Gender History,	2	
	4	Feminism and History	2	
	Readings: 1. Downs, Laura Lee. *Writing Gender History*. London and New York: Bloomsbury Academic, 2010. 2. Rose, Sonya. *What is Gender History*? Cambridge: SAGE, 2010. 3. Gerda Lerner, *The Majority Finds its Past: Placing Women in History* (New York, 1979, reprint: Chapel Hill: University of North Carolina Press, 2005). 4. Scott, Joan W. *Gender and the Politics of History*. New York: Columbia University Press, 1999. 5. Scott, Joan W. ed. *Feminism and History*. Oxford: Oxford University Press, 1996. 6. Jeanne Boydston, ―Gender as a Question of Historical Analysis,‖ *Gender & History* 20, no. 3 (November 2008): 558–583			
II	**HISTORICIZING SEXUALITY**		10	18

	5	Body and Identity	3	
	6.	Understanding Masculinities and Femininities Historically	3	
	7	Biopower	2	
	8	Heterosexuality and Homosexuality	2	
		Readings 1. Arondekar, Anjali. (2005). ‐Without a Trace: Sexuality and the Colonial Archive,‖ *Journal of the History of Sexuality*, 14(1/2), pp. 10-27 2. Burton, Antoinette. (2003). *Women Writing House, Home and History in Late Colonial India*. Delhi: Oxford University Press, 2003, pp. 3-29, 66-100 3. Menon, Nivedita. (2009). _Sexuality, Caste, Governmentality: Contest over _Gender‘ in India‘, *Feminist Review*, 91, pp. 94-112 4. Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge. 5. Foucault, Michel. (1990). *The History of Sexuality*, Vol. 1: An Introduction, New York: Vintage Books. 6. Week, Jeffrey. (1982). _Foucault for Historians‘, *History Workshop*, 14, Autumn, pp. 106-19.		
III	**GENDER IN PRE COLONIAL INDIA**		**15**	**18**
	9	Brahmanical Patriarchy	3	
	10	Women in the Public Sphere	3	
	11	Gendered Rituals and Religious Practices:	2	
	12	Legal Status and Property Rights	2	
	13	Harem	2	
	14	Courtesans in medieval India	3	

		Readings **1.** Chakravarty, Uma. (1990). _*Whatever Happened to the Vedic Dasi?: Orientalism, Nationalism and Script from the Past'* in K. Sangari and S. Vaid (eds) Recasting Women, Rutgers University Press, New Brunswick. **2.** Chakravarti, Uma .(2006). *Everyday Lives, Everyday Histories; Beyond the Kings and Brahmanas of Ancient India*, Delhi: Tulika. **3.** Chakravarti, Uma.(1993). *"Conceptualizing Brahmanical Parriarchy in Early India: Gender, Caste, Class and State." Economic and Political Weekly* 28, no.14, 1993: 579-85. **4.** Jaiswal, S. (1981). _*Women in early India: Problems and Perspectives'*, Proceedings of the Indian History Congress, pp. 54-60. **5.** Altekar, A.S. (1956). *The Position of Women in Hindu Civilisation*, Delhi: Motilal Banarasidass, **6.** Roy, K. (ed). (1999) *Women in Early Indian Societies*, Delhi: Manohar. **7.** Lal, K. S. (1988). The Mughal Harem. New Delhi: Aditya Prakashan. Oldenburg, Veena Talwar. (1990). _Lifestyle as Resistance: The Case of the Courtesans of Lucknow, India', Feminist Studies, 16 (2), pp. 259-87.		
IV	**Gender and Colonial Empire**		13	16
	15	Gender in social reform discourse during 19th century India	2	
	16	Gender and Colonial Laws	2	
	17	Hijras in colonial India	1	
	18	Women and Nationalism	2	
	19	Gender and Education in Colonial India	2	
	20	Gender and Labor in Colonial Economies	1	
	21	Gender, Health, and Colonial Medicine	2	
	22	Gender and Resistance in Colonial Contexts	1	
		Readings 1. Ghosh, Durba. (2004). _Gender and Colonialism: Expansion or Marginalization?', *The Historical Journal*, 47 (3), pp. 737-55 2. Gupta, Charu. (2012). _*Introduction', in Gendering Colonial India: Reforms, Print, Caste and Communalism*, Orient Blackswan,		

		Delhi, pp. 1-36 3. Anagol, Padma. (2008). ‐Agency, Periodization and Change in the Gender and Women‘s History of Colonial India‖, *Gender and History*, Vol. 20 No.3, pp. 603-27 4. Mani, Lata. (1989). ‐Contentious Traditions: The Debate on Sati in Colonial India‖ in K Sangari and S Vaid (ed.) *Recasting Women: Essays in Indian Colonial History*, New Delhi: Kali for Women, pp. 88-126 5. Nair, Janaki. (1996*). Women and Law in Colonial India: A Social History*, Delhi: Kali for Women 6. Hinchy, Jessica. (2019). *Governing Gender and Sexuality in Colonial India*, The Hijra, c. 1850-1900, Cambridge: Cambridge University Press. 7. Preston, Laurence. (1987). ‗A Right to Exist: Eunuchs and the State in Nineteenth Century India,‘ *Modern Asian Studies*, 21 (2), pp. 371-87. 8. Chatterjee, Partha. (2010). *Empire and Nation*, New York: Columbia University Press (Chapter on ‐The Nationalist Resolution of the Women's Question‖).		
V	**Open Ended**		12	
		Assessment This course is divided into five modules, with having total of sixteen fixed units. There are a total number of sixty hours for these fixed modules. There will be two modes of assessing students enrolled in this course: 1) Students will have to submit two papers on themes finalised in the class discussions with the mentorship of the instructor. These essays will be marked out of 10 for each easy. Each student is expected to make a presentation and this will be marked out of Maximum mark 10. 2. Finally, the students have to appear in end semester exam (Maximum Marks-70) at the end of semester		

Further reading

1. Ruth Roach Pierson, ‐Introduction,‖ in Ruth Roach Pierson and Nupur Chaudhuri (eds*), Nation, Empire, Colony*:
2. *Historicizing Gender and Race* (Bloomington and Indiana: Indiana University Press, 1998), 1–19.

3. Merry E. Wiesner-Hanks, ―Crossing Borders in Transnational Gender History,‖ *Journal of Global History* 6, no. 3 (2011): 357–379

4. Karen Offen et al (eds.), *Writing Women's History: International Perspectives* (Basingstoke and London: Macmillan, 1991), Introduction, pp. xix–xxxvii (plus notes).

5. Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice* (Cambridge and London: Harvard University Press, 1998), 1–13.

6. Nair, Janaki. ―The Troubled Relationship of Feminism and History.‖ *Economic and Political Weekly* 43, no. 43 (2008): 57–65. http://www.jstor.org/stable/40278103

7. Gupta, Charu. (2002) _(Im)possible Love and Sexual Pleasure in Late-Colonial North India', *Modern Asian Studies*, 36 (1), pp. 195-221.

8. Menon, Nivedita. (2007). Sexualities, Delhi: Women Unlimited, Introduction.

9. Srivastava, SanjaSanjay (ed.). (2003). *Sexuality Studies*, Delhi: Oxford University Press, Introduction, pp. 1-23.

10. Chakravarti, Uma. (2003). *Gendering Caste: Through a Feminist Lens, Theorizing Feminism Series*. Calcutta: Stree Publications.

11. Roy, K. (2010). *The Power of Gender and The Gender of Power*, Delhi: Oxford University Press.

12. Ramaswamy, V. (ed) (2016). *Women and Work in Precolonial India*, Delhi: Sage.

13. Gupta, Charu, (Ed.). (2012). *Gendering Colonial India*, Orient Blackswan (Introduction by Charu Gupta).).

14. Partha Chaterjee,―Colonialism, Nationalism, and Colonialized Women: The Contest in India,‖ *American Ethnologist* 16, 4 (Nov 1989): 622-633.

15. Forbes, Geraldine. (1996). *Women in Modern India*, Cambridge: Cambridge University Press, Introduction, pp. 1-9

16. Sarkar, Sumit and Tanika Sarkar (eds). (2007). *Women and Social Reform in Modern India: A Reader*, 2 Vols, Ranikhet: Permanent Black

17. Sangari, Kumkum and Sudesh Vaid (eds). (1989). *Recasting Women: Essays in Colonial History*, New Delhi: Kali for Women. (Sumanta Banerjee, _Marginalization of Women's Popular Culture', pp. 127-79).

18. Uberoi, Patricia. (2006). *Freedom and Destiny: Gender, Family and Popular Culture in India*, New Delhi: Oxford University Press. (Chapter 1: _ ―Beautyfull Wife, Denger Life‖: Engaging with Popular Culture', pp. 1-47).

19. Menon, Ritu and Kamla Bhasin. (1998). *Borders and Boundaries: Women in India's Partition*, New Brunswick: Rutgers University Press.

20. Butalia, Urvashi. (1993). _Community, State and Gender: On Women's Agency during Partition', *Economic and Political Weekly*, 28 (17), April 24, pp. WS 12-WS21-WS24.

21. Sarkar, Tanika. (2001). *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*, Delhi: Permanent Black.

22. Sinha, Mrinalini. (1995).Colonial Masculinity: The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century, Manchester: University Press.

23. Davis, Nira Uval. (1997).―Theorizing Gender and Nation‖, Gender and Nation, New York: Thousand Oaks.

24. Chatterjee, Partha. (2010).*Empire and Nation: Essential Writings, 1985-2005*, Delhi: Oxford University Press; Chapter 6, pp. 116-135.

Note:Thecourseisdividedintofivemodules,withfourhavingtotal22fixedunitsandoneopen-ended module with a variable number of units. There are total 48 instructional hours for the fixedmodules and 12 hours for the open-ended one. Internal assessments (30 marks) are split betweenthe open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however,coversonly the 22 units from the fixed modules.

MappingofCOswithPSOsandPOs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO2	PO 3	PO4	PO5	PO6
CO1	3	1	1	2	2	3	1	---	1	2	2
CO2	3	3	3	3	3	3	3	2	---	3	3
CO3	3	2	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3

CorrelationLevels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- MidtermExam
- FinalExam(70%)

MappingofCOstoAssessmentRubrics:

	InternalExam	Assignment	ProjectEvaluation	EndSemesterExaminations
CO1	✓	✓	✓	✓
CO2		✓	✓	
CO3	✓	✓	✓	✓
CO4		✓	✓	
CO5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

V SEMESTER (CUFYUGP) DEGREE EXAMINATIONS
Elective Course
HIS5EJ301Gender in History
(Credits:4)

MaximumTime:2 hours **Maximum Marks:70**

Section A
[Answer All. Each question carries 3 marks}
(Ceiling: 24 Marks)

1. Define Brahmanical Patriarchy
2. Enlist the names of the Historians who are specialized in Gender History?
3. Discuss the idea of Feminism
4. Describe the notion of Heterosexuality
5. Conceptualize the term Hijira in Indian history
6. Define Femininities?
7. Elucidate the Feminist Methodology
8. Explain Colonial Masculinity
9. How did colonial medicine influence gender-specific health practices and access to healthcare?
10. Define Bipower

Section B
[AnswerAll. Each question carries 6 marks]
Ceiling: 36 Marks

11. Critically analyse the colonial perception of women in India.
12. Discuss the debate around the question of Sati in colonial India?
13. Enlist any two socio reformers in the nineteenth century India and discuss their contributions in addressing the problems of women?
14. State and describe the debate over ‗Age of Consent' in colonial India?
15. Analyse a specific historical event or social movement through the lens of patriarchy.
16. How has the concept of biopower evolved throughout history?
17. Describe the Harem system in Medieval India
18. Discuss the activities of women's organization in colonial India

Section C
[Answer anyone. Each question carries 10 marks]
(1x10=10 Marks)

19. Discuss how the ‗question of woman' is addressed in the socio- reform movements in nineteenth century India
20. Discuss the significance of studying gender as a category of historical analysis?

SEMESTER V

HIS5EJ302 EXPLORING THE HISTORICAL GEOGRAPHY OF INDIA

Course Description: Exploring the Historical Geography of India" is a multidisciplinary course designed to delve into the dynamic interplay between geography and history in the Indian subcontinent.Throughout this course, students will embark on a journey through time, unravelling the geographical factors that have shaped India's rich and diverse historical tapestry.

Programme	BAHistory Honours				
CourseCode	**HIS5EJ302**				
CourseTitle	EXPLORING THE HISTORICAL GEOGRAPHY OF INDIA				
Typeofurse	Major(Electives)				
Semester	V				
AcademicLevel	300-399				
CourseDetails	Credit	Lecture per w eek	Tutorial per week	Practical per week	Total Hour s
	4	4	-	-	60

COURSEOUTCOMES (CO):

CO	COStatement	Cognitive Level*	Knowledge Category#	EvaluationTo olsused
CO1	Understand the Geographical Evolution of India over time, from ancient civilizations to modern-day boundaries.	U	F	Assignment
CO2	Be able to communicate the current debates and controversies surrounding the interpretation of India's historical geography, including issues of representation, identity, heritage conservation,andthepoliticsof Memory	Ap	P	Seminar/ Groupdiscus sion
CO3	Proficient with the knowledge and skills necessary for heritage conservation,cultural tourism management,and sustainable development initiatives.	Ap	P	Debates/ Historicalsi mulations/ role playactivitie s/Demonstra

				tion
CO4	Utilize Geographic InformationSystems (GIS), remote sensing, andother geospatial technologies toanalyse spatial patterns, visualizehistorical data, and create digital maps and reconstructions of past landscapes.	C	M	Practical/Presentation
CO5	Use skills in critical analysis,research methodologies, and interpretation of historical sources, including maps,texts,artifacts,and oral traditions,to Reconstruct and interpret the past.	An	P	Debates/Seminar/Groupdiscussion
CO6	Analysing Environmental Change:Assess the impact of human activities,such as agriculture, deforestation,urbanization, and industrialization, onIndia's natural environment andecosystems over time, and explore strategies for sustainable development.	E	P	Practical/ Presentation /GroupDiscussion
	*-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)MetacognitiveKnowledge(M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**INTRODUCTION TO HISTORICALGEOGRAPHY**		**9**	**21**
	1	Historical Geography-Definition and scope	1	
	2	Historical perspectives on human settlement and migration patterns:PastoraltoClan	2	
	3	Methodological approaches and sources for studying historicall and scapes-Fieldstudy	2	
	4	Spatial Analysis and Historical Cartography-GIS-Remotesensing	3	
	5	Geographic setting and physical environment of India.	1	
		References:		

		1. G.MalcolmLewis,*HistoricalGeography:UnderstandingandInterpretingtheLandscapeof thePast.* 2. IanN.GregoryandAlistairGeddes(ed.),*TheNewCompaniontoHistoricalGeography*. 3. DavidN.LivingstoneandCharlesW.J.Withers(ed.),*HistoricalGeography:Progressand Prospect.* 4. JohnLewis Gaddis, *TheLandscapeof History*: *How Historians Mapthepast*. 5. RJJohnston,*SpatialStructures:IntroducingtheStudyof SpatialSystemsinHumanGeography*. 6. T.M.Devine,*ClanshiptoCrofters'War:Thesocialtransformationoftheof ScottishHighlands.* 7. BarbaraJ. Little(ed.),*HistoricalArchaeology:WhythePast Matters.* 8. IanN. Gregory andPaulS.Ell(ed.),*HistoricalGIS:Technologies,Methodologies,and Scholarship.* 9. SusanSchulten,*MappingtheNation:HistoryandCartographyinNineteenth-CenturyAmerica.* 10. MajidHusain,*IndianGeography:Physical, Economic,andSocialAspects.*		
II	**AGRARIAN SOCIETIES ANDTHE CULTURALLANDSCAPES**		**10**	**21**
	6	Importance of agriculture and landscape transformations in early India	1	
	7	IndusValleyCivilization and agriculturalpractices	2	
	8	Agriculture inVedic age and early agrarian settlements	2	
	9	Agrarian expansion in Early medieval India	2	
	10	Sultanate-Mughal Practices in agriculture and rural society	2	
	11	Commercialization of agriculture and its impact on rural society	1	
		References: 1. JenniferBatesandCameronPetrie(ed.),*AgriculturalPracticesandtheIndusCivilization:AMultidisciplinaryApproach.* 2. GregoryL.Possehl (ed.),*TheIndusCivilization:AContemporary Perspective.* 3. UpinderSingh, *AHistoryof Ancient andEarlyMedievalIndia:FromtheStoneAgeto the12th Century.* 4. UpinderSingh, *TheMakingofEarlyMedieval India*. 5. R.S. Sharma, *TheDawn of Indian Civilization.* 6. V.C. Srivastava, Lallanji Gopal, (et al.),		

		History of Agriculture in India Up toC.1200AD. 7. IrfanHabib, *TheAgrarianSystemofMughal India:1556-1707.* 8. Irshad Alam and Marc Gaborieau (ed.), *The Political Economy of the MughalEmpire.* 9. SatishChandra, *Medieval India:FromSultanatetotheMughals*. 10. B.B.Chaudhuri, *PeasantsandtheAgriculturalEconomyofColonialIndia.* 11. RomilaThapar,*AncientIndia.* 12. Sharma, R.S., *Early Medieval Indian Society. A Study in Feudalisation*. New Delhi,2001.		
III	**Urbanization and Urban Landscapes**		**16**	**15**
	12	Origins of cities and urbanization processes in India.	2	
	13	Urban morphology and spatial organization	1	
	14	IndusValleycities: Harappaand Mohenjo-Daro	2	
	15	Concept of second urbanization in India	1	
	16	Early historic urbanization in India:Mauryan and Guptaperiods	2	
	17	Urban centres of medieval India: Vijayanagara,Delhi,andothers.	4	
	18	Impact of trade-Spatial integration-cultural exchange andurbandevelopment	3	
		Reading List 1. Shereen Ratnagar (ed.), *Urbanism in Early and Medieval India: Evidence fromArchaeology*. 2. Ghosh, *TheCityinEarlyHistoricalIndia*,New Delhi, 1990. 3. JonathanMarkKenoyer,*AncientCitiesoftheIndusValleyCivilization*. 4. R. Ramachandran, *Urbanization and Urban Systems in India*, New Delhi, 1989.Hermann Kulke and Dietmar Rothermund, *Urbanization in Early and MedievalIndia:An Overview.* 5. Tapan Kumar Bose, _The Second Urbanization in India and Its Implications‘,*EconomicandPoliticalWeekly,Vol.12,No.26/28(Jul.1-15,1977)*,pp.1005-1012. 6. K.N.Chaudhuri,*CitiesinMedieval India.*		

		7. Indu Banga and Alok Bhalla (ed.), *The City in Indian History: Urban Demography,Society,and Politics.* 8. AnilaVerghese,*TheVijayanagaraMetropolitan:Architectureand Urbanism.* 9. DilipK.Chakrabarti,*TheArchaeologyofAncientIndianCities*,New Delhi,1997. 10. R.ChampakalakshmiR.*Trade,IdeologyandUrbanization*:*SouthIndia300BCtoAD1300*,(New Delhi, 1996. 11. AshinDasGupta&PearsonM.N. (ed.),*IndiaandtheIndianOcean 1500-1800*,NewDelhi,1999.		
IV	**COLONIALISMANDTHECOLONIALLANDSCAPE**		**13**	**13**
	19	Colonial landscapes: Plantations,Settlements,andAdministrative centres india.	3	
	20	Industrialization,transportation andcommunication networks in colonialIndia	4	
	21	Morphology and Functions of Colonial cities inIndia	2	
	22	Changing Land use patterns - Surveys, Revenue administration	2	
	23	Environmental consequences.	2	
		Reading List 1. ChristopherJohn Baker,*Plantation Enterprise inColonial South India.* 2. Utpal K. Banerjee and Indrajit Pal (ed.), *Colonial Urban Development: Culture,SocialPower and Environment.* 3. Janaki Nair, *The Promise of the Metropolis: Bangalore's Twentieth Century*,NewDelhi, 2005. 4. Sujata Patel & Alice Thorner (ed.),*Bombay: Metaphor for Modern India*,Bombay, 1996. 5. AntonyD.King,*ColonialUrbanDevelopment: Culture,SocialPowerandEnvironment*,Londo n, 1976. 6. Robert Home, Robert. (1997), *Of Planting and Planning: The Making of BritishColonialCities*, London, 1997. 7. R. Ramachandran, *Urbanization and Urban Systems in India*, New Delhi, 1989.MathewH.Edney,*MappinganEmpire:theGeographicalConstructionofBritishIndia1765-*		

		1843,New Delhi: 1999. 8. Madhav Gadgil and Ramachandra Guha, *Ecology and Equity: The Use and AbuseofNature in Contemporary India*, New Delhi, 2000. 9. Michael Fisher, An Environmental History of India: From Earliest Times to theTwenty-FirstCentury, 2018. 10. Mahessh Rangarajan (ed.), Environmental Issue in India: a Reader, New Delhi,2007.		
V	**Open Ended: CulturallandscapesofIndiancities:architecture, monuments,andheritage**		**12**	
		ActivitiesandAssessmentofopen ended. 1. Comparativestudyofurbanization 2. VideomakingonHistoricalsites. 3. ExperientialLearningandField trip. 4. ReportingandconductExhibitions.		

Note:Thecourseisdividedintofivemodules,withfourhavingtotal23fixedunitsandoneopen-ended module with a variable number of units. There are total 48 instructional hours for the fixedmodules and 12 hours for the open-ended one. Internal assessments (30 marks) are split betweenthe open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however,coversonly the 23 units from the fixed modules.

MappingofCOswithPSOsandPOs:

	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO1	3	1	1	2	2	3	1	---	1	2	2
CO2	3	3	3	3	3	3	3	2	---	3	3
CO3	3	2	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3		3	3	3	3	3	3	3	3

CorrelationLevels:

Level	**Correlation**
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- MidtermExam
- FinalExam(70%)

MappingofCOstoAssessmentRubrics:

	Internal Exam	Assignment	ProjectEvaluation	EndSemesterExaminations
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	
CO3	✓	✓	✓	✓
CO4		✓	✓	
CO5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

VSemesterBA(CUFYUGP)DegreeExamination,October2024

HIS5EJ302 Exploring the Historical Geography of India

MaximumTime:2Hours **Maximum Marks:70**

SectionA

[Answerall.Eachquestioncarries3marks]

(Ceiling24Marks)

1. Pastoralism
2. HistoricalCartography
3. IrrigationsystemofIndusValley
4. CommercialisationofAgriculture
5. SecondUrbanization
6. LandGrants
7. RevenueAdministration
8. FeaturesofColonialcities
9. GIS
10. Deforestation

SectionB

[Answerall.Eachquestioncarries6marks]

(Ceiling36Marks)

11. Explaintheroleoftransportationnetworks,includingrailways,canals,androads,infacilitating colonialgovernanceandeconomic exploitation inIndia.
12. Discusstheimportanceofagricultureintheeconomyandsocietyoftheperiod.
13. Analyzetherelationshipbetweenagrarianexpansionandstateformationinmedieval India
14. Discusstheadvantagesandlimitationsofusingremotesensinginhistoricalresearch
15. Definehistorical geography and explainitssignificancein understanding human-environmentinteractions.
16. ExplaintheroleoftheMughalstateinregulatingagriculturalproductionand trade.
17. AnalysetheimpactofDelhiSultanateonurbandevelopmentinmedievalIndia.
18. Discuss the significance of urban centres such as Mohenjo-Daro and Harappa in the IndusValleyCivilization.

SectionC

[Answeranyone.Eachquestioncarries10marks]

(1x10=10Marks)

19. Evaluatetheenvironmentalconsequencesofcolonialplantationsin India, focusingonissuessuchas deforestation, soil degradation, andwater management.

20. Describethefactorscontributed to theemergenceoftheearliestcitiesintheIndiansubcontinent?

SEMESTER V

HIS5EJ303 INDIAN HERITAGE AND MULTICULTURALISM IN HISTORICAL PERSPECTIVE

Course description: This course explores Indian heritage through a lens of multiculturalism, tracing its evolution from ancient times to the present day. Students examine the diverse array of cultures, religions, and ideologies that have shaped India's identity, analysing key historical events, cultural movements, and contemporary challenges to understand the dynamic interplay of pluralism and dissent in Indian society.

Programme	BA History Honours				
Course Code	HIS5EJ303				
Course Title	Indian Heritage and Multiculturalism in Historical Perspective				
Type of Course	Elective				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes:

After the completion of the course students will be able to:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation tools used
CO1	Understand the concept of multiculturalism in Indian society, tracing its historical roots and examining its manifestations in diverse cultural, religious, and philosophical traditions.	U	C	Assignments
CO2	Analyse historical events and processes that have contributed to the formation of Indian identity, with a focus on cultural confluence, dissent, and societal norms	An	P	Discussion & Debates
CO3	Evaluate the role of key historical figures and movements, such as Bhakti and Sufi traditions, in shaping India's composite culture and promoting ideals of tolerance and inclusivity.	E	P	Assignment & Seminars

CO4	Critically assess the impact of colonialism, the national movement, and post-independence developments on India's multicultural ethos, including the challenges posed by communalism and caste politics	E	P	Discussion & Debates
CO5	Examine regional experiences of multiculturalism, with a specific focus on the Kerala model and socio-religious movements that have fostered cultural symbiosis and social reform.	An	P	Presentations
CO6	Develop a nuanced understanding of contemporary issues related to multiculturalism in India, including globalization, homogenization of culture, and the need for preserving cultural diversity.	U	C	Quiz

Cognitive Level* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
Knowledge Category# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	Content	Hours 60	Marks 70
I	**PLURALITY AND THE ELEMENTS OF DISSENT IN ANCIENT INDIA**		**12**	**15**
	1	Pluralism - Definition and scope - Multi-culturalism definitions– theories of Multiculturalism	**2**	
	2	Multiculturalism and Indian society- importance of Diversity	**2**	
	3	Multiculturalism in the formation of Early India- the concept of VasudhaivaKudumbakam – the idea of Tatwaması	**2**	
	4	Cultural confluence in Buddhism and Jainism.	**2**	
	5	Asoka's Dhamma and setting of social norms- Principles of tolerance and concerns about the nature	**2**	
	6	Dissent and Protest to existing knowledge and philosophy - AjithaKesakambali and Indian materialism-Lokayatas	**2**	
	Reading list 1. Tony Joseph, *Early Indians: The story of our ancestors and where we come from*, New Delhi, 2018. 2. NeeraChandoke, *Rethinking pluralism, secularism and Tolerance: Anxieties of co-existence*, Sage India, 2019. 3. Rajeev Bhargava and Amiya Kumar Bagchi, R. Sudarshan ed., *Multiculturalism, Liberalism and Democracy*, New Delhi, 1999.			

	4. Gurpreet Mahajan, *The Multi-cultural Path*, New Delhi, 2002. 5. L. Basham, *The wonder that was India*, New Delhi, 1992. 6. B. S. Radhakrishnan, *Indian Philosophy, Vol.1*, New Delhi, 1923. 7. Upinder Singh, *A History of Ancient and Early Medieval India*, New Delhi, 2009. 8. Amartya Sen, *The Argumentative Indian*, New Delhi, 2005. 9. DebiprasadChattopadhyaya, *Lokayata: A study in Indian Materialism*, New Delhi, 1959. 10. ----------, *Indian Philosophy, A Popular introduction*, New Delhi, 1964. 11. S.R. Goyal, A Religious History of Ancient India, Vol.I., Meerut, 1984.		
II	**THE MEDIEVAL SYNTHESIS**		**10**	**10**
	7	Bhakthi and Sufi traditions : Making of a composite culture- Cross fertilization of religious ideas-	**2**	
	8	Kabirdas, Gurunanak: AdiGranth and concept of equal justice-Lal Ded- Basava cult.	**2**	
	9	Akbar : Sulh-i-kul- IbadatKhana and idea of secular nationalism–	**2**	
	10	Dara Shiko- Majmaul Bahrain(SagaraSangamam)	**2**	
	11	Razam Nama- Cultural confluence in Indo-Islamic art- architecture and paintings.	**2**	
	Reading list 1. RaziuddinAquil, *The Lovers of God*, New Delhi, 2008. 2. Audrey Truschke, *Cultures of Encounter*, Columbia, 2016. 3. Meena Bhargava, *Understanding Mughal India*, Hyderabad, 2020. 4. Catherene B Asher, *Architecture of Mughal India*, CUP, New Delhi, 1995. 5. Som Prakash Verma,*Mughal Painting*, OUP, New Delhi, 2014 6. Muhammed Hedayatullah, *Kabir: The Apostle of Hindu - Muslim Unity*, MotilalBanarasidass, Delhi,1977. 7. Gopal Singh, *Guru Nanak*, NBT, Delhi, 1967. 8. M Chidananda Murthy, *Basavanna*, NBT, New Delhi, 1972.			
III	**NATIONAL MOVEMENT AND AFTER: THE IDEA OF INDIA**		**20**	**25**
	12	First war of independence (1857) and Hindu Muslim Unity	**2**	
	13	National Movement and practice of multiculturalism.	**2**	
	14	Tagore and the idea of Universal brotherhood – Gitanjali	**2**	
	15	Gandhiji‘s programme on Hindu Muslim Unity	**2**	
	16	Multicultural discourses and claiming spaces: JothibaPhule, TarabaiShinde- GulamGiri - Ambedkar	**3**	

	17	Constitution as a multicultural document- Preamble of the Constitution.	**2**	
	18	Indian advocates of Pluralism - Nehru and the Democratic India - Amartya Sen and the Argumentative Indian.	**2**	
	19	Threat to the principle of secularism - shift from pluralism to communal and caste politics- citizen unbecoming	**2**	
	20	Politics of exclusion-pluralism to fragmentation - Globalisation and homogenisation of culture	**3**	
	Reading list 1. Jawaharlal Nehru, *Discovery of India*,Penguin, New Delhi, 2010 (1946) 2. AmartyaSen, *The Argumentative Indian*, Penguin, New Delhi, 2005 3. G.P. Deshpande, *Selected writings of JotiraoPhule*, Left word, New Delhi,2016. 4. Bipan Chandra**,** *Communalism in Modern India*, Vikas, New Delhi, 1987 (1984) 5. Aijaz Ahmad, *On Communalism and Globalization*, Three Essays, New Delhi, 2004. 6. Ramachandra Guha, ed., *Makers of Modern India*, Penguin, New Delhi, 2010. 7. Rosalind O' Hanlon, *Caste conflict and Ideology : Mahatma JotiraoPhule and Low CasteProtest in 19th C Western India*, Permanent Black, 2002 (1985) 8. Christopher Jaffrelot, Dr.Ambedkar and Untouchability, Permanent Black, Delhi, 2005. 9. Rosalind O' Hanlon, *A Comparison Between Women and Men: TarabaiShindeandCritique of Gender Relations in Colonial India*, OUP, Delhi, 2000 10. Gail Omvedt, *Dalits and Democratic Revolution*, Sage, New Delhi, 1994. 11. Granville Austin, *The Indian Constitution, Cornerstone of a Nation*, OUP New Delhi, 2019(1972) 12. AchinVanaik, ed., *Globalization and South Asia*, Manohar, New Delhi, 2004		
IV	**PLURALITY: THE KERALA EXPERIENCE**		**6**	**10**
	21	The idea of cultural symbiosis : Tarisappally - Jewish and Muccunti inscriptions	**2**	
	22	Socio-religious movements and Kerala modernity: Vaikuntaswamy - Narayanaguru and idea of brotherhood - Ayyankali - PoyikayilAppachan - Vakkom Abdul KhadarMoulavi.	**2**	
	23	Modern education and accommodation of societal diversity in Kerala.	**2**	

	Reading list 1. M.G.S. Narayanan, *Cultural Symbiosis in Kerala*, Kerala Historical Society, Trivandrum, 1972. 2. N. Kumaranasan, *Sree Narayana Guru, JeevaCharithram*, Trivandrum, 2000. 3. Dr. Ajay Shekhar, *Narayana GuruvinteSahodaryavumMathetharaBahuswarathayum,*Trivandrum, 2016. 4. V. Thankayya, *Vaikuntaswamikal: NavotthanaSilpi*, Trivandrum, 2001 5. HTP Chentharasseri, *Ayyankali*, Trivandrum, 2013 (1979) 6. HTP Chentharasseri, *PoykayilAppachan*, Trivandrum, 2017 (2009) 7. M. Abdul Samad, *Islam in Kerala: Groups and Movements in 20th Century*, Kollam, 1998. 8. George Mathew, *Communal Road to secular Kerala*, Concept, New Delhi, 1989 9. Abdul Salim, R.K. Gopinathan Nair, *Educational Development in India: The KeralaExperience since 1800*, New Delhi, 2002. *10.* M.A. Oomen, ed., *Rethinking Development: Kerala's Experiences*, Vol. 1, New Delhi, 1999		
V		**Open-Ended -Contemporary Challenges and Opportunities**	**12**	**10**
	1	Inclusive Education and Awareness		
	2	challenges related to communalism, casteism, and regionalism.		
	3	Regionalism and Identity Politics		
	4	Digitalization and Cultural Preservation		
		Activities and Assessment of open ended • Conducted a quiz on Constitution. • Assignments and seminar on abstract the main arguments/concepts/ideas of Digitalization and Cultural Preservation • discussion about Regionalism and Identity Politics *Evaluate the Inclusive Education and Awareness *Evaluate the understanding of Contemporary Challenges and Opportunities		

Note: The course is divided into five modules, with four having minimum 23 units and one open-ended module with a variable number of units. There is total48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

General Reading List

1. Abdul Salim, R.K. Gopinathan Nair, *Educational Development in India: The Kerala Experience since 1800*, New Delhi, 2002.
2. Amartya Sen, *The Argumentative Indian*, New Delhi, 2005
3. Audrey Truschke, *Cultures of Encounter*, Columbia, 2016.
4. Amartya Sen, *The Argumentative Indian*, Penguin, New Delhi, 2005
5. Aijaz Ahmad, *On Communalism and Globalization, Three Essays*, New Delhi, 2004.
6. Ajay Shekhar, *Narayana GuruvinteSahodaryavumMathetharaBahuswarathayum*, Trivandrum, 2016.
7. Abdul Samad,M, *Islam in Kerala: Groups and Movements in 20th Century*, Kollam, 1998
8. Bipan Chandra, *Communalism in Modern India*, Vikas, New Delhi, 1987 (1984)
9. Basham,A. L. *The wonder that was India*, New Delhi, 1992.
10. Christopher Jaffrelot, *Dr.Ambedkar and Untouchability*, Permanent Black, Delhi, 2005.
11. Chidananda Murthy,M ,Basavanna, NBT, New Delhi, 1972.
12. Catherene B Asher, *Architecture of Mughal India*, CUP, New Delhi, 1995.
13. Chentharasseri, T H P,*Ayyankali*, Trivandrum, 2013 (1979)
14. Chentharasseri, T H P,*PoykayilAppachan*, Trivandrum, 2017 (2009)
15. DebiprasadChattopadhyaya, Lokayata: *A study in Indian Materialism*, New Delhi, 1959.
16. Deshpande,G.P.*Selected writings of JotiraoPhule, Left word*, New Delhi, 2016.Gopal Singh, Guru Nanak, NBT, Delhi, 1967.
17. Gurpreet Mahajan, *The Multi-cultural Path*, New Delhi, 2002.
18. Goyal, S.R. A *Religious History of Ancient India*, Vol.I., Meerut, 1984. RaziuddinAquil, The Lovers of God, New Delhi, 2008.
19. Gail Omvedt, *Dalits and Democratic Revolution*, Sage, New Delhi, 1994.
20. George Mathew, *Communal Road to secular Kerala, Concept*, New Delhi, 1989
21. Jawaharlal Nehru, *Discovery of India, Penguin*, New Delhi, 2010 (1946)
22. Kumaranasan, N. *Sree Narayana Guru, JeevaCharithram*, Trivandrum, 2000.
23. Meena Bhargava, *Understanding Mughal India*, Hyderabad, 2020.
24. Muhammed Hedayatullah, Kabir: *The Apostle of Hindu - Muslim Unity*, MotilalBanarasidass, Delhi, 1977.
25. NeeraChandoke, *Rethinking pluralism, secularism and Tolerance: Anxieties of co-existence*, Sage India, 2019.
26. Narayanan, M.G.S. *Cultural Symbiosis in Kerala, Kerala Historical Society*, Trivandrum, 1972.
27. Oomen, M.A. ed., *Rethinking Development: Kerala's Experiences, Vol. 1*, New Delhi, 1999
28. Rajeev Bhargava and Amiya Kumar Bagchi, R. Sudarshan ed., *Multiculturalism, Liberalism and Democracy*, New Delhi, 1999.
29. Radhakrishnan, B. S. *Indian Philosophy*, Vol.1, New Delhi, 1923.

30. Ramachandra Guha, ed., *Makers of Modern India,* Penguin, New Delhi, 2010.
31. Rosalind O‘ Hanlon, *Caste conflict and Ideology : Mahatma JotiraoPhule and Low Caste Protest in 19th C Western India,* Permanent Black, 2002 (1985)
32. Rosalind O‘ Hanlon, *A Comparison Between Women and Men: TarabaiShinde and Critique of Gender Relations in Colonial India,* OUP, Delhi, 2000
33. Som Prakash Verma, *Mughal Painting,* OUP, New Delhi, 2014
34. Thankayya,V.*Vaikuntaswamikal: NavotthanaSilpi*, Trivandrum, 2001

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	3	3	3	3	2	2	3	2	2
CO 2	3	2	3	3	3	3	2	3	2	2	2
CO 3	3	2	3	3	3	3	2	2	3	3	1
CO 4	3	2	2	3	1	3	2	2	3	3	2
CO 5	3	2	2	2	3	3	2	2	3	2	2
CO 6	3	2	2	3	3	3	2	2	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓
C07	✓	✓		✓

MODEL QUESTION PAPER

V Semester BA HISTORY (CUFYUGP) Degree Examination October 2024
HIS5EJ303Indian Heritage and Multiculturalism in Historical Perspective
(credits: 4)
Maximum Time: 2 hours Maximum Marks: 70

Section A
[Answer All. Each question carries 3 marks]

(Ceiling: 24 Marks)

1. Pluralism - Definition and scope
2. the concept of VasudhaivaKudumbakam
3. Bhakthi and Sufi traditions
4. Razam Nama
5. Tarisappally
6. Vakkom Abdul KhadarMoulavi
7. Ayyankali
8. Gurunanak
9. Ibadat Khana
10. Gitanjali

Section B
[Answer All. Each question carries 6 marks]

(Ceiling: 36 Marks)

11. Explain theCultural confluence in Indo-Islamic art
12. Write a note on Multiculturalism and Indian society-
13. Write a note on Asoka‘s Dhamma and setting of social norms
14. Analyse the Socio-religious movements and Kerala modernity
15. Analyse the First war of independence (1857) and Hindu Muslim Unity
16. Write a note on AdiGranth and concept of equal justice
17. Explain Constitution as a multicultural document
18. Briefly explain Tagore and the idea of Universal brotherhood

Section C
[Answer any one. Each question carries 10 marks]
(1x10=10 marks)

19. Explain the significance of the Plurality and the Elements of Dissent in Ancient India
20. Analyse the impact of the Globalisation and homogenisation of culture

SEMESTER V

HIS5EJ304 History of Science, Technology and Medicine in Colonial India

Course description: This course is designed to provide a conceptual as well as ideological framework under which western science and technology along with medical practices got disseminated in to the colony-Indian sub-continent.

Programme	BA HISTORY HONOURS				
Course Code	HIS5EJ304				
Course Title	**History of Science, Technology and Medicine in Colonial India**				
Type of Course	ELECTIVES				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the major intention of the colonial powers who came to India	R	C	Assignment/Map work- Sea routes/trade routes
CO2	Analyse the Scientific achievements during the colonial period	E	P	Seminar Presentation
CO3	Explore How far the connections between colonialism and the dissemination of western science, technology and medicine in the non-western provinces under colonialism.	An	P	Group Discussion
CO4	Critically evaluate how colonialism used Science and Medicine along with Technology as cultural tool for further expansions	An	P	Discussion and Debates
CO5	Identifying major diseases during colonial period	R	F	Prepare Chart showing major diseases / locate

				major spots of the diseases spread
CO6	Critically evaluate the State policies	Ap	P	Debate
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**ADVENT OF THE EUROPEANS INTO INDIA**		**9**	**15**
	1	The Portuguese :Scientific endeavour of the Portuguese in India-Garcia D' Ortha	3	
	2	The Dutch East India Company	2	
	3	Scientific inquiries	2	
	4	Trade on Opiumand Aromatic Plants	1	
	5	HortusMalabaricus	1	
		Readings: 1. Baber, Zaheer, The Science and Empire: Scientific Knowledge, Civilization and Colonial Rule in India, Oxford University Press, Delhi, 1998 2. Bhaskaranunni, P. PathonpathamNootandile Keralam, (mal), Kerala Sahitya Academy, Thrissur, 1988 3. Charles, Leslie. (ed.), Asian Medical Systems: A Comparative Study, University of California Press, 1976. 4. Dirks, Nicholas, B. Castes of Mind: Colonialism and the Making of Modern India, Princeton University Press, New Jersey, 2002 5. Conrad, Lawrence and, Hardy, Anne. (eds.), Women and Modern Medicine, Rodopy, Amsterdam, 2001		
II	**ENGLISH EAST INDIA COMPANY IN INDIA**		**15**	**15**
	6	Scientific Enquiries	**3**	
	7	The Organization of Colonial Science-Explorations-Surveys -Trigonometric Surveys	**3**	

	8	Western Science and Orientalism	**4**	
	9	Early European Botanists- Survey Officers-Physicians-Chemical Taxonomy	**2**	
	10	India as Tropical Region	**3**	
		Readings: 1. Chakarabarti, Pratik, Medicine and Empire, Palgrave -Macmillan, New York, 2013.. 2. Crawford, D G. Roll of the Indian Medical Service, 1615-1930, 2 vol. 3. Dirks, Nicholas, B. Castes of Mind: Colonialism and the Making of Modern India, Princeton University Press, New Jersey, 2002 4. Crawford, D G. Roll of the Indian Medical Service, 1615-1930, 2 vols. Naval and Military Press, East Sussex, 2002 5. Dirks, Nicholas, B. (ed.), Colonialism and Culture, The University of Michigan Press, USA, 1992		
III	**TECHNOLOGY AND IMPERIALISM**		**12**	**20**
	11	Steam Age	**2**	
	12	Scientific Revolution in Europe- Invention of Machines	**2**	
	13	Industrial Revolution-Textile-Mining-Metallurgy-Shipbuilding Technology	**2**	
	14	Iron and Steel Industry	**2**	
	15	Roads-Railways-Canals	**2**	
	16	Resistance Movements	**2**	
		Readings: 1. Baber, Zaheer, The Science and Empire: Scientific Knowledge, Civilization and Colonial Rule in India, Oxford University Press, Delhi, 1998 2. Dirks, Nicholas, B. (ed.), Colonialism and Culture, The University of Michigan Press, USA, 1992 3. Bayly, C A. Empire and Information: intelligence gathering and Social Communication in India, 1780-1870, Cambridge University Press, Cambridge, 1999 4. Dirks, Nicholas, B. Castes of Mind: Colonialism and the Making of Modern India, Princeton University Press, New Jersey, 2002		
IV	**WESTERN MEDICINE IN INDIAN ENVIRONMENT**		**12**	**20**

	17	The Indian Medical Service	**2**	
	18	Smallpox Vaccination- State Policies	**2**	
	19	Epidemics-British Epidemic Resistance Policies	**2**	
	20	Missionaries and Western Medicine	**2**	
	21	Medical Institutions- Calcutta Medical College	**2**	
	22	Native Responses to Western Medicine	**2**	
		Readings 1. Arnold, David. (ed.), Imperial Medicine and Indigenous Societies, OUP, Delhi, 1989. 2. The New Cambridge History of India: Science Technology and Medicine in Colonial India, Vol. III, Cambridge University Press, Cambridge, 2000 3. Warm Climates and Western medicine: the Emergence of Tropical Medicine, 1500-1900, .Amsterdam/Atlanta, 1996 4. Colonizing the Body: State Medicine and Epidemic 5. Diseases in Nineteenth Century India, OUP, New Delhi,1993. 6. Bhattacharya, Sanjoy, Expunging Variola: The Control and Eradication of Smallpox in India, 1947-1977, Orient Black Swan, Hyderabad, 2006. 7. Dr.SatheeshPalanki, Missionaries, women, western Medicine in Colonial Kerala, Lipi, Calicut, 2015		
V		**Open Ended**		
		The Scientific Basis of Ayurveda	**12**	
		Features		
		Basic Principles of Ayurveda		
		How the Ayurvedic tradition became a system of empirical Medicine		
		Activity 1: Group Activity -Indian traditional Ayurveda is an empirical Medicine. Pont out your arguments for conducting a debate		
		*Assessment Based on the Presents arguments for and against to substantiate Ayurveda is empirical Medicine . *Evaluation criteria include, Logical arguments and the presentation skills.		

General Readings

1. Ebrahimnejad, Hormoz. Medicine, Public Health and the Qajar State: Patterns of Medical Modernization in the Nineteenth Century Iran, Brill Academic Publishers, London, 2004
2. Ernst, Waltraud. Mad Tales from the Raj: Colonial Psychiatry in South Asia 1800-58, Anthem Press, London, 1991.
3. Ernst, Waltraud. Plural Medicine: Tradition and Modernity, 1800-2000, Routledge, New York, 2004.
4. Harrison Mark, Public Health in British India: Anglo Indian Preventive Medicine, Cambridge University Press, Cambridge, 1994_____Imperialism and Medicine in Bengal: A Socio-Historical Perspective, Sage Publications, Delhi, 1991
5. Bhattacharya, Sanjoy, Expunging Variola: The Control and Eradication of Smallpox in India, 1947-1977, Orient Black Swan, Hyderabad, 2006

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	2	3	3	3	2	-	1	3	-1	2
CO 2	3	-	3	2	2	3	-	3	1	1	-	2
CO 3	3	-	3	3	3	3		2	-	2	-	2
CO 4	3	1	2	3	-	3		2	-	2	-	2
CO 5	3	1	2	2	2	3	1	2	-	1	1-	2
CO 6	3	-2	2	2	2	1		2	-	1	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Debate/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

V th Semester B.A .(CUFYUGP)Degree Examinations October 2024
Credit -4

HIS5EJ304 History of Science, Technology and Medicine in Colonial India

Maximum Time: 2 hours Maximum Marks 70

Section –A

(Answer all .Each Question carries 3 marks)

Ceiling 24 Mark

1. Orientalism
2. Public Health
3. Steam Age
4. Garcia D‘ Ortha
5. The Dutch East India Company
6. Trigonometric Surveys
7. Metallurgy
8. Smallpox Vaccination
9. GMC
10. Ship Building Technology

Section –B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. Examine the major scientific developments during Portuguese period
12. Give a brief account of the Scientific Revolution in Europe
13. Highlight the features of Industrial Revolution in Europe
14. Briefly discuss the results of Opim Wars
15. Examine the growth of trade during the Dutch period
16. What was the impact of Smallpox Vaccination policy during the British period
17. What was the response of natives towards the introduction of State policies regarding epidemics
18. Analyse the contributions of Britain to the development of transport system

Section –C

Answer any one of the following questions .Each Question carries 10 marks

19. How far Industrial Revolution brought changes in the health condition of people
20. Evaluate the contributions of Christian Missionaries to spread Western Medicine in India

SEMESTER V

HIS5EJ305 History of Human Rights

Course description:

This course provides the historical development of human rights from ancient civilizations to the modern era.It will be placed the socio-cultural contexts, historical actors, and global dynamics that have influenced the recognition and protection of human rights across different regions and time periods.

Programme	BA HISTORY HONOURS				
Course Code	HIS5EJ305				
Course Title	History of Human Rights				
Type of Course	Elective				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the historical development of human rights concepts, tracing their evolution from ancient civilizations to the modern era.	R	F	Seminar Presentation
CO2	Critically analyse the advancement of human rights principles and practices.	E	P	Seminar/ Group discussion
CO3	To acquire knowledge about theinterdisciplinary nature of human rights studies, integrating insights from history, philosophy, law, sociology, and other relevant fields.	An	P	Debates/Historical simulations/ role play activities.
CO4	To analyze contemporary human rights challenges, demonstrating an understanding of the relevance of historical context in addressing present-day issues.	An	P	Discussions and debates
CO5	To identify the international human			Seminar

	rights mechanisms, treaties, and institutions, and their role in promoting and protecting human rights globally.	An	P	presentation
CO6	To analyze ethical awareness and sensitivity towards human rights issues, recognizing the inherent dignity and worth of all individuals regardless of differences.	Ap	P	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**HISTORICAL BACKGROUND OF HUMAN RIGHTS**		**8**	**10**
	1	Meaning of Human Rights	2	
	2	Basis of human rights	1	
	3	Importance of human rights	1	
	4	Kinds of Human Rights.	2	
	5	International human rights law	2	
		Reading list 1. H.O Agarwal, *Human Rights*, Central Law Publications,Allahabad,2020 2. L J Macfarlane, *The theory and Practice of Human Rights*, Maurice, Temple Smith, London ,1985. 3. Andrew Clapham. *Human Rights: A Very Short Introduction* Oxford, Press,2015 4. Aswini K. Ray ,*Human Rights Movement in India: A Historical Perspective* ,Economic and Political Weekly , Aug. 9-15, 2003, Vol. 38, No. 32 https://www.jstor.org/stable/4413888		
II	**ORIGIN AND EVOLUTION OF HUMAN RIGHTS**		**13**	**20**
	6	Evolution of the concept of human rights	2	
	7	Human Rights in Ancient Thoughts	2	
	8	Human Rights in Middle Ages	2	
	9	United States Declaration of Independence(1776)-	2	

		Magna Carta		
	10	Declaration of the Rights of Man and of the Citizen (1789)-	3	
	11	Thomas Paine and the Rights of Man (1791)	2	
		Reading list 1. H.O Agarwal, *Human Rights,* Central Law Publications, Allahabad, 2020 2. L J Macfarlane, *The theory and Practice of Human Rights,* Maurice, Temple Smith, London ,1985. 3. Andrew Clapham. *Human Rights: A Very Short Introduction* Oxford, Press,2015 4. Alison DundesRenteln, *The Concept of Human Rights,* Anthropos, 1988, Bd. 83, H. 4./6. 5. https://www.jstor.org/stable/40463371		
III	**THE UNIVERSAL DECLARATION OF HUMAN RIGHTS**		**16**	**25**
	9	International Bill of Rights	2	
	10	The significance of the Universal Declaration of Human Rights (UDHR)	3	
	11	Key principles and themes in human rights discourse	2	
	12	The UDHR's incorporation into international law	2	
	13	Role of international organizations in human rights protection	2	
	14	Human Rights of the Women	1	
	15	Rights of the Dalit and Tribes.	1	
	16	Contemporary challenges to human rights protection	1	
	17	Impact of technology on human rights	1	
	18	Impact of the UDHR on the Constitutions of the New States	1	
		Reading list 1. H.O Agarwal, *Human Rights,* Central Law Publications, Allahabad, 2020 2. L J Macfarlane, *The theory and Practice of Human Rights,* Maurice, Temple Smith, London ,1985. 3. Andrew Clapham. *Human Rights: A Very Short Introduction* Oxford, Press,2015		
IV	**HUMAN RIGHTS VIOLATIONS AND INTERVENTIONS**		**11**	**15**
	19	Root Causes of Human Rights Violations	3	

	20	Violations of Civil and Political Rights	3	
	21	Legal restrictions on freedom	2	
	22	Economic exploitation and social marginalization	3	
V	**Open Ended --Human Rights and violations in India**		**12**	
	1	Constitution: Fundamental Rights; classification and categories of Fundamental Rights		
	2	National Human Rights Courts -Panel of minority Rights		
	3	Fundamental Duties; Directive principles of State policy		
	4	Discrimination on the grounds of caste– minority rights issues.		
		Activities and Assessment of open ended ➢ Conducted a quiz on Constitution. ➢ Assignments and seminar on classification and categories of Fundamental Rights ➢ Abstract the main arguments/concepts/ideas of National Human Rights Courts ➢ discussion about Discrimination on the grounds of caste **Assessment** ❖ Evaluate the Fundamental Rights ❖ Evaluate the Fundamental Duties; Directive principles of State policy ❖ Evaluate the understanding of Directive principles of State policy		
		<u>References Books</u> 1. Agarwal H.O, *Human Rights*, Central Law Publications, Allahabad, 2020 2. Andrew Fagan. *Human Rights*: *Confronting Myths and Misunderstandings*,Edward Elgar Publishing, USA,2009 3. Andrew Clapham. *Human Rights: A Very Short Introduction*, Oxford, Press,2015 *4.* Charles R Beitz. *The Idea of Human Rights*, Oxford University Press,2009 5. Desai(ed.). *A Violations of Democratic Rights in India*, Bombay Popular Prakasan, Bombay,1986 6. Macfarlane, L J, *The Theory and Practice of Human Rights*, Maurice, Temple Smith, London,1985. 7. Mishra V. B. *Evolution of the Constitutional History of India* (1773- 1947),Mittal Publications,Delhi,1987.		

		Articles 1. Aswini K. Ray ,Human Rights Movement in India: A Historical Perspective ,*Economic and Political Weekly* , Aug. 9-15, 2003, Vol. 38, No. 32 https://www.jstor.org/stable/4413888 2. 2.Alison DundesRenteln, The Concept of Human Rights, *Anthropos*, 1988, Bd. 83, H. 4./6. 3. https://www.jstor.org/stable/40463371 4. 2.Burns H. Weston,HumanRights,*Human Rights Quarterly* , Aug., 1984, Vol. 6, No. 3 (Aug., 1984)https://www.jstor.org/stable/762002 5. 3.Dipankar Chakrabarti,The Human Rights Movement in India: In Search of a Realistic Approach,*Economic and Political Weekly* , November 19, 2011, Vol. 46, No. 47,https://www.jstor.org/stable/41720521 6. 4.Sarbani GuhaGhosalHuman Rights: Concept and Contestation,*The Indian Journal of Political Science* , Oct. - Dec., 2010, Vol. 71, No. 4 , 7. https://www.jstor.org/stable/42748940		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed module

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	3	3	1	2	3	2	2	2
CO 2	3	2	3	3	3	3	-	3	2	2	2	2
CO 3	3	-	3	3	3	3	2	2	3	3	-	1
CO 4	3	1	2	3	-	3	2	2	3	3	1	2
CO 5	3	2	2	2	3	3	1	2	3	1	-	1
CO 6	3	2	2	3	3	3	2	2	2	1	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓
C07	✓	✓		✓

MODEL QUESTION PAPER

V Semester BA HISTORY (CUFYUGP) Degree Examination October 2024
HIS5EJ305 History of Human Rights (Major-Elective)
(credits: 4)

Maximum Time: 2 hours Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]
(Ceiling: 24 Marks)

1. Define the term "human rights"
2. Human Rights in Middle Ages
3. Magna Carta
4. Thomas Paine and the Rights of Man
5. International Bill of Rights
6. Human Rights of the Women
7. Rights of the Dalit and Tribes.
8. Legal restrictions on freedom
9. Impact of technology on human rights
10. The UDHR's incorporation into international law

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the Kinds of Human Rights.
12. Write a note on International human rights law
13. Write a note onroot Causes of Human Rights Violations
14. Analyse the Evolution of the concept of human rights
15. Analyse the Contemporary challenges to human rights protection
16. Write a note on Violations of Civil and Political Rights
17. 17.Explain Economic exploitation and social marginalization
18. 18.Briefly explain the role of international organizations in human rights protection

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19 Explain the significance of the Universal Declaration of Human Rights
20 Analyse the impact of the UDHR on the Constitutions of the New States

SEMESTER V

HIS5EJ306 FASCISM IN HISTORICAL PERSPECTIVES

Course description: This course offers a comprehensive exploration of the origins, characteristics, historical development, and contemporary manifestations of fascism. Through critical analysis of historical events, ideologies, and contemporary examples, students will gain a nuanced understanding of fascism, its implications, and the challenges it poses to democratic societies. This course encourages students to engage with diverse perspectives and develop critical thinking skills to confront authoritarian fascist trends and defend democratic values.

Programme	BA HISTORY HONOURS				
Course Code	HIS5EJ306				
Course Title	Fascism in Historical Perspectives				
Type of Course	Elective				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of the origins, characteristics, and general features of fascism, including its ideological foundations and key traits.	U	C	Assignments
CO2	Analyze and interpret the historical context and contributing factors that led to the emergence and growth of fascist movements and regimes in various regions.	An	C,P	Case study presentations
CO3	Evaluate the social, political, and economic impacts of fascism on societies, including its effects on culture, human rights, and democratic institutions.	E	C, P	Discussions/Debates

CO4	Identify and assess the strategies and tactics employed by resistance movements and opposition forces to combat fascism, both domestically and internationally.	An	C, P	Role-play simulations or debates
CO5	Recognize and critically evaluate the contemporary relevance of fascism, including its legacies and manifestations in neo-fascist and far-right movements.	E	C, M	Research projects or presentations
CO6	Communicate effectively through written and oral presentations, demonstrating the ability to articulate informed opinions and arguments about the complexities of fascism and its historical significance.	C	P, M	Oral presentations or Debates
	***Cognitive Level** -Remember(R), Understand(U), Apply (Ap), Analyze(An),Evaluate(E), Create(C) **#Knowledge Category** - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	Content	Hours 60	Marks 70
I		**FASCISM – ANTECEDENTS**	**10**	**15**
	1	Anti Enlightenment Thought-Tradition of Counter Revolution-Conservatism- Reactionary and Rightisttrends	**2**	
	2	Intellectual Origins of Fascism	**1**	
	3	George Sorel, Mosca, Pareto, Nietzche, Barres	**2**	
	4	Social Darwinism-pseudo science of racial purity and superiority-Gobineau, Wagner-Eugenicists	**2**	
	5	Racism and anti-semitism	**1**	
	6	Extreme nationalism and romanticised idea of German nation	**2**	
		Reading List: 1. S. J. Wolf (ed.), *The Nature of Fascism*, London, 1968 2. Martin Blinkhorn, *Fascism and the Right in Europe, 1919-1945*, Routledge, New York, 2016 3. Godechot, J., *The Counter-Revolution. Doctrine and Action, 1789–1804*. Princeton University Press, 1971 4. James H Meisel, (ed.) *Pareto and Mosca*, Prentice Hall, 1965 5. Gaetano Mosca, *The Ruling Class*, Andesite Press, 2015		

		6. Vilfredo Pareto, *The Rise and Fall of the Elites*, Transaction Publishers, London, 1991 7. Chirstopher Adair-Toteff, (ed.), *Vilfredo Pareto's Contribution to Modern Social Theory – A Centennial Appraisal*, Routledge, 2023 8. Mustafa Delican, _*Elite Theories of Pareto, Mosca and Michels'*, https://dergipark.org.tr/tr/download/articlefile/9789#:~:text=As%20seen%2C%20Mosca's%20theory%20is,and%20subject%20classes%20are%20different. 9. Stephen Eric Bronner, *Ideas in Action: Political Tradition in the Twentieth Century*, Rowman & Littlefield Publishers,Oxford, 1999 10. Michel Leymarie, _ *On the Antisemitism of Maurice Barres – From Childhood to the eve of the Dreyfus Affair' in Archives Juives*, Vol.52, Issue 1 , 2019 pp.125-143		
II	**UNDERSTANDING FASCISM**		**14**	**20**
	7	What is Fascism? General Features-Submission to the state-Suppression of Dissent	**2**	
	8	Valorisation of martial virtues-condemnation of democratic values	**2**	
	9	Relationship between Fascism, Capitalism and the corporate state- suppression of trade unions	**2**	
	10	Social base of Fascism- Mobilization of masses-the lower middle class (petty bourgeoisie)	**2**	
	11	Communist understanding of Fascism-Comintern in 1935-Dutt- Bradley Thesis – Weberian approach-Anti modernism	**3**	
	12	Fascism and Totalitarianism-Differences-supplanting of political and legal institutions and social traditions with new ones-Pursuit of state's goal	**3**	
		Reading List: 1. Rajani Palme Dutt, *Fascism and Social Revolution,* London, 1933 2. Gentile, E. , _*Fascism, totalitarianism and political religion: Definitions and critical reflections on criticism of an interpretation' inTotalitarian Movements and Political Religions***,** 5(3), pp. 326–375, 2004 3. Mosse, G. L., *The Fascist Revolution: Toward a General Theory of Fascism.* Howard Fertig, 1999 4. Mosse, G. L., _*Introduction: The genesis of fascism' inJournal of Contemporary History*,1(1), 14–26, 1966 5. Linz, J. (1976). _*Some notes toward a comparative study of Fascism in sociological historical perspective' In W. Laquer (Ed.), Fascism:*		

		AReader's Guide(pp. 3–121), University of California Press, 1976 6. Carsten, F. L., _*Interpretations of fascism*', In W. Laquer (Ed.), *Fascism: A reader's guide* (pp. 415–457). University of California Press**,** 1976 7. Philip Morgan, *Italian Fascism, 1915-1945*, Palgrave Macmilan, London 2004, (2nd Edition). https://srisa.org/rw_common/plugins/stacks/armadillo/media/PhilipMorganItalianFascism19151945SecondEditionTheMakingoftheTwentiethCentury2004.pdf 8. Joseph Barnes, _*The Social Basis of Fascism' in Pacific Affairs*, Vol.9, No.1, March, 1936, pp. 24-32, https://doi.org/10.2307/2751013 , https://www.jstor.org/stable/2751013 9. Detlef Muhlberger, (ed.), *The Social Basis of European Fascist Movements*, Part of Routledge Library Editions: Racism and Fascism, Routledge, 2017 10. Martin Kitchen, Fascism and the Middle Classes, in *Fascism*, Palgrave, London, 1976, https://doi.org/10.1007/978-1-349-86161-3_6		
III	**FASCISM-HISTORICAL GROWTH**		**12**	**17**
	13	Growth of Fascist trends in Germany- Post war crisis and inflation-Emergence of the Nazi Party- Political Crisis of 1930-33-Nazi war and peace economy- The SS State and the Notion of Aryan Race and its superiority -the marginalization of German Social Democrats -Holocaust	**2**	
	14	Nazi propaganda – teachings of Nietzche, Hegel, Rosenberg	**2**	
	15	Origins of Italian Fascism – Mussolini and the Fascist party- Attack on strikers and trade unions	**2**	
	16	Failure of Italian Socialism	**1**	
	17	Falange in Spain- Francisco Franco- The Party and the State	**2**	
	18	The United Front Thesis and opposition to Fascism	**1**	
	19	Resistance to Fascism in Germany and Italy- Civil war in Spain	**2**	
		Reading List: 1. Leon Trotsky, *The Struggle Against Fascism in Germany*, Reprint, Pathfinder Press, 1971 2. N Poulantzas, *Fascism and Dictatorship*, New Left Books, London, 1974 *3.* Arthur Schweitzer, *Big Business in the Third Reich*,		

		1964 4. R. Webster, *The Cross and the Fasces,* Stanford, 1967 5. Philip Blood , *Hitler's Bandit Hunters: The SS and the Nazi Occupation of Europe.* Potomac Books, 2006 6. Alexander de Grant, *Italian Fascism: Its Origin and Development*, University of Nebraska Press, 2000 7. Spencer M. Di Scala, (ed.), *Italian Socialism: Between Politics and History,* University of Massachusetts Press, 1996 8. Sheelagh M Ellwood, *Spanish Fascism in the Franco Era,* Palgrave Macmillan, 1988 9. Georgi Dimitrov, *The United Front Against Fascism and War,*Workers Library Publishers, New York, 1935 10. Paul Preston and Ann L Mackenzie, *The Republic Besieged: Civil War in Spain 1936- 1939*, Edinburgh University Press, 1996,https://www.jstor.org/stable/10.3366/j.ctvxcrrgf		
IV	**NEO FASCISM AND COMMUNAL FASCISM**		**12**	**18**
	20	Post World War scenario in Europe-Opposition to liberal individualism- attack on Marxist and other left-wing ideologies-racist and xenophobic scapegoating-opposition to non-European immigration	**2**	
	21	French National Front-Jean Marie Le Pen- Extreme Right in Russia-Vladmir Zhirinovsky-Far Right in the U.S.-Ethnic and electoral autocracy-Israel	**2**	
	22	Italian Neo-Fascism -Umberto Eco-Fascism to national populism-social movements(MSI)	**2**	
	23	Communal Fascism in India – V.D. Savarkar and Hindutva-Features-Distortion of Indian History as the basis of communal ideology-Difference between Hinduism and Hindutva	**3**	
	24	Counter narratives to Hindutva-from Marxist to Ambedkarite perspectives	**2**	
	25	Islamism and Political Islam	**1**	
		Reading List: 1. Bo Petersson, _Combating Uncertainty, Combating the Global: Scapegoating, Xenophobia and the National Local Nexus', in *International Journal of Peace Studies*, Vol.8, No.1, 2003, pp.85-102. https://www.jstor.org/stable/41852895 2. D. S Bell, _The French National Front', *History of European Ideas*, Vol.18, Issue 2, 1994. Published online 03 Jan 2012. https://doi.org/10.1016/0191-		

		6599(94)90007-8 3. Pierre Brechon, Subrata Kumar Mitra, _The National Front in France: The Emergence of an Extreme Right Protest Movement', *Comparative Politics*, Vol.25, No.1, Oct.1992, pp.63-82. https://doi.org/10.2307/422097 . https://www.jstor.org/stable/422097 4. Vladmir Zhirinovsky, *My Struggle: The Explosive Views of Russia's Most Controversial Political Figure* , Barricade Books, 1996 5. Cas Mudde, _The Far-Right Threat in the United States: A European Perspective', *The ANNALS of the American Academy of Political and Social Science*, Vol.699, Issue 1, March, 2022. https://doi.org/10.1177/00027162211070060 6. Mario Rossi. _Neo-Fascism in Italy' *The Virginia Quarterly Review*, Vol.29, No.4, 1953, pp.505-513. https://www.jstor.org/stable/26439372 7. Prabhat Patnaik, _The Fascism of Our Times', *Social Scientist*, Vol. 21, No.3/4, March-April, 1993, pp.69-77. https://doi.org/10.2307/3517631 8. Sumit Sarkar, _The Fascism of the Sangh Parivar', *Economic and Political Weekly*, Vol. 28, No.5, Jan 30, 1993, pp.163-167. https://www.jstor.org/stable/4399339 9. Tarek Osman, *Islamism – A History of Political Islam: From the Fall of the Ottoman Empire to the Rise of ISIS*, Yale University Press, 2017		
V	**Open Ended:** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:		**12**	
1.	**The Role of Propaganda in Fascist Regimes**: Analyzing the techniques and impact of propaganda in shaping public opinion and promoting fascist ideologies.			
2.	**Fascism and Art**: Exploring the relationship between fascist regimes and artistic expression, including censorship, propaganda art, and the use of culture for political purposes.			
3.	**Fascism and Education:** Examining the indoctrination of youth in fascist ideologies through education systems and youth organizations**.**			
4.	**Resistance Movements and Underground Networks:** Investigating the strategies, tactics, and networks utilized by resistance groups to oppose fascist rule and support persecuted minorities.			
5.	**Fascism and Religion:** Exploring the complex relationship between fascist regimes and religious institutions, including collaboration, co-option, and persecution of religious minorities**.**			
6.	**Fascism and Modern Technology:** Examining the role of technology, such as radio, film, and mass media, in disseminating fascist propaganda and controlling public discourse			

Activities and Assessment for the open-ended module For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:		
1.	**Activity: Debate** Divide students into teams to debate controversial topics related to fascism, such as the effectiveness of resistance movements, the role of propaganda, or the ethical implications of collaboration**.** **Assessment:** Evaluation based on participation in the debate, including the quality of arguments, use of evidence, and ability to engage with opposing viewpoints.	
2.	**Activity: Creative Project** Students create a piece of artwork, literature, or multimedia project that explores themes or experiences related to fascism, such as a short film, poetry collection, or digital exhibit**.** **Assessment:** Evaluation of the creative project based on originality, depth of exploration, and effectiveness in conveying messages or themes related to fascism.	
3.	**Activity: Panel Discussion** Organize a panel discussion with guest speakers or experts on topics related to fascism, such as the rise of far-right movements, memory and memorialization, or contemporary challenges to democracy**.** **Assessment:** Participation in the panel discussion and reflection paper where students synthesize key insights and draw connections between the discussion and course themes.	
4.	**Activity: Interactive Simulation** Create an interactive simulation or role-playing activity where students take on the roles of historical figures, resistance members, or citizens living under fascist rule, experiencing the challenges and dilemmas faced during that time**.** **Assessment:** Reflection journal or group debriefing where students reflect on their experiences in the simulation, discussing the ethical and practical implications of their decisions and actions.	

Note: The course is divided into five modules, with four having minimum 25 units and one open-ended module with a variable number of units. There is total 48instructionalhoursfor the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

Mapping of COs with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	3	3	2	3	1	3	3	2
CO2	3	3	2	2	3	3	2	3	1	3	3	3
CO3	3	3	3	2	3	3	2	3	1	3	3	3
CO4	3	3	3	2	3	3	3	3	1	3	3	3
CO5	3	3	2	2	3	3	3	3	1	3	3	3
CO6	2	3	2	3	3	3	2	3	3	3	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Debates/Discussion/Seminar/Reflective Journal
- Mid termExam
- Final Exam(70%)

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Assignment	Discussion /Debates	Reflective Journal	Seminar	End Semester Examinations
CO1	✓	✓	✓		✓	✓
CO2	✓	✓	✓		✓	✓
CO3	✓	✓	✓		✓	✓
CO4	✓	✓	✓		✓	✓
CO5	✓	✓	✓		✓	✓
CO6	✓	✓	✓		✓	✓

V Semester B.A. (CUFYUGP) Degree Examinations
HIS5EJ306 Fascism in Historical Perspectives

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Who was Friedrich Nietzsche?
2. Falange
3. What is the far-right party in the USA
4. Who were the Eugenicists?
5. What is Political Islam?
6. Social Darwinism
7. Racism
8. Xenophobia
9. What was the motto of Fascism in Italy?
10. Holocaust

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. What influence did Richard Wagner and Nietzsche on the rise of Fascism in Europe?
12. 12.What was the Spanish civil war and why does it matter?
13. Explain Dutt Bradley Thesis
14. 14.Trace the causes for the rise of fascism in Italy
15. What is the ideology of the French national front?
16. Why is fascism associated with right-wing ideology instead of left ideology?
17. Critically examine Vilfredo Pareto‘s theory of Circulation of Elites
18. How Hindutva historiography is rooted in the colonial view of Indian History?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Hitlerwas inspired by fascist ideology and Mussolini‘s successful _March on Rome‘ in 1922. In what ways were German Nazism and Italian fascism both similar and different?
20. What were the main factors that enabled Mussolini to the rise to power andconsolidate his position in Italy between 1918 and 1926

SEMESTER VI

HIS6EJ301 History of Indian Archaeology

Course Description: This course aims to provide a brief introduction to the basics of archaeology discipline and an overall picture on the important archaeological sites and researches in India.

Programme	BA HISTORY HONOURS				
Course Code	**HIS6EJ301**				
Course itle	History of Indian Archaeology				
Type of Course	Major Elective				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO): ..

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the process of the development of archaeology discipline and archaeological studies in India	R	F	Seminar Presentation
CO2	Formulate their own informed opinions about the significance of the archaeology in historical studies	E	C	Seminar/ Group discussion
CO3	Analyse the formation different archaeological cultures in India	An	C	Debates/ Historical simulations/ role play activities
CO4	To identify the strengths and weaknesses of archaeological studies in colonial and post-colonial phases.	An	C	Discussions and debates
CO5	Compare and contrast different archaeological sites	An	P	develop a timeline of a historical event
CO6	Define and apply terminology related to archaeological cultures	U	P	Quick quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**ARCHAEOLOGY – DISCIPLINE AND PRACTICE**		**13**	18
	1	Definition and basic concepts	2	
	2	Antiquarianism	2	
	3	Three Age System and Beginning of Scientific Archaeology	2	
	4	Exploration and excavation methods	3	
	5	Dating – Absolute and Relative	4	
		Reading materials 1. Brian. Fagan, M and Nadia Durrani. 2016. *A Brief History of Archaeology- Classical Times to the Twenty-First Century*. Routledge: New York 2. Colin Renfrew, and Paul Bahn. 1991. *Archaeology- Theory, Methods and Practice*. Thames and Hudson: New York 3. K. Rajan, 2002. *Archaeology –Principles and Methods.* Manoo Pathikam: Tanjavur 4. K.V. Raman1986. *Principles and Methods of Archaeology*. Madras		
II	**DEVELOPMENT OF ARCHAEOLOGY IN INDIA**		**11**	16
	6	Alexander Cunningham and ASI	**2**	
	7	Robert Bruce Foote	**1**	
	8	Discovery of Harappan civilization	**2**	
	9	Taxila School of Archaeology	**2**	
	10	PGW Culture	**2**	
	11	NBPW Culture	**2**	
		Reading Materials 1. Bridget and Raymond Allchin, , 2008(1996). *The rise of civilizations in India and Pakistan.* Cambridge University Press, New Delhi		

		2. Dilip.K.Chakrabarti, 2001.*Archaeology of the Ganga Plain-The Lower and the Middle Ganga.* Permanent Black 3. M.K. Dhavalikar, 1995.*Cultural Imperialism-Indus Civilization in Western India.* Books & Books: New Delhi 4. K. Rajan, 2002. *Archaeology –Principles and Methods.* Manoo Pathikam: Tanjavur 5. K.V. Raman1986. *Principles and Methods of Archaeology*. Madras 6. Sourindranath. Roy, 2011. *The Story of Indian Archaeology 1784-1947*. ASI: New Delhi		
III	**DEVELOPMENT OF ARCHAEOLOGY IN SOUTH INDIA**		**10**	14
	12	Adichanellur and Alexander Rea	**2**	
	13	Arikkamedu, Brahmagiri - Mortimer Wheeler	**2**	
	14	Megalithic Studies- BK Gururaja Rao	**2**	
	15	Kodumanal and PortunthalExcvations	**2**	
	16	Keezhadi Excavations	**2**	
		Reading Materials 1. K. Rajan, 2002. *Archaeology –Principles and Methods.* Manoo Pathikam: Tanjavur 2. K.V. Raman1986. *Principles and Methods of Archaeology*. Madras 3. Alexander. Rea, 1915 (1998). *Catalogue of the Prehistoric Antiquities from Adichanallur and Perumbair*. Govt. Museum: Madras 4. Gururaja B.K Rao,. 1972*Megalithic Culture in South India.*Prasaranga: University of Madras 5. .R. Sivanantham, 2019*Keeladi*- An Urban Settlement of Sangam Age on the banks of river Vaigai. Department of Archaeology, Govt. of Tamilnadu 6. Mortimer Wheeler,. 1948.―Brahmagiri and Chandravalli 1947: Megalithic and Other Cultures in Mysore State‖ in *Ancient India-Bulletin of tkhe Archaeological Survey of India (No.4, 1947-1948).* ASI, New Delhi		
IV	**ARCHAEOLOGY IN KERALA**		**14**	22
	17	Prehistoric Archaeology- Edakkal, Marayur rock shelters	**3**	
	18	Megalithic studies during colonial period– J	**3**	

		Babington- Robert Sewell- William Logan- A Ayyappan		
	19	Megaliths after Independence – Porkkalam-Mangadu-Ummichipoyil- Kadanad	**2**	
	20	Pattanam Excavations	**2**	
	21	CheramanParambu and Kottappuram Excavations	**2**	
	22	Pre modern Palaces and Forts- Padmanabhapuram,Mattanchery, Hill palace, Arakkal Palace- Anchuthengu, Pallippuram, Palakkad, St. Angelo Kannur, Bakel Forts.	**2**	
		Reading Materials 1. Achan, Anujan.P. 1947. *Annual Report of the Archaeological Department Cochin State* (*1945-46 AD*). The Cochin Government Press, Ernakulum 2. Aiyappan,A. 2007 (1933). ‑Rock-cut Cave-tombs of Feroke, South Malabar‖*Quaterly Journal of the Mythic Society, Vol.XXIII, January1933. No.* reproduced in M.R. Manmathan.2007. *Archaeology in Kerala Past and Present.* Feroke College: Calicut. 3. Babington, J. 1823 ‑Description of the Pandoo Coollies in Malabar‖ *Transactions of the Literary society of Bombay,* , 3:324-330 4. Cherian, P. J, (et.al), 2007, 2008, 2009, 2010, 2011, 2013,2014 and 2015. *Interim Reports of Pattanam Excavations.* Kerala Council for Historical Research: Thiruvananthapuram 5. Fawcett, F. 1985. ‑Notes on the rock carvings in the Edakkal Cave, Wynaad " in Richard Carnac Temple (Ed.) *The Indian Antiquary –A Journal of Oriental Research*. Vol XXX 1901. Swati Publication: Delhi 6. *Kottappuram Excavation Report,* Kerala State Archaeology Department, Thiruvananthapuram		
V		**Open Ended :**	**12**	
	23	Experiential learning through field visit: Edakkal cave/ Cheramanagad, Ariyannur, Kandanasseri/ Pattanam/ Kottappuram etc. **Or** Pazhassi Raja Museum Visit- East Hill Calicut/ Sakthan Museum Thrissur etc. **Or** Seminars and discussions		

		Activities and assessment of Open ended Prepare and submit a report, which can be consider as assignment on the field visit or the museum visit **Assessment** Asses understanding level of the report		
		General Readings 1. Crawford, OGS.1960 (1953). *Archaeology in the Field*. Phoenix house Ltd, London. *2.* Gamble, Clive. 2007. *Archaeology-the basics.* Routledge, London 3. Singh, Upinder. 2009.*A History of Ancient and Early Medieval India-from the Stone Age to the 12th century*. Pearson: New Delhi 4. Ratnagar, Shereen. 2001. *Understanding Harappa- Civilization in the Greater Indus Valley*. Tulika: New Delhi 5. Gurukkal, Rajan and Raghava Varier.1999. *Cultural History of Kerala,* Vol. I. Thiruvananthapuram. 6. Jayasree Nair, K. 2007. *Megaliths in Kasaragod: Understanding an Unexplored Region.* School of Social Science, M.G. University, Kottayam. Unpublished thesis		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-
CO7	3	-	1	3	3	3		2	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

VI SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS
HIS6EJ301 History of Indian Archaeology
(Credits: 4)

Maximum time: 2 hours Maximum Mark 70

Section A
[Answer all. Each question carries 3 marks] (ceiling 24 Marks)

1. Artifacts
2. Field Survey
3. Datum point
4. Asiatic Society of Bengal
5. B B Lal
6. Pallavaram
7. Alexander Rea
8. A Sundara
9. William Logan
10. Amphora

Section B

[Answer all. Each question carries 6 marks] (ceiling 36 Marks)

11. Describe the basic concepts of archaeology
12. Explain the exploration methods
13. Write a note the contribution of Alexander Cunningham
14. Discuss the features of PGW culture
15. Asses the importance of Arikamedu
16. Discuss the nature of megalithic studies in South India
17. Discuss the pre-historic archaeology of Kerala
18. Write a note on the Kottappuram excavation

Section C

[Answer any one. Each question caries 10 marks] (1x10=10 marks)

19. Estimate the role ASI in Indian Archaeology
20. Asses the development of archaeological studies in Kerala

SEMESTER VI

HIS6EJ302 An Introduction to Indian Epigraphy

Course Description: This course enables the students to learn about epigraphical studies in India. It enables the students to understand the nature and types of inscriptions in India. The text andcontext of various inscriptions are analysed in the course. Thenature of the early Indian and South Indian palaeography is examined. Proficiency in early scripts such as Brahmi and Vattezhuthuis also intended to be attained by this course. It creates the habit of using primary data and provides corroborative evidence.It enables the students to survey decipher and interpret inscriptions.

Programme	BA HISTORY HONOURS				
Course Code	**HIS6EJ302**				
Course Title	**An Introduction to Indian Epigraphy**				
Type of Course	Major – Elective				
Semester	VI				
Academic Level	300 – 399**.**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of early Indian history.				

Course Outcomes (CO): ..

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To explain the basic definition and nature of epigraphy	R	F	Seminar Presentation
CO2	To list out the types of inscriptions	U	C	Assignment
CO3	To analyse the methods to interpret the textual contents	An	C,P	Debate
CO4	To understand the ancient scripts	Ap	P	Dictation
CO5	To reproduce the text from the original inscription	C	M	Assignment

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
I		**HISTORY OF EPIGRAPHICAL STUDIES IN INDIA**	**10**	**15**
	1	Definition Nature and Scope of Epigraphy	2	
	2	Origin and Development of Indian Epigraphy	2	
	3	Contributions of Early Scholars in Indian Epigraphy	2	
	4	James Princep, E. Hultzsch, DC Sircar	2	
	5	Challenges in interpreting inscriptions and the significance of inscriptions in understanding Indian history	2	
		Reading List for the Unit 1. Ramesh, K.V.,*IndianEpigraphy*,SundeepPrakashan, Delhi, 1984. 2. Richard Salomon, *Indian Epigraphy*, OUP, New York, 1998. 3. Satyamurty, K., *Textbook of Indian Epigraphy*,Low Price Publications, Delhi, 1992.		
II		**PALAEOGRAPHY OF INDIAN SCRIPTS**	**14**	**20**
	6	Origin of writing in India	2	
	7	Indus script	2	
	8	Northern Brahmi: Theories of origin - Evolution, and characteristics	3	
	9	Tamil Brahmi: Theories of origin - Evolution, and characteristics	3	
	0	Grantha Script: Development and usage	2	
	11	Vattezhuthu: History, structure, and characteristics	2	
		Reading List 1. Georg Buhler, *Indian Paleography*, MunshiramManoharlal Publishers, (1896), Delhi, 2004. 2. Gopinatha Rao, T.A., *Travancore Archaeological Series*, Vols I-III, (1908), Department of Cultural Publications,		

		Thiruvananthapuram, 1988. 3. Iravatham Mahadevan, *Early Tamil Epigraphy*, Cre-A, Chennai, 2003. 4. Mahalingam, T.V., *Early South Indian Palaeography*, University of Madras, Madras,1967. 5. Sam, N., *KeralathilePracheenaLipiMathrukakal*, Kerala State Archives Department, Thiruvananthapuram, 2006. 6. Sivaramamurty, C., *Indian Epigraphy and South Indian Scripts*,Government of Madras Publication Division, Madras, 1952.		
III	**RECKONING OF TIME AND ERAS IN INDIAN EPIGRAPHY**		**10**	**17**
	12	Chronology in Indian inscriptions – cyclical to linear time concept – regnal years to Eras	2	
	13	Calculation of time and chronological systems used – *Katapayadi* and *Bhoothasankhya*	2	
	14	VikramaEra and Saka Era	2	
	15	KaliEra and Gupta Era	2	
	16	Kollam Era	2	
		Reading List for the Unit 1. Ramesh, K.V.,*IndianEpigraphy*,SundeepPrakashan, Delhi, 1984. 2. Sircar, D.C., *Indian Epigraphy*, (1965), Motilal Banarsidass Publishers, Delhi, 1996. 3. N.Sam, ed., *Elamkulam Kunjan PillayudeThiranjeduthaKrithikal*, Kerala University, Thiruvananthapuram,2005.		
IV	**DETAILED STUDY OF INSCRIPTIONS - TEXT AND INTERPRETATIONS**		**14**	**18**
	17	Asokan Edict – Major Rock Edict XII	**2**	
	18	Junagarh Rock Edict of Rudradaman	**2**	
	19	Allahabad Pillar Inscription of Samudragupta	**2**	
	20	Uttaramerur Inscription of Parantaka	**2**	
	21	Tharisappalli copper plate	**3**	
	22	Muccunti Mosque Inscription	**3**	
		Reading List for the Unit		

		1. Raghava Varier, M.R., *Asoka Sasanangal*, SPCS, Kottayam, 2016. 2. Hultzsch, ed., *Corpus InscriptionumIndicarum*, Vol.I, *Inscriptions of Asoka*, Varanasi, 1965. 3. Sircar, D.C., *Select Inscriptions bearing of Indian History and Civilisation*, 2 Vols., Calcutta, 1965. 4. Raghava Varier, M.R. and Kesavan Veluthat, *TharisappalliPattayam*, SPCS, Kottayam, 2013. 5. Narayanan, M.G.S.,*Cultural Symbiosis in Kerala*, Kerala Historical Society, Thiruvananthapuram, 1972.		
V		**Open-Ended: Documentation of an inscription**	**12**	
		• Identifying an inscription and preparing the text with estampage, photos and videos		
		• Comparing the text with the help of published/unpublished sources		
		• Discuss the different interpretations of the text in various secondary sources. **Activities and assessment of open-ended** ➢ Preparing a project report of the inscription selected for study. ➢ Collecting details about the script and language of the inscription. ➢ Debate on various interpretations of the inscriptionaltext **Assessment** ❖ Evaluate the project report. ❖ Evaluate the details of the language and script of the inscription. ❖ Evaluate the debate on various interpretations of the inscriptional text		
		General Reading List 1. Buhler, Georg, *Indian Palaeography*, MunshiramManoharlal Publishers, Delhi, 2004. 2. Burnell, A.C., *Elements of South Indian Palaeography*, London, 1878. 3. Dani, A.H.,*Indian Paleography*, MunshiramManoharlal Publishers, Delhi, 1986. 4. Dasgupta S.P. and Ramachandran K.S., eds., *The Origin of Brahmi*, Delhi, 1979. 5. Gopinatha Rao, T.A., *Travancore Archaeological Series*, Vols I-III, (1908), Department of Cultural		

		Publications, Thiruvananthapuram, 1988. 6. Hultzsch, ed., *Corpus InscriptionumIndicarum*, Vol.I, *Inscriptions of Asoka*, Varanasi, 1965. 7. Iravatham Mahadevan, *Early Tamil Epigraphy*, Cre-A, Chennai, 2003. 8. Mahalingam, T.V., *Early South Indian Palaeography*, University of Madras, Madras,1967. 9. Narayanan, M.G.S.,*Cultural Symbiosis in Kerala*, Kerala Historical Society, Thiruvananthapuram, 1972. 10. Narayanan, M.G.S., *Perumals of Kerala*, (1996), Thrissur, 2013. 11. Ojha, G.H., *BharatiyaPracheenaLipimala*, Ajmer, 1918. 12. Pandey, R.B., *Indian Paleography*, Banaras, 1952. 13. Raghava Varier, M.R. and Kesavan Veluthat, *TharisappalliPattayam*, SPCS, Kottayam, 2013. 14. Raghava Varier, M.R., *Asoka Sasanangal*, SPCS, Kottayam, 2016. 15. Raghava Varier, M.R., *PracheenaLipiPadanam*, SPCS, Kottayam, 2019. 16. Ramesh, K.V.,*IndianEpigraphy*,SundeepPrakashan, Delhi, 1984. 17. Ravivarma L.A., *Pracheena Kerala Lipikal*, Kerala Sahithya Academy, Thrissur, 1972. 18. Richard Salomon, *Indian Epigraphy*, OUP, New York, 1998. 19. Sam, N., ed.,*Elamkulam Kunjan PillayudeThiranjeduthaKrithikal*, Kerala University, Thiruvananthapuram, 2005. 20. Sam, N., *KeralathilePracheenaLipiMathrukakal*, Kerala State Archives Department, Thiruvananthapuram, 2006. 21. Satyamurty, K., *Textbook of Indian Epigraphy*,Low Price Publications, Delhi, 1992 22. Sircar, D.C., *Indian Epigraphy*, (1965), Motilal Banarsidass Publishers, Delhi, 1996. 23. Sircar, D.C., *Select Inscriptions bearing of Indian History and Civilisation*, 2 Vols., Calcutta, 1965. 24. Sivaramamurty, C., *Indian Epigraphy and South Indian Scripts*,Government of Madras Publication Division, Madras, 1952.	

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Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	2	3	3	-	2	-	1	-	-
CO 2	3	-	2	2	2	3	-	3	-	1	-	-
CO 3	3	-	3	3	3	3	-	3	-	3	-	1
CO 4	3	1	2	3	2	3	1	3	-	1	-	1
CO 5	3	1	2	3	2	3	1	3	1	1	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Debate / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

Model Question Paper

Sixth Semester BA Degree Examination

HIS6EJ302 An Introduction to Indian Epigraphy

Time: 2 Hours **Maximum Marks: 70**

PART-A (Short Answers)

Answer all questions (Each question carries3 marks)

(Ceiling 24 marks)

1. Define epigraphy.
2. Explain the significance of *Epigraphia Indica.*
3. Identify the main features of the Indus script.
4. Describe the features of Grantha Script.
5. Explain briefly the calculation method of time using the *Katapayadi* system in Kerala.
6. Compare Tamil Brahmi with Northern Brahmi.
7. Define the term "regnal years" in the context of Indian epigraphy.
8. Explain the significance of the Vikrama Era in Indian chronology.
9. Paraphrase the Muchchunthi Mosque inscription.
10. Discuss the origin of the Kollam Era.

PART-B (Short Essays)

Answer all questions (Each question carries6 marks)

11. Describe the evolution of Indian epigraphy from its origins to its current state.
12. Illustrate the significance of Indian epigraphy in reconstructing historical narratives, citing specific examples.
13. Analyse the contributions of James Prinsep to the field of Indian epigraphy.
14. Assess the theories of origin, evolution, and distinctive features of Northern Brahmi.
15. Examine the history, structure, and unique characteristics of the Vattezhuthu script, discussing its importance in South Indian inscriptions and literary traditions.
16. Discuss the transition from cyclical to linear time concepts in Indian epigraphy, highlighting its implications.
17. Explain the significance of the Saka Era in Indian chronology, citing examples from inscriptions.
18. Evaluate the significance of Uttaramerur Inscription of Parantaka.

(ceiling 36 marks)

PART-C (Essays)

Answer any one question (Each question carries10 marks) (1X10=10 marks)

19. Critically assess the significance of inscriptions as primary sources in Indian historiography, discussing their reliability, biases, and implications for interpreting the past.

20. Demonstrate the significance of the Junagarh Rock Edict of Rudradamanand Allahabad Pillar Inscription of Samudragupta as case studies in the study of Brahmi script, highlighting their historical, cultural, and linguistic implications.

SEMESTER VI

HIS6EJ303 Numismatics and History

Course description: This course contains a brief overview of the history of money use in India.

Programme	BA HISTORY HONOURS				
CourseCode	HIS6EJ303				
Course Title	**NUMISMATICS AND HISTORY**				
TypeofCourse	ELECTIVES				
Semester	VI				
AcademicLevel	300-399				
Course Details	Credit	Lecture per Week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

CourseOutcomes(CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Toolsused
CO1	Identifythemainfeaturesofcoinageint heancient world and in the various periods of Indianhistory	R	F	Seminar Presentation
CO2	Formulatetheirowninformedopinion sabouttthe significance of coinage in history	E	p	Seminar/Group discussion
CO3	Analyzetheevolutionofcoinageinvar iousperiods	An	p	Debates/Historical simulations/role playactivities
CO4	To identifythegapsinhistoricalresearchf ortheuseof information from	An	p	Discussions and debates

	numismatics			
CO5	Compareandcontrastthecointypespr evalentinimportant periods in India	An	P	developatimeline ofa historical event
CO6	Defineandapplyterminologies associated with numismatics	U	F	Quick quizzes/Groupdis cussions/
	*- Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Creat e(C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENTS	Hrs 60	Marks 70
I	**DEFINITIONS, ORIGINS OF COINAGE AND USES OF NUMISMATICS**		**13**	**20**
	1	Numismatics and its relation with history, epigraphy and archaeology—17th century beginnings of numismatics--important parameters used in examining coins	3	
	2	origins of coinage –Lydian coins—Greek and Roman coins—early Chinese coins--early Indian coins—materials used for coinage–minting techniques in early times—counterstruck coins—uncirculated coins—	3	
	3	Methods of study of coins –Counterfeiting of coins--identification of forgeries of coins.	1	
	4	Mintage--mints—denomination--legends—symbols—monograms—casting-dies--die striking-metrology—metallurgy—manufacturing techniques—bronze mould--	1	
	5	Special features of Indian coins-metals used, symbols, scripts, language, --nature of issue of coins—issuing authority—nature of circulation—eras used in coins—hoards	2	
	6	Insights into polity—dynasties—chronology—genealogy—economy—mode of transactions—domestic and foreign trade—art and iconography—conservation and preservation of coins--museum display techniques **Readings** 1. Grolier *Encyclopedia of Knowledge*	3	

		2. Edward MacNall Burns, PhilipLee Ralph, Robert E Lerner, *World Civilizations Vol A* 3. *Encyclopedia Brittannica* 4. Goyal, S. R. 1985. *The Coinage of Ancient India*. Meerut: Kusmanjali. 5. Gupta.P,L. 1972.*Coins.* Delhi: NBT. 6. T Walter Wallbank etl, *Civilization Past and Present, Vol 1*.		
II	**EARLY INDIAN COINS**		**8**	**12**
	7	Theories on early Indian coins--Pre-Maryan and Mauryan coins—inscribed and inscribed coins--Vedic references to coins—	**2**	
	8	Nishka--Nikkha- Panam—KArshApanam--Punch marked coins—uninscribed punch marked coins—inscribed punch marked coins--locations –symbols, metallurgy, metrology, etc and Mauryan administration—influence on the south—popularity of punch marked coins in the north and south--	**2**	
	9	Post-Mauryan coins—under the Satavahanas, Indo-Greeks, Kushanas, Sakas, Pahlavas, Western Kshatrapaetc—bilingual coins--deities on coins—Kushan gold coins—Drachma—Attic standard—Alexandrian technique--	**2**	
	10	Impact of Greek and Roman coins on Indian coinage—imitations—under the Guptas, early historic kingdoms of the south—Suvarna standard--coins of the Huns, Maukharis, Pushyabhutis, Cholas, Pandyas, Cheras, Pallavasetc—coin hoards of south India—Kerala hoards--Indian standard of coins—influences of Greek-Roman coins **Readings :** 1. Agrawal, Bhanu and Subas Rai. 1994. *Indian Punch marked Coins*. New Delhi: Kanishka Publishers. 2. Allan, J. 1975. *Catalogue of coins in Ancient India*. Delhi: MunshiramManoharlal. 3. Altekar, A.S. 1954. *The Gupta Gold Coins in the Bayana Hoard*. Bombay: NSI. 4. Chakrabarti, Surendra Kisor. 1931. A Study of Ancient Indian Numimatics. 5. Chattopadhyaya, Brajudalal. 1977. *Coins and currency systems in South India*. New Delhi: MunshiramManoharlal. 6. Chopra, P.N., Puri, B.N., and Das, M.N. 2022. *A social Cultural and Economic History of India Vols 1*-3. Delhi: Lakshmi Publications. 7. Elliot, Walter. 2021. *Coins of South India.*	**2**	

		Gyan Publishing House. 8. Goyal, S. R. 1985. *The Coinage of Ancient India*. Meerut: Kusmanjali. 9. Gupta.P,L. 1972.*Coins.* Delhi: NBT.		
III	**COINAGE IN MEDIEVAL AND COLONIAL TIMES**		**17**	**22**
	11	Post-Gupta coins of north India and south India—under Harsha, Rahstrakutas, Chalukyas, Hoysalas, second Cheras, Cholas, Pandyas	**3**	
	12	Coinage under the Sultans—early 13th century coins—coins under the Khaljis, Tuglaqs, Sayyids, Lodis etc.—Mughal coins from Babar to Aurangazeb—	**2**	
	13	aspects of coinage in Gujarat, Punjab, Kashmir, Bengal, Deccan, Madura etc.—	**2**	
	14	Sikh coinage of late medieval times—Maratha coins—Ahom coinage--Vijayanagara coins—coins of the Nayakas-- Coins of the Mysore sultans – Hyder Ali and Tipu	**3**	
	15	Foreign coins in India—Chinese, Venetian coins –	**2**	
	16	European coins in colonial era—Danish, Portuguese, French, Dutch, coins——	**2**	
	17	changes in minting and coinage under the English East India Company—Forging of coins—Madras mint—Pice—Bombay coins—Mughal pattern coins—coins of Calcutta mint—universal coinage introduced in 1835—Coins of Queen Victoria—paper currency of world war era--	**1**	
	18	Coins of princely states	**2**	
		Readings : 1. Bruce Collin, et al, *Standard Guide to South Asian Coins and Paper Money since 1556 AD.* Iola,Krause Publications. 2. Codrington, O. (1904), *A Manual of Musalman Numismatics.* London. 3. Danish Moin (1999), *Coins of the Delhi Sultanates,* IIRNS Publications. *4.* Ganesh K and Girijapathy (1997), The *Coins of the Vijayanagara Empire, Bangalore.* 5. Ganesh, K (2002). *The Coins of Tamil Nadu*. Bangalore. 6. Goron S. & J. P. Goenka. 2001. *The Coins of the Indian Sultanates - Covering the area of Present-day India,* Pakistan and Bangladesh, MunshiramManoharlal, New Delhi. 7. Gupta, P L., 1997. *Coins & History of Medieval India*, Rahul Publishing House, New Delhi 8. Gupta, P. L. 1969. *Coins*, National Book Trust, New Delhi.		

		9. Habib, Irfan. 1999. *The Agrarian System of Mughal India 1556-1707*, First Published 1963, Second Revised Edition, 1999, Oxford University Press, New Delhi Hull, D B (1972), 10. Henderson, J R (1921), *The Coins of Haider Ali and Tipu Sultan.* Delhi. 11. Herrli, Hans (2006). *Gold Fanams1336-2000.* Mumbai: Reesha Books International.		
IV	**COINS OF LATE MEDIEVAL AND COLONIAL NADUS OF KERALA**		**10**	**16**
	19	Weight system of coins of late medieval Kerala	**2**	
	20	Coins of Samutiris and Kolathu Nadu— Manavikrama Achari --Ali Raja's coins	**2**	
	21	Coins of Cochin and Travancore --	**2**	
	22	Coin types-- Rasi—Parasuramanpanam—Rayappanam—Rayanpanam—Kaliyugarayanpanam—Kaliyugarajan Rasi—VeerarayanPuthiyapanam--Coins of Ali Raja---Kalasan—Sankhan--Elephant ash—Kaliyameni—Puthan—Anantharayan—Arachakram—Thulukkakkasu—Vellichakram—TharamKalanju—Palamkasu—Kasu--Dinarius—Anaiyachu-—Padmanabhapuram mint--———Tellichery mint--	**2**	
	23	Uses of coins in the reconstruction of Kerala history	**2**	
		Readings: 1. Narayanan, M G S. 2013. Perumals of Kerala. Thrissur: Cosmo Publications. 2. Rajan Gurukkal and Raghava Varier. 2018. *History of Kerala*: *Prehistoric to the Present*. New Delhi: The Orient Blackswan. 3. Sarasan, Beena. 2008. *Traversing Travancore through the ages on Coins*. Calicut: Poorna publications. 4. Sreedharamenon, A. *A Survey of Kerala History*. Kottayam: D C Books 5. Srivastava, Prashant. 2012. *Encyclopedia of Indian Coins (VOL I & II)*. New Delhi: Agam Kala Prakasham		
V		**Open Ended Numismatics in contemporary society**	**12**	
		• Recent trends in numismatics research—preservation methods—documentation		
		• Recent discoveries of coins---insights from numismatics data		

		Activities and assessment of Open ended *Prepare a detailed chart of the sites where coins were found in recent years, type of coins, nature of preservation, specific features of coins, associated aspects etc. *List out coin hoard sites and associated aspects in a chart *****Discuss the importance of coinage in boosting economy citing trends in some stages of history. **Assessment** *****Assess the importance of gold coins in Indian history**.** *Evaluate the nature of multiple authorities for issuing coins during the period of important kingdoms/empires in pre-colonial India. *Evaluate the relevance of theories by D DKosambi, R S Sharma, Irfan Habeeb etc on the role played by coinage in India's history. **Reading** 1. Brown, C. J. (1920), *Catalogue of Coins in the Provincial Museum,* Lucknow 2. Srivastava, Prashant. 2012. *Encyclopedia of Indian Coins (VOL I & II).* New Delhi: Agam Kala Prakasham.	

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There is a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of Cos with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	-	3	3	3	3	1	2	-	1	-
CO2	3	-	3	3	3	3	-	3	-	1	-
CO3	3	-	3	3	3	3		2	-	3	-
CO4	3	1	2	3	-	3		2	-	3	-
CO5	3	-	2	2	3	3	1	2	-	1	-

CO6	3	-	2	3	3	3		2	-	1	-

CorrelationLevels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/ Seminar
- MidtermExam
- FinalExam(70%)

Mapping of Cos to Assessment Rubrics:

	InternalExam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

VI Semester BA (CUFYUGP) Degree Examinations October 2024
HIS6EJ303Numismatics and History

Maximum time: 2hrs **Maximum Mark:70**

Section A
(Answer All. Each question carries 3 marks)

(Ceiling: 24marks)

1. Mintage
2. Dies struck coins
3. Obverse and reverse
4. Mint
5. Inscribed coins
6. counter-struck coins
7. Legends
8. Punch marks
9. counterfeiting of coins
10. Origin of numismatic studies

Section B
(Answer All. Each question carries 6 marks)

(Ceiling: 36 marks)

11. What are the features of uncirculated coins?
12. Analyse the impact of Mughal innovations on Indian coinage.
13. What are the distinctive characteristics of each type of coin mentioned?
14. Write a note on the important Vedic references to coins?
15. Describe the features of uninscribed coins of early India?
16. How did the Attic standard revolutionise coinage in the Indian subcontinent
17. Where were these coins primarily circulated or used as a medium of exchange?
18. When did these various types of coins gain prominence in historical contexts?

Section C
(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

19. Discuss the rise of coinage in Europe.
20. Examine the changes in Indian coinage under the rule of the English East India Company

SEMESTER VI

HIS6EJ304: ARCHIVAL SCIENCE AND DIGITAL DOCUMENTATION

Course Description: This course aims to impart knowledge on the practice of archiving and its global progression. It further elucidates the metamorphosis of archival methods in the digital era. The curriculum is designed to equip students with the understanding of critically examining archival data and the significance of preserving such documents to foster democratic values and inclusivity.

Programme	BA HISTORY HONOURS				
Course Code	HIS6EJ304				
Course Title	Archival Science and Digital Documentation				
TypeofCourse	Major Elective				
Semester	VI				
AcademicLevel	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Toolsused
CO1	Identify the evolution of the archival system in the world	R	F	Seminar Presentation
CO2	Understand the importance of archives in history writing	E	C	Seminar/Group discussion
CO3	Examine the importance of critiquing archival data	An	M	Debates/Historical Simulations/role-play activities
CO4	To identify the strengths and weaknesses of the archival system	An	E	Discussions and debate s
CO5	Compare and contrast different archival practices.	An	P	Develop a time line of a historical event
CO6	Define and apply the importance of digitizing archival data	U	C	Quick quizzes/ Group discussions/
	*-Remember(R),Understand(U),Apply(Ap), Analyze(An),Evaluate(E),Create(C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs60	Marks 70
I	**HISTORYOFARCHIVES**		**13**	**20**
	1	IntroductiontoArchives	3	
	2	Archives as a source of information	2	
	3	Archives in Ancient Greece and Rome	3	
	4	Medieval and Modern Europe	1	
	5	Archives in the Modern World	2	
	6	Archives in Ancient and MedievalIndia	2	
		Reading Material • CarolineBrown,*ArchivesandRecordkeeping: Theory into Practice*, • Dr.S.N.Sen,*TheNationalArchivesofIndia: An Overview* • S.R.Bakshi,*ArchivesinIndia:Historicaland Administrative Development*		
II	**ARCHIVESINMODERNINDIA**		**8**	**15**
	7	OrganisationofArchives in British India	**2**	
	8	National Archives of India and the Growth of Regional Archives	**2**	
	9	Foreign Archival Repositories and Indian History	**2**	
	10	Folklore Archives-Institutional Archives-Private Archives	**2**	
		Reading Material • Dr.S.N.Sen,*TheNationalArchivesofIndia: An Overview*, • S.R.Bakshi,*ArchivesinIndia:Historicaland Administrative Development*, • www.nationalarchives.nic.in		
III	**PRESERVATIONOFDOCUMENTS**		**17**	**20**
	11	DeteriorationofArchivalDocuments	**3**	
	12	Atmosphere factors, Microorganisms, and Pests-Structural Factors	**2**	
	13	BleachingMethod–Removalofstain,Full Pasting	**2**	
	14	TissueRepairandBacking	**3**	
	15	Chiffon Repair –Lamination–Docketing and Guarding-	**2**	
	16	ConservationandRestoration.	**2**	
	17	Duties of an Archivist	**1**	

	18	TheArchivalSystemin Modern Kerala	**2**	
		Reading Material • www.nationalarchives.nic.in/content/preservation		
IV	**ARCHIVESINTHEDIGITALAGE**:		**10**	**15**
	19	Methods of Digitising Archival Data-	**2**	
	20	Microfilm,ApertureCards,andtheMicrofiche	**2**	
	21	Film ArchivesandtheSoundArchives	**2**	
	22	Oral History Archives	**2**	
	23	Online archives –Web Archiving.	**2**	
		Reading Material • Elizabeth R. Leggett**,** *Digitization and Digital Archiving:apracticalguideforlibrarians*second Edition,Rowman& Littlefield, London, 2021		
V	**Open-Ended** Students are to be Given Practical Work of Collecting ArchivalData,andconductofexhibitions,andpreserving the same in the Museum or Online Platform		**12**	
		Activities and assessment of Open-ended • **CollectionofPhotographs:**Examinethelivesof people in the villages and rural spaces through photographs		
		❖ **Conduct of Oral History**: Students can be directedtoconductoralhistoryinterviewsof individual/s as life history or problem-based investigation		
		❖ **Local History Archives:** Students can be given work to help local communities and families start local/family archives and help them make documents and archival data accessible to research scholars through the digital platform **Assessment** *****Evaluatetheskillsandcriticalmindappliedbystudents. *Evaluatetheapplicationofdigitaltechnology *Evaluatetheabilityofstudentsinanalysingarchival data collected		
		General Reading 1. MarkusFriedrichTranslatedbyJohnNoëlDillon, *The Birth of the Archive A History of Knowledge*, University of Michigan Press, 2021 2. Daniel J Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (2006). *3.* Dr. Gregory Hunter, *Developing and*		

		Maintaining Practical Archives, 2nd edition, New York: Neill Schuman Publishers, 2003. 4. Sarah Barber and Corinna M. Peniston Bird, *History beyond the Text*, New York: Routledge, 2009. 5. Gregory S Hunter, *Developing and Maintaining Practical Archives*, Neal Schuman, 2003. 6. David M. Carmichael, *Organizing Archival Records: A Practical Method of Arrangement and Description of Small Archives*, Altamira Press, 2003. 7. JudithEllis.*KeepingArchives*,AltaMiraPress, 2003. *8.* State Archives Department. *An Introduction to the Kerala State Archives. Government ofKerala, 1975.* 9. RandallC.Jimerson,*ArchivesPower:Memory, Accountability, and Social Justice*, 10. CarolineWilliams,*ManagingArchives: Foundations, Principles and Practice*, 11. CarolineBrown,*ArchivesandRecordkeeping: Theory into Practice*, 12. Dr.S.N.Sen,*TheNationalArchivesofIndia: An Overview*, 13. S.R.Bakshi,*ArchivesinIndia:Historicaland Administrative Development*, 14. GeoffreyYeo, *Record-MakingandRecord-KeepinginEarlySocieties*, Routledge, New York, 2021.		

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

MappingofCoswithPSOsandPOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	1	2	1	-	-	1	1	-
CO2	2	1	3	3	3	3	1	1	1	2	3	1
CO3	3	3	2	3	3	3	3	2	3	2	2	3
CO4	3	3	2	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Discussion/Seminar/Fieldwork
- Midterm Exam
- Final Exam (70%)

MappingofCOstoAssessmentRubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓

VI SEMESTERBA (CUFYUGP) DEGREEEXAMINATIONS
HIS6EJ304: **ARCHIVAL SCIENCE AND DIGITALDOCUMENTATION**

(Credits: 4)

MaximumTime: 2hours MaximumMarks: 70

SectionA
Answer All.Each question carries 3marks]
(Ceiling: 24Marks)

1. What is an Archives?
2. Why did the British establish archival Record Rooms in India?
3. What is the India Office Library:
4. Examine the characteristics of Folklore Archives?
5. Explain the features of a private archives
6. What are the *churuna*documents?
7. Do you think that a controlled light system is required in an archival room?Why
8. WhatisChiffonRepairing?
9. Give an account of the Sound Archives?
10. What is an Online Archives?

Section B
[Answer All. Each question carries6marks]
(Ceiling: 36Marks)

11. How did the Sultanate and Mughal rulers manage the preservation of documents and manuscripts?
12. The modern World is indebted to Ancient Greece and Rome for t he system of archival practice. Examine
13. Who is anArchivist? Whatarehisduties?
14. How do we transform a paper document into a digital document seen in digital archives?
15. What are the benefits of digital archives?
16. What are the microfilms? Examine it s use in preserving archival data
17. Examine the specific feature s of anarchiveslibrary
18. What are the disadvantages of centralized archival system in a country?

Section C
[Answer anyone. Each question carries10 marks]
(**1x10=10Marks)**

19. How did the French Revolution transform the archival system in the World?
20. Elaborate on the environmental elements that can negatively impact the preservation of archival documents. What are some effective strategies to safeguard these documents from deterioration caused by such elements?

SEMESTER VI

HIS6EJ305 ARTIFICIAL INTELLIGENCE AND THE STUDY OF HISTORY

Course Description: Each unit would include lectures, readings, discussions, and practical assignments to provide students with a comprehensive understanding of the subject. The course aims to equip students with the knowledge and skills to effectively use AI in their historical research. It also encourages critical thinking about the ethical implications of AI use in the field of history

Programme	BA HISTORY HONOURS				
Course Code	HIS6EJ305				
Course Title	Artificial Intelligence and the Study of History				
Type of Course	Elective				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate Understanding: Students will demonstrate a clear understanding of the fundamental principles and concepts of Artificial Intelligence (AI) and its application within historical research contexts.	U	C	Assignments
CO2	Apply Ethical Considerations: Students will be able to apply ethical considerations in the use of AI technologies for historical research, recognizing and mitigating Potential biases and privacy concerns.	Ap	P	Debates
CO3	Utilize AI Tools: Students will gain proficiency in utilizing AI tools and techniques for historical data analysis, including text mining, image recognition, and data visualization.	Ap	P	Assignments/ Projects

CO4	Analyze Case Studies: Students will critically analyze and evaluate case studies demonstrating the application of AI in historical research, identifying successes, limitations, And ethical implications.	An	P	Case Study Analysis/ Debates
CO5	Develop Critical Thinking Skills: Students will develop critical thinking skills to assess the opportunities and challenges of implementing AI in historical research, considering implications for historical interpretation andscholarship	E	P	Assignments
CO6	Design Research Projects: Students will design and execute AI-based historical research projects, applying AI technologies to address research questions or explore Historical phenomena.	C	P	Research Proposal presentations
	CognitiveLevel- Remember(R),Understand(U),Apply(Ap),Analyze(An),Evaluate(E), Create(C) **#KnowledgeCategory-** FactualKnowledge(F)ConceptualKnowledge(C)Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	**Unit**	**Content**	**Hrs 60**	**Marks 70**
I	**INTRODUCTION TO ARTIFICIAL INTELLIGENCE(AI)**		12	17
	1	Over view of AI: Definition, history, and applications	2	
	2	Understanding AI technologies: Machine Learning, Natural Language Processing, Computer Vision	2	
	3	Introduction to AI tools and software	2	
	4	Machine Learning and Pattern Recognitions	1	
	5	Artificial Intelligence and Historical Computing- Cognitive Computing and the study of the past	2	
	6	Data Processing and Analysis	2	
	7	Machine Learning and Predictive Modeling	1	

Reading List:

1. Juan-Jose Prieto-Guttierrez, Fransico Segado-Boj and Fabiana Da Silva Franca, _Artificial intelligence in social science: A study based on bibliometrics analysis', https://www.researchgate.net/publication/375323137_Artificial_intelligence_in_social_science_A_study_based_on_bibliometrics_analysisNovember 2023, *Human Technology* 19(2):149-162. DOI:10.14254/1795-6889.2023.19-2.1.
2. ChristianeBertram,ZarahWeiss,LisaZachrichandRamonZiai,_Artificial intelligenceinhistoryeducation.Linguisticcontentandcomplexity analysesof studentwritingsintheCAHisTproject(Computationalassessmentofhistorical thinking)', in *Computers &*
3. Hafsteinn Eingrsson, Sigrun Helga Lund and Anna Helga Jonsdottir, _Application of Chat GPT for automated problem reframing across academic domains', in *Computers &*
4. Moira Donovan,_How AI is helping historians better understand our past', April 11, 2023, https://www.technologyreview.com/2023/04/11/1071104/ai-helping-historians-analyze-past/
5. HaroonSheikh,CorienPrinsandErikSchrijvers,_ArtificialIntelligence:Definition and Background' https://link.springer.com/chapter/10.1007/978-3-031-21448-6_2*Mission AI - The New System*
6. RockwellAnyoha,_TheHistoryofArtificialIntelligence'Blog,SpecialEditionon Artificial Intelligence, Harvard Kenneth C Griffin, Graduate School of Arts and Sciences, https://sitn.hms.harvard.edu/flash/2017/history-artificial-intelligence/
7. Mark Humphries and Eric Story, Today's AI, Tomorrow's History: Doing History in the Age of Chat GPT, March 1, 2023, https://activehistory.ca/blog/2023/03/01/todays-ai-tomorrows-history-doing-history-in-the-age-of-chatgpt/

II	**AI IN HISTORICAL RESEARCH**		12	18
	8	AI in Historical Data Analysis: Using AI for data analysis, including text mining and image recognition in historical documents and artifacts	3	
	9	AI Applications in Historical Research: Case studies demonstrating AI's role in archival research and data visualization within historical contexts	2	
	10	AI in Historical Artifact Analysis: Exploring how AI aids in analyzing historical art, artifacts, and environments	2	
	11	AI in Historical Text Analysis: Utilizing AI for analyzing and interpreting historical texts and records.	2	
	12	AI in Studying Historical Societies: Investigating how AI contributes toUnderstanding historical societies, civilizations, and their trends	3	

	Reading List: 1. How does AIenhancehistoricalresearch?https://www.linkedin.com/pulse/how-does-ai-enhance-historical-research-ai-news-zw7ee#:~:text=By%20analyzing%20historical%20data%20sets,on%20the%20present%20and%20future. 2. RamaChinthakunta,CodingthePast:HowAIisTransformingHistorical Research, https://www.linkedin.com/pulse/coding-past-how-ai-transforming-historical-research-rama-chintakunta-ix1bf 3. 6 ways AI is helping us learn more about our past- 4. Benjamin Breen, How to use generative AI for historical research, https://resobscura.substack.com/p/generative-ai-for-historical-research 5. Benjamin Breen, Simulating History with 6. Lindsey Passenger Wieck, Revising Historical Writing Using Generative AI, *Perspectives on History*, Aug 15, 2023. https://www.historians.org/research-and-publications/perspectives-on-history/summer-2023/revising-historical-writing-using- a. generative-ai-an-editorial-experiment 7. Lise JaillantandArran Rees, ‗ApplyingAI to digital archives: trust, collaboration and shared professional ethics', *Digital Scholarship in Humanities*, 2022, https://doi.org/10.1093/llc/fqac073,https://typeset.io/papers/applying-ai-to-digital-archives-trust-collaboration-and-2g1enirl 8. Baron,J.R.,Sayed, M.F.,and Oard, D.W.(2020)Providing more efficient access to government records: a use case involving application of machine learning to improve FOIA, Review for the deliberative process privilege. *Journal on Computing and Cultural Heritage*, 15(1):1–19. https://doi.org/10.1145/3481045 9. Barons, M., Bhatia, S., Double, J., et al. (2021) Safeguarding the nation's digital memory: towards a Bayesian model of digital preservation risk. Archives and Records, 42(1): 58–78. https://doi.org/10.1080/23257962.2021.187312 10. Jaillant,L.(ed.)(2022b)Archives,AccessandArtificialIntelligence:Workingwith Born-Digital and Digitized Archival Collections. Bielefeld, Germany: Transcript. https://doi.org/10.14361/9783839455845 11. DimosthenisVasiloudis,ProsandConsofAIinHistoricalRepresentation ,January 1, 2024, https://www.thearchaeologist.org/blog/pros-and-cons-of-ai-in-historical-representation		
III	**ETHICAL CONSIDERATIONS IN AI AND HISTORY**		12	18
	13	Bias and Ethics in AI: Understanding bias in AI algorithms and its ethical implications	2	
	14	Ethical Use of AI in Historical Research: Exploring ethical considerations in the application of AI in historical research, including issues of accuracy and interpretation.	2	
	15	Privacy and Data Protection: Addressing privacy and data protection concerns in the context of AI technologies used in historical research	2	

	16	Impact on Historians: Examining the impact of AI on the role of historians and the practice of history	2	
	17	Challenges and Limitations: Identifying and discussing challenges and limitations associated with the use of AI in historical research	2	
	18	Perspectives of AI: Considering the perspective of AI systems on history and the implications for historical analysis	2	
	Reading List: 1. Mittelstadt,B.(2019)PrinciplesalonecannotguaranteeethicalAI.NatureMachine Intelligence, 1: 501–07. https://doi.org/0.1038/s42256-019-0114-4 2. Koscık,M.andMyska,M.(2019)Copyrightlawchallengesofpreservationofborn-digitaldigitalcontentasculturalheritage.*EuropeanJournalofLawandTechnology*, 10(1): 1–21 3. David Cain, Decoding History: The Role of AI in Unearthing Ancient Secrets, https://www.linkedin.com/pulse/ai-study-history-david-cain 4. A.V.Kuznetsov,_ArtificialIntelligenceinHistoricalResearch:PotentialandLimits ofEffectiveness', Conference:VInternationalScientificConferenceMIP-V-2023: Modernization, Innovations, Progress, January 2023, http://dx.doi.org/10.47813/mip.5.2023.9.129-135 5. OliviaFriedman,HistoricalSimulationsandtheEthicalImplicationsofAI:ACuban Missile Crisis Case Study, https://medium.com/@aiengineer2004/historical-simulations-and-the-ethical-implications-of-ai-6584ec49e42a 6. Wulf Kansteiner, Digital Doping For Historians: Can History, Memory, And Historical Theory Be Rendered Artificially Intelligent?, Vol.61, Issue 4, *Digital History and Theory: Changing Narratives, Changing Methods, Changing Narrators*, December 2022, https://doi.org/10.1111/hith.12282		
IV	**PRACTICAL APPLICATIONS–CHALLENGES OF IMPLEMENTING AI IN HISTORICAL RESEARCH**		12	17
	19	Hands-on Experience with AI Tools: Practical sessions using AI tools for historical research to gain firsthand experience	2	
	20	Preservation of Historical Records and Cultural Heritage: Exploring how AI can aid in the preservation of historical records and cultural heritage artifacts	2	
	21	Discovering Unknown Historical Events: Utilizing AI for the discovery of previously unknown historical events or insights.	2	
	22	Future Prospects of AI in Historical Research: Discussing the potential future advancements and applications of AI in historical research.	2	
	23	Developing AI-Based Research Projects: Guidance on developing and Implementing AI-based historical research projects	2	

	24	Project Presentation and Discussion: Presentation and discussion of student projects developed during the module.	2	
	Reading List: 1. Bryan Lufkin,_Why the biggest challenge facing AI is an ethic alone', https://www.bbc.com/future/article/20170307-the-ethical-challenge-facing-artificial-intelligence 2. Nick Bostrom and Eliezer Yudkowsky, _The Ethics of Artificial Intelligence', in Keith Frankish and William Ramsey, ed. *Cambridge Handbook of Artificial Intelligence,* New York: Cambridge University Press. https://intelligence.org/files/EthicsofAI.pdf 3. Marco Fiorucci, et.al., Machine Learning for Cultural Heritage: A Survey, 01 May 2020,PatternRecognitionLetter,(North-Holland)-Vol.133,pp102-108.https://typeset.io/papers/machine-learning-for-cultural-heritage-a-survey-4c3aszvs4r *4.* GerbenZaagsma,DigitalHistoryandthePoliticsofDigitization,*Digitial* a. https://www.doi.org/10.1093/llc/fqac050 5. Un silencing Colonial Archives via Automated Entity Recognition, *Journal of Documentation*, 30January, 2023, https://www.doi.org/10.1108/jd-02-2022-0038 6. van der Werf T, van der Werf B (2020) Documentary heritage in the digital age: borndigital,beingdigital,dyingdigital.In:EdmondsonR,JordanL,Proda nA(eds) TheUNESCOmemoryoftheworldprogramme.Heritagestudies.Spring er,Cham. https://doi.org/10.1007/978-3-030-18441-4_12 7. Titia van der Werf and Bram van der Werf, Will archivists useAI to enhance or to dumb down our societal memory?, 15 January, 2022, AI & SOCIETY (2022) 37:985–988. https://doi.org/10.1007/s00146-021-01359-x 8. Andreas Weber, et. al., , Introduction to the Special Issue on Digital Natural and Cultural Heritage: Opportunities and Challenges, *ACM Journal on Computing and CulturalHeritage,*Vol.16,No.1,June2023,https://www.doi.org/10.1145/3597459		
V	**Open Ended:** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:			12 hours
	1.	**AI and Historical Contextualization:** Explore how AI technologies can aid in contextualizing historical events within broader social, cultural, and political contexts, including sentiment analysis of historical texts and public discourse.		
	2.	**AI and Comparative History:** Examine the application of AI in comparative historical analysis, including cross-cultural studies, regional comparisons, and global perspectives Facilitated by AI-driven data analysis		
	3.	**AI and Heritage Conservation:** Investigate how AI tools can assist in heritage conservation efforts, including the identification and preservation of historical sites, monuments, and architectural		

		structures.	
	4.	**AI and Community Engagement:** Discuss strategies for using AI to engage local Communities in historical research and interpretation, including crowd sourcing initiatives, and digital storytelling platforms.	
	5.	**AI and Digital Archives Management:** Explore the role of AI in managing digital archives, including metadata enrichment, content recommendation systems, and digital curation techniques for historical collections.	
	6.	**AI and Historical Prediction:** Examine the potential for AI technologies to assisthistoriansinmakingpredictionsaboutfuturehistoricaltrends,events ,anddevelopments based on historical data analysis and modelling.	
	7.	**AI and Decolonizing History:** Explore how AI technologies can contribute to decolonizing historical narratives and perspectives, including efforts to diversify historical sources, Amplify marginalized voices, and challenge Euro centric interpretations of the past	
	8.	**AI and Public Memory:** Investigate the role of AI in shaping public memory and commemoration practices, including the use of AI-driven algorithms in memorialization projects, heritage tourism, and digital platforms	
	9.	**AI and Historical Fiction:** Reflect on the intersection of AI and historical fiction literature, Including the use of AI-generated narratives, virtual historical reconstructions, and interactive storytelling experiences set in historical contexts.	
	ACTIVITIES AND ASSESSMENT FOR THE OPEN-ENDED For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:		
	1.	**AI and Historical Contextualization:** **Activity:** Analyze historical texts or artifacts using AI sentiment analysis tools to understand the context and emotions surrounding historical events. **Assessment:** Written reflection on how AI-assisted contextualization enhances understanding of historical narratives.	
	2.	**AI and Comparative History:** **Activity:** Collaborative research project comparing historical events or phenomena across different regions or cultures using AI-driven data analysis techniques. **Assessment:** Group presentation and report comparing findings and discussing insights gained from comparative analysis.	
	3.	**AI and Heritage Conservation:** **Activity**: Virtual tour of historical sites using AI-powered augmented reality applications to explore digital reconstructions and conservation efforts. Assessment: Reflective essay on the potential benefits and challenges of using AI in heritage conservation.	
	4.	**AI and Community Engagement:** **Activity**: Design and implement a community-driven historical	

		research project using AI tools for data collection, analysis, and interpretation. **Assessment:** Evaluation of project outcomes, including community feedback, engagement metrics, and reflections on the collaborative process	
	5.	**AI and Digital Archives Management**: **Activity:** Hands-on workshop on using AI tools for digital archives management, including metadata tagging, content recommendation systems, and digital preservation strategies. **Assessment:** Portfolio showcasing application of AI techniques to enhance digital archives management, including sample metadata enhancements and content recommendations.	
	6.	**AI and Historical Prediction**: **Activity:** Simulation exercise where students use historical data and AI modeling techniques to make predictions about future historical trends or events. **Assessment:** Written report evaluating the accuracy and reliability of historical predictions Made using AI technologies, including reflections on the limitations of predictive modeling.	
	7.	**AI and Decolonizing History**: **Activity**: Seminar discussion on decolonizing historical narratives using AI technologies, including case studies and critical reflections on Eurocentric biases in historical interpretation. **Assessment:** Position paper arguing for the integration of decolonizing perspectives into AI-assisted historical research, supported by evidence from seminar discussions and additional research.	
	8.	**AI and Public Memory:** **Activity:** Design and conduct public engagement event using AI technologies to promote awareness and understanding of local historical memory and heritage. **Assessment:** Event evaluation report analyzing the effectiveness of AI-driven public memory initiatives in engaging diverse audiences and fostering community dialogue.	
	9.	**AI and Historical Fiction:** **Activity:** Creative writing exercise where students use AI-generated narratives as inspiration for historical fiction stories set in specific time periods or contexts. **Assessment:** Peer review and critique of historical fiction stories, focusing on the integration of AI-generated elements and historical	

		accuracy.	
		General Reading 1. David Poole, Alan Mackworth, Randy Goebel, *Computational Intelligence :a logical approach,* Oxford University Press *2.* P.Kaliraj, T.Devi, *Higher education for industry 4.0 and Transformation to education 5.0,2020.* 3. S.Russel and P. Norvig, *ArtificialIntelligence—A Modern Approach,*Second Edition, Education 4. G.Luger, Artificial Intelligence.-Structures and Strategies for complex problem solving, Fourth Edition, Pearson Education 5. J.Nilsson, *Artificial Intelligence: A new Synthesis,* Elsevier Publishers 6. Kansteiner, W.(2022).*Digital Doping for Historians.-Can History, memory, and Historical Theory Be Rendered Artificially Intelligent? History andTheory,*61(4),pp.l19-133.[Online]. 7. Bickler,S.H.(2021).*MachineLearningArrivesinArchaeology.*Advan cesinArchaeologicalPractice,9(2), pp.18€›—191.[Online].	

Note: The course is divided into five modules, with four having minimum 24 units and one open-ended module with a variable number of units. There is total 48instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

Mapping of Cos with Pos and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	3	2	3	3	2	3	3	2
CO2	3	3	2	2	3	3	2	1	2	2	2	2
CO3	3	2	3	3	2	2	3	1	3	3	3	3
CO4	3	3	2	2	3	3	2	2	2	3	3	2
CO5	3	3	2	2	3	3	2	2	3	3	3	3
CO6	3	2	3	3	2	2	3	1	3	3	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- CaseStudyAnalysis/Assignment/Debates/Discussion/Seminar
- MidtermExam
- FinalExam (70%)
-

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Assign ment	Discussion / Debates	Seminar	CaseStudy Analysis	EndSemesterE xaminations
CO1	✓	✓		✓		✓
CO2	✓		✓	✓		✓
CO3	✓	✓		✓		✓
CO4	✓		✓	✓	✓	✓
CO5	✓	✓		✓		✓
CO6	✓			✓		✓

VI Semester B.A. (CUFYUGP) Degree Examinations
HIS6EJ305: Artificial Intelligence and the Study of History (Credits: 4)

MaximumTime:2hoursMaximumMarks:70

Section A
[Answer All. Each question carries 3 marks]
(Ceiling:24marks)

1. Ithaca
2. Algorithms
3. What are the potential benefits of using to transcribe interviews?
4. What are the main criteria for using AI in archives
5. How does AI affect historical research?
6. AI in historical simulations
7. The Cuban Missile Crisis simulation
8. How will AI affect historians
9. How has AI impacted history?
10. Chat GPT

Section B
[AnswerAll.Eachquestion carries6marks]
(Ceiling: 36 marks)

11. How is artificial intelligence impacting the study of history?
12. What role does AI play in analyzing historical data?
13. How does machine learning aid in understanding past events?
14. What is cognitive computing and how does it impact the study of history?
15. Can AI replace human historians in the study of history?
16. How does Artificial Intelligence impact the study of history?
17. What role does AI play in analyzing historical data?
18. How does machine learning contribute to the understanding of past events?

Section C
[Answeranyone.Eachquestioncarries10marks]
(1x10=10 marks)

19. Potential future applications of AI in the study of History.
20. Ethical considerations and challenges in the use of AI in the study of History.

SEMESTER VI

HIS6EJ306 Writing Oral History

Course Description:' Writing Oral History' is designed to introduce ‗oral history', a method of historical documentation using recorded interviews of people's personal experiences and reflections. Oral history is often providing perspectives that are overlooked in traditional historical texts. It brings history to life by adding a personal dimension to events, eras, and cultures. The course introduces the history and definition of oral history, the fundamentals of conducting oral history interviews, including ethical considerations, and the art of asking effective and engaging questions.

Programme	BA HISTORY HONOURS				
Course Code	HIS6EJ306				
Course Title	**Writing Oral History**				
Type of Course	Major				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding the Method of Writing Oral History	U	F	Seminar Presentation
CO2	Understand the method of Developing Oral History Projects	U	C	Seminar/ Group Discussion/Digital Presentation
CO3	Students conduct field study research	An	P	Debates/assignments
CO4	To identify the strengths and weaknesses of Oral History	An	P	Discussions and debates
CO5	Protecting the cultural heritage of the society	An	P	visits to localities and conduct

				interviews
CO6	Develop critical thinking	U	C	Interviews/ Group discussions/digital presentation
	* - Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Met cognitive Knowledge (M)			

Module	Unit	Content	Hrs 60	Marks 70
I	**INTRODUCTION TO ORAL HISTORY**		14	14
	1	What is Oral History	3	
	2	Definitions of Oral History	2	
	3	Significance and the Scope of Oral History	2	
	4	Importance of Oral History	2	
	5	Evolution of Oral History	2	
	6	Criticisms of Oral History	3	
		Reading Material **1.** Lyn Abrams, *Oral History Theory*, Routledge, New York, 2016 **2.** Robert Perks and Alistair Thompson (eds), *The Oral History Reader,* Routledge, Ney York, 2006 (1998) ***3.*** Jan Vansina, *Oral Tradition as History*		
II	**PECULIARITIES OF ORAL HISTORY**		**10**	**14**
	7	Source that are not apparent	**2**	
	8	Transdisciplinary Importance	**2**	
	9	Subjectivity in Oral History	**2**	
	10	Need to scrutinize data	**1**	
	11	Memory and History	**1**	
	12	Validation of Oral History	**1**	
	13	Legal and ethical issues	**1**	
		Reading Material 1. Penny Summerfield, _Oral History as a Research Model‘ in Gabriele Giffin (ed.), *Research Methodology for English Studies*,		

		Edinburgh University Press 2. Donald A Ritchie, Doing Oral History: A Practical Guide, OUP: New York, 2003 3. Lyn Abrams, *Oral History Theory*, Routledge, New York, 2016		
III	**ORAL HISTORY INTERVIEWS**		**11**	**15**
	14	Importance of Interviews in Oral History, individual and collective	**1**	
	14	Identifying the Research Problem	**2**	
	16	Pre Interview Work	**2**	
	17	Interview	**3**	
	18	Post Interview Work	**3**	
		Reading Materials 1. Sommer W Barbara, *The Oral History Manual*, AltaMira Press, New York, 2009 2. Barbara W. Sommer and Mary Kay Quinlan, Quinlan, „A Guide to Oral History Interviews' in *History News*, Vol. 55, No. 3, SUMMER 2000 3. L. Shopes, _Making Sense of Oral History' in M. Hamilton (ed.), *The Palgrave Handbook of Oral History*,Palgrave Macmillan, 2006 4. S. Terkel,*Working: People Talk About What They Do All Day And How They Feel About What They Do*, Pantheon Books**,** 1974 5. Alistair Thompson, *the Voice of the Past: Oral History*, Oxford University Press, 2000.		
IV		**DOCUMENTING ORAL HISTORY**	**13**	**15**
	19	Oral Transcripts	**1**	
	20	Recording Oral History	**2**	
	21	**Oral History Videos**	**2**	
	22	**Digitizing Oral History**	**2**	
	23	**Oral History Archives**	**2**	
	24	Democratizing Oral History	**2**	
		Reading Material 1. Nancy MacKay, *Curating Oral History: From Interview to Archive*, Routledge, New York, 2016 2. Ellen D. Swain, _Oral History in the Archives: Its Documentary Role in the Twenty-First Century' in *The American Archivist*, 2003, Vol. 66, No. 1, pp. 139-158		

		3. Robert Perks, Alistair Thomson, *The Oral History Reader*, Routledge, London, 1998 4. David Lance, *Oral History Archives: Perceptions and Practices*,Vol. 8,Oral History Society, 1980 5. Ronald L. Filippeli, *Oral History and The Archives*, Vol. 39,Society American Archivists, 1976 6. Ellen D. Swain, *Oral History in the Archives: Its Documentary Role in the 21st Century*, Vol. 66,Society of American Archivists, 2003		
V	**Open Ended: Hands-On Experience: Practical Applications** Students are to be instructed to read books related to the method of oral history writing and conduct interviews with the aid of digital technology		**12**	
		Activities and assessment of Open-ended • **Oral History Interview:** Students are to be familiarized with oral history writing and they are to be given a chance to interact with experts in the field		
		• **Documentation Strategies**: Students are to be taught documenting oral history in the form of documentaries, digital presentation etc.		
		• **Community Engagements:** Students can be given a chance to visit localities and do Oral histories work. This can be done in collaboration with clubs, libraries, organisations, family groups, government agencies, etc. **Assessment** *****Evaluate the understanding level of students. *Evaluate the application of digital technology *Evaluate the ability of students to document the data collected.		
		General Reading 1. Nancy MacKay, *Curating Oral History: From Interview to Archive*, Routledge, New York, 2016 2. Lyn Abrams, *Oral History Theory*, Routledge, New York, 2016 3. Robert Perks and Alistair Thompson (eds), *The Oral History Reader*, Routledge, Ney York, 2006 (1998) 4. Sommer W Barbara, *The Oral History Manual*, AltaMira Press, New York, 2009		

		5. Robert Perks, Alistair Thomson, *The Oral History Reader*, Routledge, London, 1998 6. Alistair Thompson, *The Voice Of the Past: Oral History*,Oxford University Press, 2000.		

Note: The course is divided into five modules, with four having a total of 24 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20marks). The final exam, however, covers only the 24 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	2	3	2	1	1	1	3	2
CO 2	3	2	-	3	3	2	2	2	1	1	1	2
CO 3	3	3	-	3	1	-	3	2	3	2	3	2
CO 4	3	1	-	3	3	-	2	2	3	1	1	1
CO 5	3	1	-	3	2	-	-	2	2	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar/Filed Work
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/Seminar/ Field Visits and reporting	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

Model Question

VI SEMESTER B A HONOURS DEGREE EXAMINATION

HIS6EJ306 Writing Oral History

(Credits:4)

MaximumTime:2hours **Maximum Marks:70**

SectionA

[Answer All. Each question carries 3marks

(Ceiling:24Marks)

1. What is Oral History?
2. What is the ethical concern in Oral History writing?
3. What is the difference between local history and oral history?
4. What is the difference between oral history and oral tradition?
5. What is the use of videograph in oral history work?
6. What are the criticisms against oral history methodology?
7. Is oral history helpful to record everyday life in history writing? How
8. What isa oral history archives? Explain
9. How can we validate evidences in Oral history?
10. How did majority of people become invisible in conventional history?

Section B

[Answer All. Each question carries 6marks]

(Ceiling: 36Marks)

11. How did oral history emerge as an important methodology in history writing?
12. Examine the significance of recording women in oral history?
13. How can we use radio as a tool in oral history work?
14. Is subjectivity a problem in oral history? How do we handle the question of subjectivity in oral history?
15. What are the ethical concerns in local history writing?
16. Examine the importance of individual-based oral history writing?
17. What are the benefits of fieldwork in Oral History work?
18. What is post-interview work in Oral history writing?

Section C

[Answer any one. Each question carries 10marks]

(1x10=10 Marks)

19. What are the weaknesses of Oral History? How did oral historians overcome these weaknesses?
20. Critically assess the utility of digital technology in the writing of oral history

SEMESTER VIII

HIS8EJ401 HISTORY OF MARGINALIZED IN KERALA

Course Description: This course intended to understand the oppression and suppression of the social classes or castes in Kerala studying historically. This course emphasizes the roots of downgrading of the people in Kerala. Students will gain experience in defining the marginalization theoretically. The course provides a practical path for students to evaluate how overcome the challenges and opportunities of social banishment. This course encourages the students to engage critically with the complexities of the arena of marginalization with historical interpretation.

Programme	BA HISTORY HONOURS				
Course Code	HIS8EJ401				
Course Title	History of Marginalized in Kerala				
Type of Course	Elective				
Semester	VIII				
Academic Level	*400 – 499*				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO): .

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the main features of the discrimination in all over the world.	R	F	Seminar Presentation
CO2	Formulate an origin thesis of marginalisation.	E	P	Seminar/Group discussion
CO3	Analyze the social phenomena with connected to anti caste movements.	An	P	Debates/ Historical simulations/role play activities
CO4	Review of the books that related to social segregation theories.	An	P	Discussions and debates

CO5	Compare and contrast different interpretations of class and caste.	An	P	develop a timeline of a historical event
CO6	Apply community activities to clear with the practical ways.	U	C	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**MARGINALIZATION – CONCEPTS, THEORY AND METHODS**		**14**	**14**
	1	Marginalization – Social Exclusion – Theoretical dimensions	3	
	2	Mode of Production	2	
	3	Slavery – Bonded Labourers	2	
	4	Feudal era – Classifications	2	
	5	Revolts of the oppressed	2	
	6	Colonization and Marginalization	3	
		Reading Material 1. Adoor K K Ramachandran Nair, *Slavery in Kerala*, Mittal Publications, 1986. 2. Albert Memmi, *The Colonizer and the Colonized*, Aakar Books, New Delhi, 2021. 3. David Byrne (ed.), *Social Exclusion*, Routledge, 2008. 4. Jairus Banaji, *Theory as History: Essays on Mode of Production*, Aakar Books, New Delhi, 2013. 5. Trudie Walters, Allan Stewart Jepson (eds.), *Marginalisation and Events*, Routledge, 2019.		
II	**SOCIAL DISCRIMINATION/STRATIFICATION – CLASS AND CASTE**		**10**	**14**
	7	Discrimination theories – Social Theories on Marginalization	**2**	
	8	Caste in South India - Adivasis of Kerala	**2**	

	9	Women as secondary subjects	**2**	
	10	Medieval experiences Social relations in early historic Kerala - *mēlōr* and *kīzhōr* - *izhijinan* and *izhipirappālan*	**2**	
	11	Consolidation of Agrarian hierarchy	**2**	
		Reading Material 1. A.A.D. Luiz, *Tribes Of Kerala*, BharatiyaAdimjati Sevak Sangh, India, 1962. 2. Edgar Thurston, *Castes and Tribes of Southern India* ,Asian Educational Services, 2001 (1909). 3. K N Ganesh, *KeralanthinteInnalekal* (Mal.), Kerala Bhasha Institute, Thiruvananthapuram, 2018 (1997). 4. K N Ganesh, *Reflections on Pre-Modern Kerala*, Cosmo Books, Thrissur, 2016. 5. K Saradamani, *Emergence of a Slave Caste*: *Pulayas of Kerala*, People's Publishing House, New Delhi, 1980. 6. Kerey Tillman, David R. Dickens and C.C. Herbison (eds.), *Neglected Social Theorists of Color: Deconstructing the Margins*, Lexington Books, 2022. 7. Kesavan Veluthat, *Brahmin Settlements in Kerala*: Historical Studies, Current Books, Thrissur, 2013 (1978). 8. Kesavan Veluthathat, *The Early Medieval in South India*, Oxford University Press, 2010. 9. Rajan Gurukkal and Raghava Varier, *History of Kerala: Prehistoric to the Present*, *Orient Blackswan*, 2018.		
III	**MEDIEVAL TIMES**		**11**	**15**
	12	Fear psychosis – *Pulappedi* and *Mannappedi*	**2**	
	13	*Savarna* – brahmanical ideology untochability and codes of pollution *pūmāthai*and *chengannūrāti*	**2**	
	14	Namboodiri Brahmins and hegemony	**2**	
	15	Dalit identity and Dalit lived experiences	**1**	
	16	Social imageries and Rebel Consciousness	**1**	
	17	Emergence of Dalit subject - Question of Caste and Social Suffering	**1**	
	18	Experience and Theory - political present –non-archived dalit histories	**2**	
	19	Dalit history as Alternative history	**1**	
		Reading Materials 1. K S Madhavan, *Primary Producing Groups in*		

		Early and Early Medieval Kerala 300-1300 AD,Unpublished PhD Thesis, Department of History, University of Calicut, 2012. 2. Rajan Gurukkal and Raghava Varier,*Cultural History of Kerala*, Department of Cultural Publications, Thiruvananthapuram, 1999. 3. T R Venugopal, *Process and Structures: A History of Medieval Kerala*, Current Books, Thrissur, 2022. 4. V V Haridas, *Zamorins and the Political Culture of Medieval Kerala*, Orient Blackswan, 2016.		
IV	**MODERN PERIOD**		**13**	**15**
	20	Caste subordination and Servitude	**3**	
	21	Slave experience and Modernity – Indentured labour – Census classifications	**3**	
	22	Dalit movements in modern Kerala – Pratrhyaksha Raksha Daiva Sabha [PRDS] and PoikayilAppachan (Yohanan)	**4**	
	23	SadhujanaParipalana Sangham and Ayyankali - Pampadi John Joseph Anti untouchability movements in Malabar Adivasis, SC, ST, LGBTQAI	**3**	
		Reading Material 1. G Arunim, *There Comes Papa': Colonialism and the Transformation of Matriliny in Kerala, Malabar C.1850-1940*, Orient Longman, Hyderabad, 2003. 2. J Devika, *En-gendering Individuals: The Language of Re- forming in Twentieth Century Keralam*,Orient Longman, Hyderabad, 2007. 3. K KKochu, *KeralacharithravumSamuhaRupikaranavum*, Kerala Bhasa Institute, Thuruvanadapuram, 2012. 4. K S Madhavan, _PRDS Movement: Religion and Spirituality among Kerala Dalit Communities', *Journal of History and Society*, Vol. 4. No.1, 2015. 5. P. Sanal Mohan, *Modernity of Slavery: Struggles against Caste Inequality in Kerala*, Oxford *University Press*, India, 2015.		
V	**Open Ended :Hands-On Experience: Practical Applications** Students are to be instructed to read books related to the		**12**	

	Marginalisation.		
	Activities and assessment of Open-ended **Focusing the theory:** Students are to be familiarized with the theory of social segregation. Students are train to making the social exclusion theories.		
	• **Discussion Strategies**: Students are to be given expert interactions about the disempowerment and segmentation.		
	• **Critical Engagements:** Students can be direct interaction with marginalized section of the communities and its‘ movements. It will equipped them to resolving the crucial issues of the area.		
	Assessment *****Evaluate the skills and critical mind applied by students. *Evaluate the application and the solving problem ability to them. *Evaluate the ability of students to identify skills in in-depth research in history.		
	General Reading 1. Gopal Guru and Sundar Sarukkai, *Cracked Mirror: An Indian Debate on Experience and Theory*, OUP, 2018. 2. Gopal Guru and Sundar Sarukkai,*Experience, Caste and th Everyday Social*, OUP, 2019. 3. J Devika, *KulasthreeyumChanthappennum Undayathengane*, Kerala Sasthra Sahithya Parishath, THrissur, 2015. 4. K N Ganesh, AcharamJanadhipathyamLinganeethi, Gaya Books. 5. M Dasan, V Pratibha, et al, *The Oxford India anthology of Malayalam dalit writing*, Oxford University Press, New Delhi, 2012 6. M. R. Raghava Varier,*Village Communities in Pre-Colonial Kerala*, Asian Educational Services, New Delhi, 1994. 7. M.G.S. Narayanan, *Perumals of Kerala*, Cosmo Books, Thrissur, 2013. 8. Raghava Warrier and Rajan Gurukkal, *Kerala Charithram Vols. I and II*., Vallathol Vidya Peetham and Current Bokks, Edappal and Kottayam, 1996 and 2004. 9. Sanal Mohan, *Narrativizing Oppression and Suffering: Theorizing Slavery*, *South Asia Research*, February 2006, Vol. 26 no. 1., pp. 5-40.		

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional

hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20marks). The final exam, however, covers only the 23 units from the fixed modules.

MAPPING OF COS WITH PSOS AND POS :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	2	2	2	3	2	1	2	2	1	2	2
CO 2	2	2	3	3	3	2	2	2	2	2	3	3
CO 3	3	3	3	3	3	3	3	3	3	3	2	3
CO 4	3	3	2	3	3	2	2	2	3	3	2	3
CO 5	3	3	3	3	3	2	2	3	3	3	3	3
CO6	2	2	2	2	2	2	2	2	2	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

ASSESSMENT RUBRICS:

- Quiz/Assignment/Discussion/Seminar/Filed Work
- Midterm Exam
- Final Exam (70%

MAPPING OF COS TO ASSESSMENT RUBRICS:

	Internal Exam	Assignment/Seminar/ Library Visits and reporting	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

Model Question Paper

VIII SEMESTER B A (CUFYUGP) DEGREE EXAMINATIONS
HIS8EJ401: **HISTORY OF MARGINALISED IN KERALA**

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] **(Ceiling: 24 Marks)**

1. Define the various definition of marginalization.
2. Point out the slavery and exploitation.
3. How colonization strengthened the social segregation?
4. Write about the nature of caste oppression in medieval Kerala.
5. Analyze the social exclusion of *pulappedi* and *mannappedi*.
6. Review the book, *Cracked Mirror: an Indian Debate on Experience and Theory*.
7. Illustrate the untouchability and caste pollution.
8. Describe the gender strata of LGBTQAI.
9. Elaborate the problems of Adivasis in Kerala.
10. Assess the causes of medieval peasant revolts.

Section B

[Answer All. Each question carries 6 marks] **(Ceiling: 36 Marks)**

11. Describe the practical orientation of Ayyankali Movement.
12. What we mean by ‑un-archived dalit histories‖?
13. Explain the agrarian hierarchy.
14. Critically evaluate the political stance of identity movements.
15. Evaluate the patriarchy and women issues.
16. Examine the revolutionary content of PRDS.
17. Discuss the conceptual variations of class and caste.
18. ‑Newly emergent Dalit feminism in Kerala has an unrecorded and unrecognized tradition.‖- Discuss.

Section C

[Answer anyone. Each question carries 10 marks] **(1x10=10 Marks)**

19. Elaborate the nature of defense of dalit writings on marginalisation.
20. Analyse that how brahmanic ideology works in the social structure of Kerala.

SEMESTER VIII

HIS8EJ402 KERALA AND INDIAN OCEAN

Course description: This course aims to inculcate an understanding on various dimensions of oceanic trade in Kerala coast and, how far oceanic trade influenced economy, society, polity and culture of the people. It brings students through various historical ages of oceanic trade in Kerala Coast in general and Malabar in particular. Shed them on historically interesting outcomes of the trade which flourished the coast.

Programme	BA History Honours				
Course Code	HIS8EJ402				
Course Title	Kerala and Indian Ocean				
Type of Course	Elective				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyse the internal and external factors contribute to the growth of Economy	An	F	Group Discussion
CO2	Generate novel interpretations on various developments.	C	M	Debate/Group Discussion
CO3	Examine the reciprocal relationship between natural factors and economic development	E	C	**Debate**
CO4	Identify the various techniques and methods of longdistance trade through various ages	U	F	Group **Discussion**
CO5	Apply some models and methods from historical understanding to solve issues of some other historical context.	AP	M	Seminar

CO6	Invent themes to engage further studies and as themes to do research	C	M	Discussion
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**LOCATING MALABAR IN INDIAN OCEAN**		**10**	**14**
	1	Malabar in Indian ocean World-Introduction	2	
	2	Role of climatic features- Monsoon wind	2	
	3	Land-Different countries bordering Indian Ocean region	2	
	4	People-communities	2	
	5	Trade- Transoceanic Networks.	2	
		Reading List 1. Ashin Das Gupta, *Malabar in Asian trade 1740-1800* CUP, 1967 2. Ashin Das Gupta, and M.N. Pearson(eds.),*India and the lndian Ocean1500-1800*, Delhi:Manohar,1987. 3. Bose, S., *A Hundred Horizons: The Indian Ocean in the Age of Global Empire* Cambridge, MA:Harvard University Press, 200 4. Edward Alpers, *The Indian Ocean in World History OUP*,, 2014. 5. K N Ganesh, *Historical Geography of Natu in South India with Special Reference to Kerala in Indian Historical Review*,vol.36,no.l, 6. H. P. Rayand E. A. Alpers (eds.), *Cross Currents and Community Networks: The History of the Indian Ocean World* New Delhi: OUP, 2007, 7. Mahmood Kooria and Michal Naylor Pearson (eds.), *Malabar in the Indian Ocean: Cosmopolitanism in a Maritime historical Region*. New Delhi: OUP, 2018. 8. Meera Abraham,*Two Medieval Merchant Guilds of South India* New Delhi: Manohar, 1988 9. Rajan Gurukkal*Rethinking Classical Indo-Roman Trade: -: Political Economy of Eastern Mediterranean Exchange Relations* New Delhi: OUP, 2016		

II	**FRAMING MALABAR IN INDIAN OCEAN HISTORY**		**10**	**16**
	6	Early Accounts	**1**	
	7	Travelogues- memoires	**2**	
	8	Inscriptions	**2**	
	9	Archaeological Evidence- Coins	**1**	
	10	Literary sources-European-Arabic-Chinese	**2**	
	11	Indigenous Literature	**2**	
		Reading List 1. Ashin Das Gupta ,and M .N.Pearsoneds.,*India and the lndian Ocean1500-1800*,Delhi:Manohar,1987. 2. Hourani,G.F.,*The Arab Sea faring in the Indian Ocean During the Ancient and Early Medieval Times,* Princeton:Princeton University Press, revised edition,1995. 3. Mahmood Kooria and Michal Naylor Pearson (eds.), *Malabar in the Indian Ocean: Cosmopolitanism in a Maritime historical Region.* New Delhi:OUP, 2018. 4. NOBORU KARASHIMA, ed., *A Concise History of South India: Issues and Interpretations* New Delhi: Oxford University Press 2014, 5. PJ Cheriyan (ed) Perspectives on Kerala HistoryTvm, Kerala Gazatteers department,1999 6. Pius Malekandathil, *MaritimeIndia._Trade, Religion and Polity in the Indian Ocean*,(DelhiPrimusBooks,2010) 7. *The Jews of Kerala and the Wheels of lndian Ocean Commerce*, '*The Journal Of lndo-Judaic Studies,*Vol.9,2007. 8. Rajan *Gurukkal Rethinking Classical Indo-Roman Trade: -: Political Economy of Eastern Mediterranean Exchange Relations* NewDelhi:OUP, 2016 9. Raghava Varier and Rajan Gurukkal,*Keralacaritam*, Sukapuram, Vallathol Vidhya Peedam,1989 10. Rila Mukherjee, *India in Indian ocean world Singapore*: Spinger, 2022		
III	**MALABAR IN INDIAN OCEAN TRADE**		**10**	**16**

	12	Maritime Traders and Trade Routes Greco-Romans-Arabs- Persians-Africans and Chinese	**3**	
	13	Trade Corporations- Indigenous Trade Groups- Guild System	**2**	
	14	Major Ports	**2**	
	15	Major merchandises, Spice trade and mode of exchange-Exchange of Ideas	**1**	
	16	Urbanization- rise of Cosmopolitanism	**2**	
IV	**ADVENT OF COLONIALISM**		**18**	**24**
	17	Portuguese intervention and native resistance- Kunjalis of Kottakkal- Ali Rajas of Cannannore	**3**	
	18	Dutch and French East India Companies-Battle of Kulachal	**2**	
	19	Major European forts and factories	**2**	
	20	Consolidation of British power in Malabar	**3**	
	21	Trade Treaties within Local Chieftains	**2**	
	22	Early native resistances	**3**	
	23	Impact of Indian ocean contacts and Connected Histories-Introduction	**1**	
	24	Impact on culture-materials-language and cuisine-Diaspora and Pilgrimage.	**2**	
		Reading List 1. Ashin Das Gupta, and M.N.Pearson eds., *India and the lndian Ocean1500-1800,* Delhi:Manohar,1987 2. Asghar Ali Engineer (ed.), *Kerala Muslims: A Historical Perspective*, New Delhi: Ajanta Publication 1995 3. A Sreedhara Menon Survey of Kerala History, Kottayam, DC books, 2017 4. B,Swai, East *India Company and Moplah Merchants of Tellicherry,* Social Scientist, Vol.8,No.1,Aug.1979 , 5. Binu John, Mailaparambil, *Lords of the Sea: The Ali Rajas of Cannanore and the Political Economy of Malabar 1663-1723* ,Leiden, Brill, ,2012.		

		6. Charles R. Boxer, *The Dutch Seaborne Empire, 1600-1800.* London: Hutchinson.1977 7. Engseng Ho, Graves of Tarim: *Genealogy and Mobility across the Indian Ocean* Berkeley: University of California Press, 2006.		
V	**Open Ended - Exploring Malabar in Indian Ocean world**		**12**	
		This module enables the students to engage different activities/vantage points to think about Indian ocean as tool for historical Analysis- 1) Mapping important trade routes and port cities- by using google Earth and similar Digital tools& Field visits 2) Modes of cultural confluence- How was our culture shaped/ reshaped by the Indian ocean contact? Identify the nature of cosmopolitanism in Malabar. 3) Indigenous maritime technologies/methods- Interaction with traditional seafaring/coastal communities. Visiting ship/Uru building industry. 4) language of Littoral societies- traveling texts, ideas, cuisine and music – Interaction with traditional seafaring/ coastal communities. Identify important texts in circulation- Documentation of traditional songs/food/customs/Music etc 5) Travel stories of sailors/natives- Collect/document the Travel stories-stories related to sea/ocean. 6) Connected Histories of Major merchandises- Project / seminar paper on spice trade/major commodities. 7) Geo-politics in Indian Ocean Rim region- Discussion/Debate on contemporary Geo-politics in Indian Ocean region.		
		General Reading 1. Abraham Meera,*Two Medieval Merchant Guilds of South India* _New Delhi: Manohar, 1988. 2. Abu-Lughod, Janet L., *Before European Hegemony: The World System A. D 1250- 1350*, Oxford University Press, New York, 1989. 3. Agius, Dionisius A , *Seafaring the Arabian Gulf and Oman: People of the Dhow*, Routledge, 2012. 4. Ahammed Moulavi,C.N and Mohammed Abdul		

		Kareem, K.K, 1978, *Mahathaya Mappila Parambaryam* ,Calicut, Asad Bookstall.1978. 5. Alpers A Edward, *The Indian Ocean in World History* Oxford: Oxford University Press, 2014. 6. Amrith ,Sunil S. *Migration and Diaspora in Modern Asia* , Cambridge, CUP, 2011. 7. Armitage,David Alison Bashford and Sujit Sivasundaram, eds. Oceanic Histories Cambridge: Cambridge University Press, 2017. 8. Bose Sugatha ,*A Hundred Horizons: The Indian Ocean in the Age of Global Empire* ,Cambridge, MA:Harvard University Press, 2006. 9. Bouchon, G *Regent of the Sea: Cannanore's Response to Portuguese Expansion,1507-1528* trans. L shackley (Delhi, OUP,1988) 10. Boxer,Charles R. *The Dutch Seaborne Empire, 1600-1800*. London: Hutchinson.1977.		

Note: The course is divided into five modules, with four having total 24 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 24 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3	3	3	3	3	2	-	3	-	-
CO2	3	2	3	3	3	3	-	3	-	2	3	3
CO3	3	2	3	3	3	3	2	2	2	3	-	3
CO4	3	2	3	3	3	3	-	2	-	2	2	-
CO5	3	-	2	3	3	3	2	2	2	3	-	3
CO6	3	2	3	3	3	3	3	3	2	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6		✓		✓

VIII SEMESTER BA (CUFYUGP)DEGREEEXAMINATIONS
HISTORY
HIS8EJ402 **KERALA AND INDIAN OCEAN**

(credits:4)

Maximum Time: 2 hours **MaximumMarks:70**

Section A

[Answer All. Each question carries 3 marks]
(Ceiling:24 Marks)

1. Muzris
2. *TuhfathulMujahidn*
3. Monsoon wind
4. Panthalayani Kollam
5. Durate Barbosa
6. Anjuvanam
7. KunjaliMarakkar
8. 8.Thalassery factory
9. Cheng Ho
10. Dutch East India Company

Section B

Answer All. Each question carries 6marks]
(Ceiling:36Marks)

11. Examine the geographical features of Malabar with special reference to Climate.

12. Critically evaluate the Indo- Roman trade relations in Indian Ocean
13. Write a note on French East India company
14. Describe the importance of *Tarisapally* copper plates in medieval Kerala
15. Discuss Arab-Portuguese conflict in Malabar
16. Examine the relevance of Pattanam excavation on historical analysis of Kerala.
17. Write a note on consolidation of British power in Malabar.
18. Identify the nature cosmopolitanism in Malabar coast.

Section C

[Answer anyone. Each question carries10marks]
(1x10=10 marks)

19. Critically analyse the major sources for the study of relationship between Malabar and Indian ocean
20. Write an essay on activities of trade guilds in pre- modern Kerala

SEMESTER VIII

HIS8EJ403 HISTORY OF PRISONS AND PRISON LIFE IN KERALA

Course description: Course description: This course discusses the history of prisons and Prison Life in Colonial Kerala. Beginning with the Birth of the imprisonment, it explores the evolution of prisons through important works and their impact on society. The colonial era is examined, highlighting the role of prisons in British India as a political tool. Special focus is given to the lived experiences of political prisoners like Gandhi and Nehru. Lastly, the course focuses on the context of Colonial Kerala, exploring the everyday life and resistances by political prisoners and their contributions to the freedom movement.

Programme	BA History Honours				
Course Code	**HIS8EJ403**				
Course Title	History of Prisons and Prison life in Kerala.				
Type of Course	Major Elective				
Semester	VIII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the main features of the Modern Punitive Mechanism.	R	F	Seminar Presentation
CO2	Develop critical thinking	An	P	Debates/ Group discussion
CO3	Analyze the evolving concepts of discipline and punishment	An	P	Debates/ Seminar
CO4	To identify the strengths and weaknesses of modern prison system.	An	P	Discussions and debates
CO5	Compare and contrast prison systems in Europe and India.	An	P	Debate/seminar

CO6	Define and apply historical terminology related to the Punishments, Surveillance, Political Prisoners, etc	U	P	Group Discussions/ Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**PUNISHMENTS AND PRISONS : HISTORY AND HISTORIOGRAPHY**		**10**	**14**
	1	Origin of Prisons	2	
	2	Prison in Eighteenth Century England	2	
	3	Prisons in Europe, America and Africa	2	
	4	Michael Foucault : *Discipline and Punish*	2	
	5	Revisionists: David Rothman and Michael Ignatieff,	1	
	6	Camp Jails , Concentration camps, Nazi Germany, Guantanamo.	1	
		Reading List : 1. Dikotter, Frank,& Brown, Ian (ed.)., *Cultures Of Confinement*, London,2007 2. Foucault, Michel., *Discipline and Punish: The E the Prison*, Penguin, London, 1991 3. Ignatieff Michael, State Civil society and Total Institutions' in *Crime and Justice*, The University of Chicago press, vol. 3, 1981, pp. 153-192		
II	**HISTORY OF PRISONS IN INDIA**		**12**	**14**
	7	Prisons in Pre Colonial India	**2**	
	8	Prisons in Colonial India: 1757- 1947.	**3**	
	9	Classifications: role of Race, Caste and Gender.	**2**	
	10	Everyday Life : Prison Dress, Food, Labour and Medicine	**3**	
	11	*Politics of Transportation : Convict life in Andamans*	**2**	
		Reading List 1. Arnold, David., *Colonising the Body*, Oxford, New Delhi, 1993 2. Arnold, David., &Hardiman David (eds.).,*Subaltern Studies VIII*, OUP, New Delhi, 1994 3. Yang, A Anand, *Disciplining Natives : Prisons*		

		and Prisoners in Early Nineteenth Century India, South Asia, vol. 10, no. 2, December 1987, pp. 29-45		
III	**THE CONTESTED LINE**: **POLITICAL PRISONERS IN COLONIAL INDIA**		**14**	**18**
	12	The concept of Political Prisoner	**1**	
	13	Defining Political prisoners : Colonial State, Gandhian, Marxist and other definitions	**2**	
	14	Gandhi and Nehru in Prisons	**1**	
	15	Political Prisoners in Gandhian Era : Non Cooperation Movement, Civil Disobedience Movement & Quit India Movement	**3**	
	16	Prison Protests and revolts : Hunger Strikes	**1**	
	17	Revolutionaries in Prison : Hunger Strike of Lahore Conspiracy Case prisoners	**1**	
	18	Women in Prison	**2**	
	19	Prison writings in Colonial India.	**2**	
		Reading List : 1. Arnold David & ,& Blackburn (eds.).,*Telling Lives in India*, OUP, New Delhi, 2004 2. Hassan Muhsirul., *Roads to Freedom: Prisoners in Colonial India*, OUP, New Delhi,2016 3. Singh, Kumar, Ujjwal., *Political Prisoners In India*, *OUP*, New Delhi, 1998		
IV	**PRISONS AND PRISONERS IN COLONIAL KERALA**		**12**	**14**
	20	Penal Reforms in Eighteenth Century Kerala: Malabar, Travancore and Cochin :	**1**	
	21	Early revolts and Punishments: The Pazhassi Struggle, Revolt of Veluthampi, Kurichiya-Kurumar Revolt of 1812, Mappilla Resistances	**2**	
	22	Indian National Movement: Prisoners of NCM, Malabar Rebellion, CDM and QIM	**4**	
	23	Travancore Prison life: Vaikom Satyagrahis, Abstention Movement.	**2**	
	24	Socialists and Communists in Prison- Kayyur, Karivellur, Morazha and PunnapraVayalar Revolt	**2**	
	25	Women prisoners in colonial Kerala : A V Kuttimalu Amma and others.	**1**	
		Reading List : 1. Ganesh(Ed.), K. N., *Exercises in Modern Kerala History*, SPCS, Kottayam, 2012. 2. Raimon,S(ed.)., *The History of Freedom Movement in Kerala9 vol-III 1938-1948*), Kerala		

		State Archives, Thiruvananthapuram,2000 3. Sivadasan,P.,(ed.).,*VishakkunnavanteRastreeyam : PradirothatinteSamskarikacharitram*, SPCS, Kottayam, 2017		
V	**Open Ended: Prisons in Contemporary Kerala**		**12**	
		• Women and Power: Examine the prison life of Women prisoners and to suggest new alternatives		
		• Documenting Everyday Prison Experiences : Students can be given a chance to visit prisons/ prison staffs and released political prisoners to document everyday prison experiences and to recommend reforms.		
		• Case studies: Students are to be familiarized with case studies on Prison experiences of Political Prisoners. • **Activities and assessment of Open ended** *Present biography, documentary-style video, or creative narrative of prison experiences notable political prisoners (politicians, writers, businesswomen, scientists, etc. *Choose a specific region or indigenous group that was influenced by British colonialism. Examine and present the positive and negative effects of British colonialism. *****Compare and contrast the everyday life of ordinary prisoners and political prisoners. prepare lived experiences of political prisoners from Kerala during Emergency (1975-1977) **ASSESSMENT** ***Evaluate the depth and originality of information about selected historical figures.** *Evaluate the understanding of political and social norms of punitive mechanism in contemporary period. *Evaluate the ability of students' knowledge and critical thinking.		
		General Reading: 1. Anderson, Clare., *Convicts in the Indian Ocean : Transportation from South Asia to Mauritius, 1815-53*, Macmillan, London, 2000 2. Bipin Candra (et al.).,*India's Struggle for Independence*, penguin, New *Delhi*, 2000 3. Cherian, P. J. (ed.)., *Perspectives On Kerala History*, Thiruvananthapuram, 1999 4. Cherukuri, Suvarna., *Women in Prison: An*		

Insight into Captivity and Crime, Foundation, New Delhi, 2008
5. Dale, Frederic Stephen., *Islamic Society on The South Asian Frontier 1498-1922*, Clarendon Press, Oxford, 1980
6. Danher,Geof., *Understanding Foucault*, Saga New Delhi, 2000
7. David, Hardiman., *Peasant Struggles in India*, Oxford, New Delhi, 1992
8. Desai, A .R. (ed..), *Peasant Struggles in India*, Oxford, New Delhi, 1979
9. Gandhi, M. K., *Stonewalls do not a Prison Make*, Navjivan, Ahmedabad, 1964
10. Ghose, Aurobindo., *Tales of Prison Life*, Aurobindo Ashram, 2014
11. GopalanKutty, K., *Malabar Padanangal*, The State Institute of Languages, Thiruvananthapuram, 2007
12. Nair, V. A. Keshavan., *Irumbazhikullil*(1947), Mathrubhumi Books, Kozhikode, 1954
13. Namboodiripad, E. M. S., *How I Became A Communist*, Chintha Publications, Thiruvananthapuram,1976
14. Nehru Jawaharlal., *An Autobiography*, Penguin, New Delhi, 2004
15. Nettur, P. Damodaran., *Anubhavachurulukal*, Samayam, Kannur, 1987.
16. Prasad Rajendra., *Autobiography*, Penguin, New Delhi, 2010
17. Raghavan, Puthupally., *Viplavasmaranakal*, D C Books, Kottayam,1998
18. Rajagopalachari, C., *Jail Dairy*, Swarajya, Madras, 1922
19. Sivadasan,P.,(ed.).,*VishakkunnavanteRastreeyam :PradirothatinteSamskarikacharitram*, SPCS, Kottayam, 2017
20. Sivadasan,P., (ed.)., *_Wagon Tragedy': KanalvazhiyileKoottakkuruthi*, SPCS, Kottayam,2012
21. U, Shumais. ‑IMPACT OF THE REVOLT OF 1857 IN SOUTH INDIA: THE CASE OF COLONIAL MALABAR.‖ *Proceedings of the Indian History Congress*, vol. 77, 2016, pp. 410–17. *JSTOR*, https://www.jstor.org/stable/26552666.
22. Wood Conrad., *The Moplah Rebellion and its Genesis*, Peoples Publishing House, New Delhi, 1987
23. Yang A Anand(ed.).,*Crime and Criminality In British India*, Tucson, Arizona,1985

Note: The course is divided into five modules, with four having total 25 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 25 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	1	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	2	3	3	2	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

VIII SEMESTER B. A (CUFYUGP) DEGREE EXAMINATIONS, October 2024
Major Elective
HIS8EJ403 HISTORY OF PRISONS AND PRISON LIFE IN KERALA

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

(Answer All. Each question carries 3 marks)

(Ceiling 24 marks)

1. Discipline and Punish
2. Panopticon
3. Concentration Camps
4. Colonial Prisons
5. Kalapani
6. Political prisoner
7. Gandhi and Prison
8. Prison writings of Nehru
9. Lahore Conspiracy Case prisoners
10. A V Kuttimalu Amma.

Section B

[Answer All. Each question carries 6 marks]

(Ceiling 36 marks)

11.Review the book *Discipline and Punish* written by Michael Foucault and analyze its contributions to our understanding of prisons
12. Explore the history of prisons in India during the English East India Company Phase?
13. Discuss the revisionist perspectives of David Rothman and Michael Ignatieff on prisons, and how they challenge traditional views?
14.Examine the history and significance of camp jails, concentration camps, and their use in Nazi Germany?
15. Explore the history of prisons in India before colonial rule?

16 Discuss the role of race, caste, and gender in the classification of prisoners in Colonial Kerala, and how these factors influenced their treatment in prisons?
17 Analyze the experiences of Gandhi and Nehru in prison, and their impact on the nationalist movement in India.. ?
18Evaluate the role of women in prison, considering their experiences, challenges, and contributions to the nationalist movement.?

Section C

[Answer anyone. Each question carries 10 marks]

(1x10=10 marks)

19. Give an account of the prison life of Gandhian political prisoners in Colonial India.?
20. Examine the evolution of imprisonment as an important punishment?

SEMESTER VIII

HIS8EJ404SELECTED THEMES IN CULTURAL HISTORIES OF MODERN INDIA

Course Description: This course offers an interdisciplinary exploration of intimate relationships,gender dynamics, and representations of sexuality in modern Indian culture. Through literary analysis,cultural studies,and historical inquiry,students will examine the evolution of familial structures,societal norms,and the intersections of gender,caste,and religion in shaping intimate relations.The course aims to deepen understanding of the cultural complexities and social dynamics inherent in modern Indian society**.**

Programme	BA History Honours				
Course Code	HIS8EJ404				
Course Title	Selected Themes in Cultural Histories of Modern India				
Type of Course	Major Elective				
Semester	VIII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSEOUTCOMES

	COStatement	**Cognitive Level***	**Knowledge Category#**	**Evaluation Toolsused**
CO1	Students will demonstrate a comprehensive understanding of the various forms of intimate relationships and familial dynamics in modern Indian society,as explored through historical, literary,and cultural lenses	U	C	Assignments
CO2	Students will critically analyse representations of non-hetero sexual relationships,gender dynamics, and intimate interactions in modern Indian literature, theatre,and popular culture.	An	P	Seminar
CO3	Students will examine the intersections of phobia, eroticism,and obscenity in modern Indian society,and understand their implications on sexuality, Gender roles,and feminine resistance	U	C	Assignments

CO4	Students will evaluate the portray al of gender questions and intimate relations in popular culture mediums such as theatre,festivals,songs,and Visual arts,and analyse their socio-cultural significance	E	P	Debates/Discussions
CO5	Students will explore the complexities of inter-religious and inter-caste relationships in modern India,including instances of abductions and conversions,and understand their socio-political implications.	An	P	Seminar

Module	**Unit**	**Content**	**Hrs 60**	**Marks 70**
I	**CULTURESOFINTIMACYIN MODERN INDIA**		**12**	
	1	Reconstituting Marriage and Family Life:Procreation and Pleasure;Relationships within the Household.	**2**	
	2	Morality and Panic:_Transgressive'non-heterosexual bondings-male-male relationships,female intimacies	**2**	
	3	Literary Expressions:The idea of love in canonized literature;_dirty'popular literature.	**2**	
	4	Exploring Debates on Phobia, Eroticism, and Obscenity: understanding the Intersection of Sexuality and Feminine Resistance	**2**	
	5	Gender questions and intimate relations in popular culture:explored through theatre,festivals,and songs	**2**	
	6	(Im)possible Intimacies:Inter-religious,inter-castemen-women relationships;abductions and conversions.	**2**	
	References: 1. AntoinetteBurton,*DwellingintheArchive:WomenWritingHouse,HomeandHistoryinLateColonialIndia*,OxfordUniversity Press,NewYork,2003. 2. CharuGupta,*Sexuality,Obscenity,Community:Women, MuslimsandtheHinduPublicin ColonialIndia*, PermanentBlack, Delhi,2001. 3. DurbaGhosh,*SexandtheFamilyinColonialIndia:TheMakingofEmpire*,CambridgeUniversity Press, 2006. 4. FrancescaOrsini(ed.), *LoveinSouthAsia:AculturalHistory*,CambridgeUniversityPress,Cambridge, 2006. 5. FrancescaOrsini,*PrintandPleasure:PopularLiteratureandEntertainingFictionsinColonialNorth India*, PermanentBlack, Delhi, 2009.			

	6. IndraniChatterjee(ed.),*UnfamiliarRelations:FamilyandHistoryinSouthAsia*,PermanentBlack, Delhi, 2004. 7. MaryE,JohnandJanakiNair(eds),*AQuestionofSilence: TheSexualEconomiesofModernIndia*, KaliforWomen, Delhi,1998. 8. PremChowdhry,*ContentiousMarriages,ElopingCouples:Gender,CasteandPatriarchyinNorth India*,OxfordUniversity Press,Delhi,2007. 9. RuthVanitaandSaleemKidwai(eds),*Same-SexLoveinIndia:ReadingsfromLiteratureand History*,Macmillan, Delhi, 2000. 10. SwapnaM.Banerjee,*Men,WomenandDomestics:ArticulatingMiddle-ClassIdentityinColonialBengal*, OxfordUniversityPress,Delhi,2004.		
II	**PHOTOGRAPHY:REMEMBERINGPASTSANDPRESENTS**		**12**	
	7	Visualizing Landscapes: Archaeological Photography,Picturesque Views, and Colonial Control/Appropriation	**2**	
	8	The Evolution of Ethnographic Photography: Exploring its Relationship with Anthropology (1850-1870s)- The People of India'project: racial,community and communal affiliations and Photography	**3**	
	9	Photography as journalistic practice:1857,the Delhi Durbars,Jallianwala Bagh	**2**	
	10	Exploring Vernacular Modernism in Photography: Depicting and Contemplating Realities Beyond European Elites through Painted Photographs and Studio Photography in Urban Settings	**3**	
	11	Utilizing Photographic Archives: Exploring the Efficacy of Photographs in Historical Studies and Challenging Notions of the' Colonial Gaze' and the Representation of the 'Other	2	
	References: 1. Pinney, *Camera Indica: The Social Life of Indian Photographs*, London: Reaktion,1997. 2. E.Edwards,*RawHistories:Photographs,AnthropologyandMuseums*,Oxford:Berg,2001 3. JohnFalconer,*India:PioneeringPhotographers,1850-1900*,London:BritishLibrary,2001. 4. Heidegger,M.,*_TheAgeofTheWorldPicture' inTheQuestionConcerningTechnologyandOtherEssays*WilliamLovitt(trans.),London:HarperColophonBooks,1977. 5. ChristopherPinney,*TheComingofPhotographytoIndia*, TheBritishLibrary,2008. 6. ArjunAppadurai,-TheColonialBackdrop‖, *Afterimage*,March/April1997,(pp.4-7). 7. ChristopherPinney&Nicolas			

	Anderson(ed.),*Photography'sOtherHistories*,London: DukeUniversity Press2003. 8. Barthes,R.,CameraLucida:*ReflectionsonPhotography*, London:Vintage,1993. 9. MalavikaKarlekar,*Re-visioningthePast:EarlyPhotographyin Bengal,1875-1915*,Delhi:Oxford University Press, 2005. 10. Maria Antonella Pelizzari (ed.) *Races of India: Photography, Architecture, and thePolitics ofRepresentation,1850-1900*,Yale,Paperback,2010.			
III	**THEATRE**		**12**	
	12	_Modernity'of Indian Theatre-Exclusion and marginalization	**2**	
	13	Challenging Binary Frame works: Exploring the Intersections of Rural - Urban,Folk-Classical,andElite-Popular Cultures in the Context of 'High'and'Low' Culture Mediations	**2**	
	14	Locating Popular Theatre - The complexities and dialectics of formsof popular theatre - The marginalization and _sanitization' of popularforms-Foregrounding subalternperformers	**3**	
	15	Interrogation and contestation-Theatre and gender;reinforcing patriarchy-Women's marginalization in theatre	**2**	
	16	Theatre as a political site/an arena of cultural resistance - TheCensorshipActof1876-TheIndianPeople'sTheatreAssociation(IPTA)	**3**	
	References: 1. NandiBhatia(ed.),*ModernIndianTheatre-AReader*,NewDelhi:OxfordUniversityPress, 2009. 2. SumantaBanerjee,*TheParlourandtheStreet: EliteandPopularCultureinNineteenthCalcutta*, Calcutta:Seagull, 1989. 3. AnuradhaKapur,*Actors,Pilgrims,KingsandGods:TheRamlilaatRamnagar*,Calcutta:Seagull, 1990. 4. LataSingh(ed.), *TheatreinColonialIndia:Play-HouseofPower*,OxfordUniversity Press, 2009. 5. BinodiniDasi,*MyStoryandMyLifeasanActress*(editedandtranslatedbyRimliBhattacharya),NewDelhi:Kali, 1998. 6. SudhiPradhan(ed.), *MarxistCulturalMovementinIndia:Chronicles and Documents*,in3Volumes,1936-47;1947-58;1943-1964,Calcutta:NationalBook Agency,1979-1982			
IV	**INDIAN CINEMA**		**12**	
	17	Exploring Hindustani Cinema During the Colonial Era: Early Film makers,Socioeconomic Context,and the Evolution of Form and Content in Early Films	**3**	

	18	Post-1947 Evolution of Hindustani Cinema: Ideological Shifts,Cultural Reflections,and the Interplay of Communalism and Nationalism.	**3**	
	19	Hindustani cinema in the late1960s:New wave cinema; shifting gender,class and caste representations;	**2**	
	20	Impact of left movements like the Naxalbari uprising,and women's movements	**2**	
	21	New directors and their concerns	**2**	
	22	The rise of counter-narratives against commercial hegemony in cinema	**2**	
	References: 1. Chakravarty,S.S.,*NationalIdentityinIndianPopularCinema1947-1987*,OxfordUniversityPress, Delhi, 1998 2. Chaudhry,Prem,*ColonialIndiaandtheMakingof Empire Cinema:Image,IdeologyandIdentity*,ManchesterUniversityPress, Manchester,2000. 3. Deshpande,Anirudh,*Class,PowerandConsciousnessinIndianCinemaandTelevision*,PrimusBooks,NewDelhi, 2009. 4. Dwyer,Rachel,*AllYouWantisMoney,AllYouNeedisLove:SexandRomanceinModernIndia*,Cassell, London&NewYork, 2000. 5. IraBhaskarandRichardAllen,*IslamicateCulturesofBombayCinema*,TulikaBooks,New Delhi, 2009. 6. Landy,Marcia(ed.),*TheHistoricalFilm:HistoryandMemoryinMedia*,TheAthlonePress, London,2001 .			
V	**Open Ended : Dynamics of Media, Art, and Performance inModernIndianCulture**		**12hrs**	
	This module provides a flexible frame work for exploring the diverse intersections of media, art, and performance within the cultural landscape ofmodern India. Faculty can select topics based on their interests and expertise,ensuring alignment with the overarching themes of the syllabus. Here are some suggestive topics: 1. **Media Representations and Social Change**: Analyzing how media platforms such as literature,cinema, and visual arts have reflected and influenced social change in modernIndia.Topics			

	could inclued representations of gender, caste,class,and political movements. 2. **Cultural Politics in Visual Arts**: Exploring the role of visual arts in challenging dominant narratives,cultural hegemony,andcolonial legacies.Topics could include the emergence of modernIndian Art movements, the depiction of nationalist themes, and the impact of globalization on artistic expression. 3. **Performance as Cultural Resistance**: Investigating how performing arts, including theatre, music, and dance, have been used as tools for cultural resistance and social commentary. Topics could include the role of street theatre in political activism, there vival of folk traditions,and the representation of marginalizedvoices. 4. **Media, Art, and Identity Construction**: Examining how media and artistic representations contribute to the construction of individual and collective identities in modern India.Topics could include the portrayal of regional identities,religious diversity,and the negotiation of hybrid identities in a globalized world. 5. **Technological Innovations and Creative Expression**:Exploring the impact of technological advancements on media,art,and performance practices.Topics could include the rise of digital media platforms,the democratization of artistic production,and the challenges of preserving traditional art forms in the digital age. 6. **Cross-cultural Influences in Contemporary Art**: Analysing the influences of globalization, migration, and diaspora on contemporaryIndian art and cultural production. Topics could include the fusion of traditional and modern artistic techniques,the representation of transnational identities, and the role of Indian art in the global artmarket. 7. **Media, Art, and Socio-political Movements**: Examining the role of media,art,and performance in shaping socio-political movements and public discourse. Topics could include the use of visual propaganda during the Indian independence movement,the representation of social justice issues in contemporary art, and the impact of online activism on political mobilization. 8. **Alternative Media and Subaltern Voices**: Exploring the role of alternative media platforms,including grassroots publications,community radio, and online forums, in		

	amplifying subaltern voices and challenging main stream narratives.		
	ActivitiesandAssessment of open-endedmodule: **Activity1:MediaAnalysisExercise** • Description:Students select a contemporary media artifact(e.g.,film,advertisement,newsarticle) that reflects cultural expression or conveys a particular media narrative related to modern India. They analyse the artifact's themes,representations, and underlying messages. **Assessment:** • Written Analysis:Students submit a written analysis of the selected media artifact,a ddressing its cultural significance,impact,andsocio-political implications. Assessment criteria include criticalanalysis,research depth,and clarity of communication. • Presentation: Students deliver a brief presentation summarizing their analysis to the class,highlighting key findings and insights.Assessment criteria include Clarity of presentation,engagement with audience questions, and demonstration of critical thinking. **Activity2:CulturalDocumentaryProject** • Description: In groups, students produce a short documentary film exploring aspecific aspect of cultural expression or media narrative in modern India. They conduct research,interviews,and field work to create an informative and engaging documentary**.** **Assessment:** • Documentary Film: The final documentary film is assessed based on its content,production quality, storytelling effectiveness, and adherence to the chosen topic.Evaluation criteria include accuracy of information, creativity, and technicalproficiency. Reflection Paper: Each student writes a reflection paper discussing their contributions to the documentary project,the challenges faced,and lessons learned.Assessment criteria include depth of reflection,self-assessment of skills,and insights gained from the project**.** **Activity3:Media Representation Workshop** • Description: Students organize and participate in a workshop focused on media representations and cultural narratives in modern India.They develop interactive activities, discussion topics, and multimedia presentations to engage their peers in critical dialogue.		

	Assessment: • Workshop Design: Students submit a detailed plan outlining the workshop structure,objectives,activities,and materials.Assessment criteria include creativity,relevance to module themes,and alignment with learning outcomes. Participation and Peer Feedback: During the workshop, students actively engagein discussions, group activities, and presentations. Peers provide feedback on their contributions, assessing their level of engagement,preparation,and facilitation skills. **Activity4:CulturalExpressionExhibition** Description: Students curate an exhibition showcasing various forms of cultural expression and media narratives in modern India.They select artworks, photographs, artifacts,and media samples that exemplify key themes explored in the module. **Assessment:** Exhibition Curation: Each student contributes to the exhibition by selecting and preparing materials for display. Assessment criteria include the diversity of chosen artifacts,thematic coherence,and presentation quality. Exhibition Guidebook: Students collaboratively create a guidebook providing contextual information, analysis,and interpretation of the exhibited items. Assessment criteria include depth of research,clarity of writing,and effectiveness of communication.	

Note: The course is divided into five modules, with four having minimum 22 units and one open-ended module with a variable number of units. There is total 48 instructional hours for the fixed modules and 12hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10marks) and the fixed modules (20marks).The final exam,however,covers only the fixed units from the fixed modules

MappingofCOs with POs and PSOs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	3	3	1	3	2	3	2	3
CO2	3	3	2	1	3	2	1	3	2	3	2	3
CO3	2	2	2	1	2	2	1	2	2	2	2	2
CO4	2	3	2	2	3	3	2	3	2	3	2	3
CO5	3	3	2	2	3	2	2	3	2	3	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz/Assignment/Debates/Discussion/Seminar
- MidtermExam
- FinalExam(70%)

MappingofCOstoAssessmentRubrics:

CO	InternalExam	Assignment	Discussion/ Debates	Seminar	EndSemesterExamination
CO 1	✓	✓			✓
CO 2	✓			✓	✓
CO 3	✓	✓			✓
CO 4	✓		✓		✓
CO 5	✓			✓	✓

FormatoftheQuestionPaper

VIII Semester B.A. (CUFYUGP) Degree Examinations:
HIS8EJ404: Selected Themes in Cultural Histories of Modern India
(Credits:4)
MaximumTime:2hours **MaximumMarks:70**

SectionA
[AnswerAll.Eachquestioncarries 3marks]
(Ceiling: 24marks)

1. Heterosexualbondings
2. ArcheaologicalPhotography
3. VernacularModernisminPhotography
4. PhotographicArchives
5. CensorshipActof1876
6. Marginalization
7. HindustaniCinema
8. CommercialHegemonyinCinema
9. Ethnographicphotography
10. Popularculture

SectionB

[AnswerAll.Eachquestioncarries6marks]

(Ceiling: 36marks)

11. Describetheimpactof"technologicaladvancements"onmediainIndia
12. Howdoesliteratureportraytheconceptofloveinmodernlndianculture
13. ExplaintheroleofphotographyduringsignificanthistoricaleventsliketheldhiDurbars .
14. Whatis therelevanceofpopulartheatreinchallengingdominantnarrativesinIndia?
15. HowdoesIndiancinemareflectideologicalshifts post-1947?
16. Describetheimpactofleftmovements onHindustanicinemainthelate1960s
17. DiscusstheroleoftechnologyinshapingcontemporaryIndianartandperformance
18. Howdoesmediarepresentationinfluencesocietalperceptionsinmodernlndia?

SectionC

[Answeranyone.Eachquestioncarries10marks]

(1x10=10marks)

19. Discusstheevolutionofintimaterelationshipsinmodernlndiansociety,focusingonchangesin marriagedynamics,genderroles,andsocietalattitudestowardsnon-heterosexualbonding

20. Analysetheroleofmedia,art,andperformance inshapingculturalidentitiesandnarrativesinmodernIndia,consideringtheintersectionsofgender,caste,class,andpoliticalmovements.

SEMESTER VIII
HIS8EJ405 URBAN CULTURE OF MODERN INDIA

Course Description: This syllabus provides a comprehensive overview of how colonialism and the national movement shaped the urban culture of modern India, while also examining the continuities and changes in urban life post-independence.

Programme	BA History Honours				
Course Code	HIS8EJ405				
Course Title	**URBAN CULTURE OF MODERN INDIA**				
Type of Course	Elective				
Semester	VIII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop a nuanced understanding of the theoretical frameworks and diverse interpretations that underpin the concept of urban culture.	U	F	Peer Assessment/ Quick quizzes/Group discussion
CO2	Critically assess how historical processes of colonialism and industrialization have influenced urbanization patterns and dynamics.	E	P	Group discussion/ Seminar presentation /Debate
CO3	Analyze and evaluate the specific historical, political, economic, and social factors associated with British colonial rule that influenced urban development and transformation in India.	An	P	Peer Assessment/ Group discussion/ Seminar
CO4	Demonstrate a comprehensive understanding of the dynamics of urbanization and the impact of social structures on diverse urban populations.	An	P	Open-ended questions/ Group discussion /Debate

CO5	Analyze the interplay between nationalist movements and urban political dynamics during the colonial period and to evaluate their impact on the broader socio-political landscape.	E	P	Quick quizzes/ Group discussion/Seminar /Debate /G
CO6	Comprehensive understanding of the key factors and transformations shaping urban development in post-independent India.	U	C&P	Group discussion / Seminar /Debate
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Module	Unit	Content	Hrs 60	Marks 70
I	**COLONIAL URBANISM AND CULTURAL TRANSFORMATION**		**15**	17
	1	Urbanisation and urban culture – Meaning and definitions	**2**	
	2	Industrialisation and rise of modern cities	**2**	
	3	Introduction to colonial urbanism: British colonial policies and their impact on Indian cities.	**2**	
	4	Colonial urban planning and architecture: from Fort William in Calcutta to Lutyens' Delhi	**3**	
	5	Social stratification in urban spaces under colonial rule - cantonment, railway towns, hill stations	**2**	
	6	Cultural hegemony and resistance: indigenous cultures in urban spaces under colonial rule.	**2**	
	7	Case studies: Impact of colonialism on urban culture in cities like Bombay, Madras, and Calcutta	**2**	
II	**NATIONALISM AND URBAN IDENTITY**		**13**	**16**
	8	Emergence of nationalist discourse in urban centres: role of urban intellectuals and newspapers	2	
	9	Urban spaces as sites of political activism: from public meetings to protests and demonstrations	2	
	10	Influence of the *Swadeshi* movement on urban culture: promotion of indigenous arts, crafts, and	2	

		industries		
	11	The role of urban youth in the national movement: student activism, youth organizations, and participation in freedom struggles	3	
	12	Cultural resistance in urban areas – Role of cultural institutions, artists and writers.	2	
	13	Trade Unions and Workers‘ Movements	2	
III	**REIMAGINING URBAN INDIA: POST-INDEPENDENCE RECONSTRUCTION**		**9**	**21**
	14	Transition from colonial rule to independent India: challenges and opportunities in urban reconstruction	2	
	15	Impact of Partition on urban culture: migration, resettlement, and communal tensions in urban areas	3	
	16	Nehruvian vision of urban development: planned cities, industrialization, and scientific temper	2	
	17	Critiques of post-independence urban planning: issues of displacement, inequality, and environmental degradation	2	
IV	**CONTINUITIES AND CHANGE IN URBAN CULTURE**		**11**	**16**
	18	Legacy of colonial urbanism in modern India: persistence of colonial-era institutions and structures	2	
	19	Urban nostalgia and cultural memory: preservation of colonial heritage vs. reclaiming indigenous identities	2	
	20	Urbanization and globalization: contemporary challenges and opportunities for urban culture	2	
	21	Social life in urban settings - Caste, Class, and Gender dynamics	2	
	22	Case studies: Urban culture in post-liberalization India, focusing on cities like Bangalore, Hyderabad, and Gurgaon	3	
V	**Open Ended : Socio-Cultural Problems of Sustainable Urban Development in India**		**12**	
		Migration and problem of overpopulation in Indian cities		
		Slums and informal settlements		

		Inequality and social exclusion		
		Problem of insanitation		
		Environmental problems and challenges of sustainability		
	Activities and assessment of Open Ended Module ➢ Divide students into groups and assign them different urban areas to conduct a community mapping exercise to identify key issues related to overpopulation, social disparities, sanitation, and environmental degradation. Students can present their findings and propose solutions based on their analysis. ➢ Visit an urban area nearby and interact with local residents, community leaders, and organizations to understand firsthand the complexities of urban challenges. ➢ Assign students a research project focused on analyzing urban policies and interventions aimed at addressing issues of overpopulation and environmental sustainability. **Assessment** ❖ Evaluate the basic understanding of different aspects of urbanization. ❖ Assess the understanding of key concepts regarding urbanization.			

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the first 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO 1	2	1	2	3	1	3	2	2	-	3	2	3
CO 2	3	1	3	3	1	3	2	2	-	3	2	3
CO 3	3	2	3	3	1	3	2	2	-	3	2	3
CO 4	3	2	3	3	1	3	2	2	-	3	2	3
CO 5	3	2	3	3	1	3	2	2	-	3	2	3
CO 6	-	-	-	-	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓
C07	✓	✓		✓

MODEL QUESTION PAPER

VIII SEMESTER B.A. (CUFYUGP) DEGREE EXAMINATIONS OCTOBER 2024
HIS8EJ405:**URBAN CULTURE OF MODERN INDIA**

(Credits: 4)

Maximum Time: 2 hours Maximum Marks: 70

Section A

Answer All. Each question carries 3 marks)

(Ceiling: 24 Marks)

1. Rise of factory system
2. Urban migration
3. Cantonment
4. Colonial modernity
5. Urban working-class
6. Social Mobility
7. Population density
8. Slum
9. Lutyens' Delhi
10. Overpopulation

Section B

(Answer All. Each question carries 6 marks]

(Ceiling: 36 Marks)

11. Analyze the relationship between industrialization and the emergence of modern cities.
12. Discuss the social and economic impact of town planning and urban policies of the British in India.
13. What do you mean by urban culture?
14. Analyze different facets of social life within urban cultural landscape.
15. Briefly examine the rise and growth of labour movements colonial India.
16. Examine response of urban India to the *Swadeshi* Movement during the freedom struggle?
17. Trace the evolution of Calcutta, Bombay, and Madras into Presidency Towns during the British colonial era.
18. How did the urban environment in British India impact social structures, such as caste, class, and gender?

Section C

(Answer any **one**. Each question carries 10 marks)

(1x10=10marks)

19. Did the establishment of cantonments and hill stations in colonial India lead to social segregation?
20. How did urban centers play a crucial role as hubs for the freedom struggle of India?

SEMESTER VIII
HIS8EJ406 PRINTING AND THE ARRIVAL OF BOOKS

Course Description: This course explores the evolution of writing, the invention of printing, and its profound impact on societies, cultures, and knowledge dissemination. Through a historical lens, students will analyze the origins of writing, the transformative impact of Gutenberg's printing press, and the specific influence of printing in India and Kerala. By examining scholarly texts, and case studies, students will gain a comprehensive understanding of how printing revolutionized communication and contributed to the spread of ideas across the globe.

Programme	BA History Honours				
Course Code	HIS8EJ406				
Course Title	PRINTING AND THE ARRIVAL OF BOOKS				
Type of Course	Elective				
Semester	VIII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate an understanding of the origins and evolution of writing systems in ancient civilizations, including their cultural and historical significance.	U	C	Assignments
CO2	Evaluate the profound impact of Johannes Gutenberg's printing press on European society, including its effects on literacy, education, and the dissemination of knowledge.	E	P	Presentation and Discussion
CO3	Analyze the social, cultural, and political transformations brought about by the widespread availability of printed materials, including their role in shaping religious, scientific, and political discourse.	An	P	Seminar
CO4	Critically assess the role of print media in historical movements such as the Protestant Reformation, the Scientific Revolution, and the spread of ideas in early modern Europe.	E	P	Debates/Discussions

CO5	Evaluate the adaptation and diffusion of printing technology in diverse cultural contexts, particularly its impact on language, script, and the dissemination of indigenous knowledge in India and Kerala	E	P	Comparative Analysis Assignment
CO6	Examine the evolution of print as a medium in India and Kerala, including its role in social reform, the independence movement, and the development of public discourse	An	P	Seminar

*__Cognitive Level__ -Remember(R), Understand(U), Apply (Ap), Analyze (An), Evaluate(E), Create(C)

#Knowledge Category - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	Content	Hrs 60	Marks 70
I	**THE MATERIAL AND CULTURAL ORIGINS OF THE BOOK IN ANCIENT AND MEDIEVAL TIMES**		**14**	**18**
	1	Introduction to Writing Systems - Overview of early writing systems - Development of pictographic, ideographic, and syllabic scripts	**2**	
	2	Ancient Mesopotamia, Egypt, China, and the Indus Valley Civilization	**2**	
	3	East Asian Writing Systems - Evolution of Chinese characters and their spread to neighbouring regions - The role of writing in East Asian societies - Comparative analysis with other ancient writing systems	**2**	
	4	Chinese paper in Europe - Medieval Manuscripts in the Western World - Transition from scrolls to codices	**2**	
	5	Monastic scriptoria and manuscript production - Illumination and decoration in medieval manuscripts	**2**	
	6	Writing in Ancient India - ancient Indian scripts: Brahmi, Kharosthi, and others - Inscriptions and their significance in Indian history	**2**	
	7	Scribal traditions in medieval India – Imperial Mughal library	**2**	
	Reading List 1. **Stephen D Houston (ed.),*The First Writing: Script Invention as History and Process*, CUP, 2008** 2. Steven Roger Fischer, *A History of Writing*, Reaktion Books, 2003			

	3. Florian Coulmas, *The Writing Systems of the World*, Basil Blackwell, Oxford, 1989 4. Wayne M Senner (ed.), *The Origins of Writing*, University of Nebraska Press, Lincoln, 1989. https://archive.org/details/originsofwriting0000unse/page/n5/mode/2up 5. Nicholas Postgate et al., _The Evidence for Early Writing: Utilitarian or Ceremonial?', *Antiquity*, Vol. 69, Issue 264, September 1995, https://doi.org/10.1017/S0003598X00081874 6. Lifeng, _Cracking the secret bones: literacy and society in late Shang' in *Early China-A Social and Cultural History*, https://doi.org/10.1017/CBO9781139034395.008 7. KônoRokurô, "The Chinese Writing System and Its Influences on the Scripts of Neighboring Peoples,"*Memoirs of the Research Department of the Toyo Bunko*, 27 1969, pp. 83-140. 8. Victor Mair, "Buddhism and the Rise of the Written Vernacular in East Asia: The Making of NationalLanguages" *The Journal of Asian Studies* 53:3 (August 1994), pp. 707-751 (JSTOR) 9. Bimal Kumar Dutta, *Libraries and Librarianship of Ancient And Medieval India*, 1960. https://archive.org/details/in.ernet.dli.2015.98910 10. Seyller John, *The Inspection and Valuation of Manuscripts in the Imperial Mughal Library*, Museum Rietberg, Washington, Zurich, 1997		
II	**GUTENBERG AND THE PRINTING PRESS**		**12**	**16**
	8	Johannes Gutenberg and the Printing Revolution - Invention and impact of the movable type printing press - Dissemination of the Gutenberg Bible	**2**	
	9	Resistance, Adoption and Adaptation to Gutenberg's Printing Press in Early Modern Europe	**2**	
	10	Spread of Printing in Europe - Early Printer-Publishers in Germany-Italy-France-England - Johann Fust, Peter Schoeffer, Aldus Manutius, William Caxton	**4**	
	11	Diffusion of printed books in Europe	**1**	
	12	Gutenberg's effects on universities - Displacement of Latin language with vernacular languages – expansion and eventual opening of libraries – major changes to curriculum	**2**	
	13	Impact on literacy rates and education	**1**	
	Reading List: 1. John Man, *The Gutenberg Revolution*, Bantam, 2009 2. Elizabeth L. Eisenstein, *The Printing Revolution in Early Modern Europe* (Canto Classics) 2nd Edition, Cambridge			

	University Press, 2012 3. Nicolos Barker, _The Invention of Printing: Revolution within Revolution', *The Quarterly Journal of the Library of Congress*, Vol.35, No.2, April 1978, pp.64-76. https://www.jstor.org/stable/29781767 4. Nina Lamal, Jamie Cumby, Helmer J Helmers, *Print and Power in Early Modern Europe (1500-1800)*, Brill, 2021. https://www.jstor.org/stable/10.1163/j.ctv1v7zbf2 5. Kaitlin Jean Kojali, _The Survival of Manuscripts: Resistance, Adoption, and Adaptation to Gutenberg's Printing Press in Early Modern Europe', *The Kennesaw Journal of Undergraduate Research*, Vol.10, Issue 1, July 2023. https://doi.org/10.62915/2474-4921.1270 6. Moodie Gavin, Gutenberg's Effects on Universities', *History of Education*, Vol. 43, No.4, 2014, pp. 450-467 7. Raven, J., *The Business of Books: Booksellers and the English Book Trade, 1450–1850*, Yale University Press, New Haven, 2007.		
III	**TRANSFORMATION REVOLUTION AND ITS IMPACT**		**10**	**16**
	14	Printing and the Reformation – role of printing in the Protestant Reformation	**2**	
	15	Technological advancements in printing during the Renaissance	**2**	
	16	Newspapers – Pamphlets - Propaganda, censorship, and the spread of religious and political ideas – Public opinion	**3**	
	17	Challenges to authority and the emergence of new intellectual currents	**2**	
	18	Printing and the Scientific Revolution - Dissemination of scientific knowledge through printed texts	**1**	
	Reading List: 1. Lucien Febvre and H.J. Martin, *The Coming of the Book: The Impact of Printing 1450-1800*, Seagull Books, 1976 2. Adrian Johns, *The Nature of the Book: Print and Knowledge in the Making*, The University of Chicago Press, London, 1998 3. Crawford, Alice, ed. *The Meaning of the Library: A Cultural History*, Princeton UniversityPress, Princeton, 2015. 4. Jared Rubin, _Printing and Protestants: An Empirical Test of the Role of Printing in the Reformation', *Review of Economics and Statistics*, Vol. 96, Issue 2, 2012. http://dx.doi.org/10.1162/REST_a_00368 5. A Pettegree, *The Book in the Renaissance*, Yale University Press, London, 2010 6. Tiziana Provvidera, _Printing and Publishing in the Renaissance', *Encyclopaedia of Renaissance Philosophy*,			

	August 2022. https://link.springer.com/referenceworkentry/10.1007/978-3-319-02848-4_682-1 7. Gary Schneider, _Propaganda, Patriotism, and News:Printing Discovered and Intercepted Letters In England, 1571–1600', *The Journal of Epistolary Studies*, 1 (1), Article 1, 2019. https://doi.org/10.51734/ 8. Sarah Ellen Graham, _Reflections on the Thirty Years War and the Origins of Propaganda', Nov 21, 2011, https://uscpublicdiplomacy.org/blog/reflections-thirty-years-war-and-origins-propaganda 9. T. Watt, *Cheap Print and Popular Piety 1550-1640*, CambridgeUniversity Press, New York, 1991 10. Joseph Klaits, *Printed Propaganda under Louis XIV: Absolute Monarchy and Public Opinion*, Princeton University Press, 2015		
IV	**PRINTING IN INDIA AND KERALA: IMPACT AND ADAPTATION**		**12**	**20**
	19	Introduction to Printing in India - Early history of printing in the Indian subcontinent - Arrival of European printing presses in colonial India - Adaptation of printing technology to Indian languages and scripts	**2**	
	20	Scripts and Print – shaping modern India	**1**	
	21	Transition from _Printing history' to _Book history' in India	**1**	
	22	Utilization of print media by social reformers - Spread of ideas advocating for social change - Influence on the Indian independence movement	**2**	
	23	Evolution of Print as a Medium in Kerala	**1**	
	24	Public sphere and print media in Kerala – Role of print in Colonial Kerala's Public Discourse	**2**	
	25	The role of print media in Kerala Renaissance	**1**	
	26	Library movement in Kerala	**2**	
	Reading List: 1. Aninditha Gosh, -An Uncertain Coming of the Book‖: Early Print Cultures in Colonial India' in *Book History*, Vol.6,The Johns Hopkins University Press, 2003, pp.23-55.https://www.jstor.org/stable/pdf/30227341.pdf 2. Miles Ogborn, *Indian Ink: Script and Print in the Making of the English East India Company*, University of Chicago Press, London, 2007 3. W. Norman Brown, _Script Reform in Modern India, Pakistan and Ceylon' in *Journal of American Oriental Society*, Vol. 73, No.1, (Jan-March, 1953), pp. 1-6. https://doi.org/10.2307/595755 4. Robin Jeffrey, *Testing Concepts about Print, Newspapers*			

	and Politics: Kerala 1800-2009, Permanent Black, 2010 5. Arunima G, _Imagining Communities – Differently: Print, Language and the _public sphere‘ in colonial Kerala‘, *Indian Economic Social History Review*, 2006 43:63. The online version of this article can be found at: http://ier.sagepub.com/content/43/1/63 DOI: 10.1177/001946460504300103 6. A.R. Venkatachalapathy, _Written on leaves in the Malabarian Manner‘: Print and Cultural Encounter in eighteenth century Tranquebar 7. A. Paslithil, *Public Library Movement in Kerala*, Kalpaz Publication, Delhi, 2006		
V	**Open Ended:** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:	**12hrs**	
	Digital Disruption: Navigating the Evolving Landscape of Print Media • Investigate the impact of digital media platforms on traditional print media, considering challenges and opportunities. • Analyze strategies adopted by print media outlets to adapt to digital disruption and maintain relevance. • Explore case studies or emerging trends in digital/print media convergence.		
	Print and Social Justice: Advocacy, Representation, and Change • Examine the historical and contemporary role of print media in advocating for social justice and human rights. • Analyze the representation of marginalized groups in print media and its influence on public perception and social change. • Explore innovative approaches or grassroots movements utilizing print media for advocacy and activism.		
	Combating Misinformation: Print Media's Role in Promoting Truth and Media Literacy • Investigate the spread of misinformation and fake news through print and digital media channels. • Analyze the effectiveness of print media in combatting misinformation and promoting media literacy. • Explore ethical considerations for journalists and media organizations in navigating the era of misinformation.		
	Environmental Sustainability in Print Media: Balancing Production with Responsibility		

	• Examine the environmental impact of print media production and distribution, including resource consumption and waste generation. • Analyze sustainable practices and innovations in the print industry aimed at reducing environmental harm. • Explore initiatives or campaigns within print media promoting environmental awareness and sustainability**.**	
	Print Cultural Heritage: Preservation, Digitization, and Collective Memory • Study the challenges and strategies for preserving print collections in libraries, archives, and museums. • Analyze digitization efforts aimed at preserving and providing access to print materials in the digital age. • Explore the cultural significance of print heritage and its role in shaping collective memory and cultural identity**.**	
	Globalization of Print Culture: Diversity, Exchange, and Identity • Investigate the globalization of print media and its impact on cultural exchange, diversity, and identity. • Analyze the circulation of print materials across borders and languages, considering cultural adaptation and reception. • Explore case studies or comparative analyses highlighting the role of print media in shaping global narratives and identities.	
	Activities and Assessment for the open-ended module For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:	
	Digital Disruption Debate: **Activity:** Divide the class into groups and assign each group a stance on the impact of digital disruption on print media (positive, negative, neutral). **Assessment:** Assess students based on their participation in the debate, quality of arguments, and ability to articulate viewpoints supported by evidence	
	Print Media Campaign Analysis: **Activity:** Assign students to analyze a print media campaign related to social justice, environmental sustainability, or another relevant issue. **Assessment:** Evaluate students' analyses based on their ability to identify campaign objectives, target audience, messaging strategies, and effectiveness in achieving intended outcomes.	
	Misinformation Simulation: **Activity:** Create a simulation where students are presented with fake news articles and tasked with fact-checking and debunking them. **Assessment:** Assess students based on their ability to critically	

	evaluate information, identify misinformation, and communicate findings effectively.	
	Environmental Impact Assessment: **Activity:** Organize a field trip to a local printing facility or invite a guest speaker from the print industry to discuss environmental sustainability practices**.** **Assessment:** Evaluate students based on their reflection papers or presentations highlighting key environmental impacts of print media production and proposed solutions for improvement.	
	Cultural Heritage Preservation Project: **Activity:** Divide students into groups and assign each group a print material (e.g., newspaper, book, photograph) to research and propose preservation strategies. **Assessment:** Evaluate students' proposals based on their understanding of preservation challenges, feasibility of proposed solutions, and consideration of cultural significance.	
	Globalization Case Study Analysis: **Activity:** Assign students to analyze a case study of print media globalization, such as the circulation of newspapers across borders or the adaptation of magazines for international markets. **Assessment:** Assess students' case study analyses based on their ability to identify key factors influencing globalization, analyze cultural implications, and propose recommendations for future strategies.	

Note: The course is divided into five modules, with four having minimum 26 units and one open-ended module with a variable number of units. There is total 48instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

Mapping of COs with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	0	0	0	3	3	3	2	3	0	0
CO2	3	3	3	3	3	3	3	3	2	3	3	0
CO3	3	3	3	3	3	3	3	3	2	3	0	3
CO4	3	0	3	3	3	3	3	3	0	3	3	0
CO5	3	3	3	3	3	3	3	3	2	3	0	3
CO6	3	3	3	3	3	3	3	3	2	3	0	3
CO7	3	3	3	3	3	3	3	3	2	3	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Assignment/Debates/Discussion/Seminar
- MidtermExam
- FinalExam(70%)

Mapping of CostoAssessmentRubrics:

CO	InternalExam	Assignment	Discussion /Debates	Seminar	EndSemester Examinations
CO1	✓	✓			✓
CO2	✓		✓		✓
CO3	✓			✓	✓
CO4	✓		✓		✓
CO5	✓	✓			✓
CO6	✓			✓	✓

VIII th Semester B.A. (CUFYUGP) Degree Examinations HIS8EJ406 Printing and the Arrival of Books

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Why did early civilization develop a writing system?
2. Padshahnamah
3. Where did writing come from?
4. Diamond Sutra
5. Where are the manuscripts of the Mughals kept?
6. Woodblock Print
7. The Guttenberg Press
8. The Vernacular Press Act
9. Erasmus‘s idea of the printed book
10. William Caxton

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Gandhi said the fight for Swaraj is a fight for liberty of speech, liberty of the press, and the freedom of association. Examine.
12. What was the significance of Gutenberg press on scientific revolution?
13. How the printing press changed the world?
14. Trace the history of print revolution in India
15. Was there a ‑printing revolution‖ in the Renaissance?
16. What was the effect of the print revolution of religion?
17. What was the earliest kind of print technology developed in China, Japan and Korea?
18. How the print culture and French revolution is is related?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Explain how print culture assisted the growth of nationalism in India
20. Describe the impact of the print revolution in Europe during the 15^{th} and 16^{th} century.

SEMESTER VIII

HIS8EJ407 HISTORY OF KERALA SCHOOL OF MATHEMATICS

Course description: The proposed paper intended to provide an in-depth knowledge in the historical background of the so called _Kerala School of Mathematics.' Importance is given to the historical aspects than the pure mathematical computations and problem solving. It follows the method of general to particular. Fist two sections deal with mathematical developments in the world and in India respectively. The next two sections specifically deal the special features of Kerala Mathematics. It gives an opportunity to make comparisons and understand the quality of the indigenous mathematical system. It reinforces further researches in this area

Programme	BA History Honours				
Course Code	HIS8EJ407				
Course Title	History of Kerala School of Mathematics				
Type of Course	Elective				
Semester	VIII				
Academic Level	*400 – 499*				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students are equipped with different kinds of sources like literary, inscriptional and archival.	R/U	F/C	Seminar
CO2	Students acquire a thorough knowledge in the mathematical practices in Kerala over the ages-ancient, medieval. They also know the historical process that encouraged mathematical researches in the medieval Kerala	U/An	C &P	Assignment
CO3	Students evaluate the various path breaking discoveries in mathematics. They compare them with the contributions of Kerala Mathematicians	E	C	Discussion
CO4	Critical understanding of the learner help them to make reflection on various topics in an intense manner	An & E	C & P	Seminar

CO5	Their knowledge level and the sound understanding of the subject help them to plan the future researches and make collaborations with pure mathematical researches.	U/Ap/An	P & M	Discussion

***Cognitive Level** -Remember(R), Understand(U), Apply (Ap), Analyze(An),Evaluate(E), Create(C)
#Knowledge Category - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	**Unit**	**Content**	**Hrs 60**	**Marks 70**
I		**EDUCATION: AN OVERVIEW**	**10**	**14**
		Introduction to the history of Mathematics		
	1	Pythagoras – Euclid –Archimedes	**2**	
	2	Al-Khwarizmi- Pierre de Fermat-Rene Descartes	**2**	
	3	Isaac Newton- Leibniz	**1**	
	4	Leonhard Euler- Jacob Bernoulli-Joseph Louis Lagrange	**2**	
	5	Pierre Simon Laplace- Carl Friedrich Gauss	**2**	
	6	Abel- Hilbert- Thomas Hardy	**1**	
	Reading List: 1. Boyer, C.H. *A History of Mathematics*, Princeton University Press, (Reprint), 1982 2. Eves, H., *An Introduction to the History of Mathematics*, 5th Edition, Philadelphia, 1983 3. Fauvel and J. Gray (eds.), *The History of Mathematics: A Reader*, Macmillan, London, 1987 4. Joseph, George Gheverghese, *The Crest of Peacock: Non European Roots of Mathematics*, Penguin, London, 1992 5. Kline, M., *Mathematics in Western Culture*, Penguin (Reprint), London, 1972		
II		**ANCIENT INDIAN TRADITION**	**14**	**20**
	7	Varahamihira	**3**	
	8	Aryabhata- Period- Discussions on Birth Place	**2**	
	9	Aryabhatiyam- Content- Translations	**3**	
	10	Brahmagupta- Bhaskara and Leelavati	**3**	
	11	Sreenivasa Ramanujan	**2**	

	Reading List: 1. Bag, A.K., *Mathematics in Ancient and Medieval India*, Varanasi, 1979 2. Chattopadhya, *History of Science and Technology in Ancient India*, Calcutta, 1986 3. Dutta, B., and Singh. *A.N., History of Hindu Mathematics*, 2 Vols., Asia Publishing House, Bombay, 1962 4. Joseph, George Gheverghese, *The Crest of Peacock: Non European Roots of Mathematics*, Penguin, London, 1992 5. Krishnan,E., and Parameswaran M.P., *Kanakkarivu* (Mal.), KSSP, 3rd Edition, Cochin, 2023			
III	**MATHEMATICAL PRACTICES IN THE EARLY MEDIEVAL KERALAM**		**12**	**18**
	12	Haridatta- Sankaranarayanan – Vivaranam	**2**	
	13	Prof. Elamkulam and fixing the date of Tharisappalli Copper Plate	**2**	
	14	Katapayati - Bhoothasankhya	**2**	
	15	Kali Era and Kalidina Sankhya- conversion to the modern eras	**2**	
	16	Kerala inscriptions –-Astronomical references- Numerical notations	**2**	
	17	Kanakkadhikaram	**2**	
	Reading List: 1. Bag , A.K., *Madhava's Sine and Cosine Series*, Indian Journal of History of Science, 11 (1) 2. Balachandra, Rao, S., *Indian Mathematics and Astronomy*, Janadeep Publications, Bangalore, 1994 3. Chandrasekharan, T., *Karanapadhathi of Putumana Somayaji*, Madras Govt. Oriental MSS Library, 1956 4. *Ganitha Keralam*, Indological Trust, Calicut, 2011 5. Moosad, C.K., *PracheenaganithamMalayalathil*, State language institute, Trivandrum, 1980 6. Sreejith. E. *LikhithathileGanitam*, Thapasam, Vol.XIII, 2018			
IV	**KERALA SCHOOL OF MATHEMATICS**		**12**	
	18	Sangamagrama Madhavan- Contributions	**2**	
	19	Vatasseri Parameswaran- KelallurNilakanta Somayaji	**3**	
	20	Achuthappisharoti- Jyeshtadeva- Yuktibhasha	**2**	
	21	Puthumana Somayaji- KatathanattuSankaravarman	**2**	
	22	Charles M. Whish- K.V. Sharma- George Gheverghese Joseph	**3**	
	Reading List:			

	1. Bag , A.K., *Madhava's Sine and Cosine Series*, Indian Journal of History of Science, 11 (1) 2. Balachandra, Rao, S., *Indian Mathematics and Astronomy*, Janadeep Publications, Bangalore, 1994 3. Rajagopal. C.T and Mukunda Marar., *On the Hindu Quadrature of the Circle,Journal of Royal Asiatic Society* (Bombay Branch), 20:65-82 4. Rajagopal. C.T and Rangachari, *On Medieval Keralese Mathematics*, Archives for the History of Exact Sciences 35(2)91-99 5. Ramakrishnappillai, K., *GanithasasthrathileAthikayanamar*, 11th Edition, KSSP, Ankamali, 2019 6. Sreejith. E, *GanithasastrathileAdhyapathikar*, in Chintha (Weekly),Book No. 61, Issue No. 18December,2023, 7. Sundareswaran, N.K., (Ed.), *Kerala School of Mathematics*, Ganga Books, Calicut, 2014		
V	**Open Ended:** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:	**12hrs**	
	Survey of the Manuscripts related to the mathematics in the nearby manuscript library Students are encouraged to visit manuscript libraries or private collections containing mathematical, astronomical and astrological works. They should be given a chance to familiar with the languages and numeral systems used in such manuscripts.		
	Collection of the mathematical puzzles popular in common parlance Mathematical puzzles were the part of everyday life in Kerala during the pre-colonial phase. Many of them went into oblivion with the introduction of modern education. Through filed works and using old books such lost riddles and puzzles can be listed out		
	Developing awareness on the components of Mathematical Intelligence Assignments and debates can be conducted to identify the specific cognitive components that make an individual as Mathematically intelligent. Students can make use of recent psychological and neurobiological studies in this regard.		
	Knowing the different measurement systems prevalent in pre-colonial Kerala Before the colonial intervention, Kerala had its own measurement system in different areas like calculation of time, carpentry, distance, metallurgy and so on. Such practices can be introduced		
	Activities and Assessment for the open ended module For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:		

	Survey of the Manuscripts related to the mathematics in the nearby manuscript library: Group work and presentations • Teachers give some hints about the repositories where the related manuscripts are available • Task can be divided and groups can be created to do the assigned works **aluation: students attempt to locate the historical documents and ir presentations** • Observe students attempt to find out the related sources. Assess the clarity of presentation, and critical analysis of the documents.	
	Collection of the mathematical puzzles popular in common parlance: • Field survey is suggested. Students can contact the elderly people and their memories are to be recorded. • Students are encouraged to find out the answers for the puzzles. They can collaborate with the mathematics department also. E**valuation: Participation and Reflection** • Assess students' active participation in the collection of data through different sources. Their presentation of data can also be evaluated	
	Developing awareness on the components of Mathematical Intelligence: • Seminar presentations and debates can be conducted. Experts from psychology or neurobiological sciences can be invited • Students can be grouped and discussions can be conducted. **Evaluation: Debate Performance and Analytical power** • Evaluate students' ability to construct arguments based on scientific knowledge. Assess their critical analysis.	
	Knowing the different measurement systems prevailed in pre-colonial Kerala • Different groups cane formed. Ask each group to find out measurement systems prevailed in each area. • They are also asked to prepare chart showing the old units and corresponding modern equivalents. **Evaluation: Participation and Presentation** • Assess the ability in collaborative learning • Evaluate the charts presented by them	

Note:The course is divided into five modules, with four having minimum 22 units and one open-endedmodulewitha variable numberofunits.There is total 48instructionalhoursfor the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

Mapping of Cos with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	2	2	3	3	3	3	3
CO2	3	3	3	2	3	2	2	3	3	3	3	3
CO3	3	3	3	2	3	2	2	3	3	3	3	3
CO4	3	3	3	2	3	2	2	3	3	3	3	3
CO5	3	3	3	2	3	2	2	3	3	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Debates/Discussion/Seminar
- Midterm Exam
- Final Exam(70%)

Mapping of Cos to Assessment Rubrics:

CO	InternalExam	Assignment	Discussion/Debates	Seminar	EndSemester Examinations
CO1	✓		✓		✓
CO2	✓	✓			✓
CO3	✓			✓	✓
CO4	✓		✓	✓	✓
CO5	✓				✓

VIII Semester B.A. (CUFYUGP) Degree Examinations
HIS8EJ407**History of Kerala School of Mathematics**
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks]
(Ceiling: 24 marks)

1. Euclid
2. *Sadratnamala*
3. Rene Decartes
4. Kali Era
5. Varahamihira
6. Isaac Newton
7. Brahmagupta
8. Vatassery Parameswaran
9. Tantrasangraha
10. Leelavati

Section B

[Answer All. Each question carries 6 marks]
(Ceiling: 36 marks)

11. List out the major contributions of Sreenivas Ramanujan to the world mathematics
12. How did Prof. Elakulam find out the exact coronation era of King Sthanu Ravi- Expalin
13. _We are very much thankful to Prof. K. V Sharma for the discovery of many medieval mathematical texts‘ Substantiate this statement with suitable examples.
14. Give a summary of the discussions on the birth place of Aryabhata
15. Point out the progress of mathematics and astronomy under the Cera-s of Mahodayapuram
16. Prepare a short essay on the works of George Ghevarghese Joseph
17. _Yuktibhasha is the first scientific work in Malayalam language‘ Do you agree? Why
18. Differentiate Katapayati and Bhoothasankhya systems

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically evaluate the role of Charles M. Whish in the re discovery of Kerala School of Mathematics
20. Prepare an essay on the works and contributions of Sangamagrama Madhavan

MINOR COURSES

Table A

(ARCHAEOLOGY)

Minor Courses given in Table A can be offered to both History Major Students and Students from other Major Discipline.

GROUP 1

INDIAN ARCHAEOLOGY AND CULTURAL HERITAGE STUDIES

COURSE 1: HIS1MN101 HISTORY OF FIELD ARCHAEOLOGY

Course Description: This course covers identifying ancient landscapes, understanding archaeological science, dating techniques, humanism's impact, and the evolution of field study methods.

Programme	BA History Honours				
Course Code	HIS1MN101				
Course Title	History of Field Archaeology				
Type of Course	Minor				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the features of ancient landscapes	R	F	Seminar Presentation
CO2	Formulate a vision of the scientific nature of archaeology in studying humanity	E	P	Seminar/ Group discussion
CO3	Analyze the impact of humanism on the study of human history	An	P	Debates/ Historical simulations/ role play activities
CO4	To identify important features of dating techniques	An	P	Discussions and debates

CO5	Compare and contrast the methods of study by antiquarians and the later archaeologists	An	P	develop a timeline of a historical event
CO6	Define and apply terminologies associated with field studies	U	C	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	Unit	CONTENTS	Hrs 60	Marks 70
I		**BASIC CONCEPTS IN FIELD ARCHAEOLOGY**	**13**	**20**
	1	Glacials and interglacials--Anthropology—Three age system--anatomically modern humans—hominids—prehistory--Neanderthals— hunter gatherers—Palaeolithic--mesolithic—Neolithic--Bronze age—Iron Age--civilization –culture—material culture--evolution--diffusionism—ecology –environmental archaeology--settlement—gravegoods—habitation sites—	3	
	2	Antiquaries--antiquarianism—classical archaeology—historical archaeology—	3	
	3	Site formation—stratification--Midden--artefact—hoard--assemblage—industry--context—associations—crop marks—eco facts—features—geo morphology—shadow marks—	2	
	4	Field archaeology—field work—field survey—field walking—Ethno archaeology—ethnography--Aerial archaeology—geophysical survey—Geographical Information Systems (GIS)—remote sensing--Landscape archaeology—	1	
	5	Exploration – excavation --Sections –datum point—sondage--sea bed cores—varves--Open area excavation--Climatostratigraphy--Chronology—relative dating--cross dating—seriation--dendrochronology--chronometric dating--Absolute dating--Radio carbon dating—radiometric dating--half life--accelerator mass spectrometry (AMS)-magnetic dating—palaeomagnetism—palynology--archaeomagnetism—obsidian –potassium argon dating—fission track dating-	2	

		-Thermoluminescence dating--experimental archaeology—typology--processual archaeology--		
	6	Rescue archaeology--Heritage--Conservation—cultural resource management— **Reading List** 1. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. Cambridge University Press: New Delhi 2. Childe, V Gordon. 2017. *Social Evolution.* Aakar Books: Delhi. 3. Cottrell, Leonard. 1974. *Lost Civilizations*. Collins Publishers: London. 4. Greene, Kevin. 2002. Archaeology An Introduction. Routledge: London. 5. Iyer, L A Krishna. 1967. Kerala Megaliths and their Builders. University of Madras: Madras. 6. Johny, O K. 2006. *Edakkal Cave Carvings*. Mathrubhumi Books: Calicut. 7. Knudson, S J. 1985. *Culture in Retrospect. An Introduction to Archaeology*. Waveland Press: Illinois. 8. Lydon, Jane., Rizvi, Uzma Z. 2012. *Handbook of Post Colonial Archaeology*. Left Coast Press: Walnut Creek. 9. Menon, T. Madhava. 2000. *A Handbook of Kerala Vol 1*. The International School of Dravidian Linguistics: Thiruvananthapuram.	2	
II	**BEGINNINGS OF FIELD ARCHAEOLOGY**		**8**	**13**
	7	Curiosities about past relics in the ancient world—Babylon—Nobodinus--Rome—medieval outlook towards relics—examples from Europe—Renaissance humanists and their study of classical antiquities—Popes Sixtus IV and Alexander VI—Thomas Howard—James Stuart—Nicholas Revett—William Camden--Antiquaries of Britain and their notes on field monuments—William Camden—Murray—John Aubrey—William Stukeley—stonehenge monuments in the writings of antiquarians—Giovanni Belzoni—	**2**	
	8	Museums of the 17th century western Europe— findings of de Lepeyrere, Boucher de Perthes etc -- prehistoric implements as tools—	**2**	
	9	Ideas of biological and social evolution in the 18th century—Edward Lhwyd--Writings of Rousseau, Hume, Vico etc and the idea of stages in social evolution—	**2**	
	10	Scientific discoveries of the 19th century and their impact on studies of early societies—Darwin's idea of natural selection—human social evolution—Marx—	**2**	

		Engels--Morgan—Christian Thomsen and three age system—Typological studies by Montelius, Pitt Rivers etc— **Reading List** 1. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. Cambridge University Press: New Delhi 2. Childe, V Gordon. 2017. *Social Evolution*. Aakar Books: Delhi. 3. Cottrell, Leonard. 1974. *Lost Civilizations*. Collins Publishers: London. 4. Ellis, Linda. Ed. 2000. *Archaeological Method and Theory: An Ecyclopedia*. Garland Publishing: New York. 5. Greene, Kevin. 2002. Archaeology An Introduction. Routledge: London. 6. Iyer, L A Krishna. 1967. Kerala Megaliths and their Builders. University of Madras: Madras. 7. Johny, O K. 2006. *Edakkal Cave Carvings*. Mathrubhumi Books: Calicut. 8. Knudson, S J. 1985. *Culture in Retrospect. An Introduction to Archaeology*. Waveland Press: Illinois. 9. Lydon, Jane., Rizvi, Uzma Z. 2012. *Handbook of Post Colonial Archaeology*. Left Coast Press: Walnut Creek. 10. Menon, T. Madhava. 2000. *A Handbook of Kerala Vol 1*. The International School of Dravidian Linguistics: Thiruvananthapuram.		
III	**UNEARTHING OF CIVILIZATIONS**		**17**	**22**
	11	18th-19th centuries discoveries of fossils --prehistoric human skeletons in Europe and elsewhere—geological studies—Charles Lyall's Principles of Geology and the rejection of flood myth--Perthe's discoveries of flint implements in association with bones of animals—	**3**	
	12	Discovery of Minoan Civilization--Sir Arthur Evans, Duncan Mackenzie, D G Hogarth, Christian Doll– Evans' visits to Crete—his methods of travel- collection of bead seals –discoveries of ruined buildings— excavations at Knossos—Grand Staircase--inscribed clay tablets –Kephala—objects unearthed— Cretan miners in digging –*The Palace of Minos*—Linear A and Linear B—cost of excavation and funds---Other scholars—John Pendlebury—Marinatos—Galanaoloulos—Leonard Palmer ---	**2**	
	13	Heinrich Schliemann and his discoveries---discovery of Troy—exploration of the tombs of Mycaenia—Mycaenian objects---excavations—Treasury of	**2**	

		Atreus—Sophia Estragomenos –archaeological discoveries after Schliemann—Papadimitriou—Mylonas—Marinatos—decipherment of Linear B—Michael Ventris—Leonard Palmer--		
	14	19th century explorers in Sumeria—Sumerology--Claudius Rich---excavations by Europeans—Sir Henry Layard---palaces of kings Ashurbanipal, Ezarhaddon—Paul Emile Botta—palace of king Sargon II—Hormudz Rassam's excavation of Nineveh—funding of excavations—decipherment of Cuneiform—Grotefend—Henry Rawlinson—excavations at Nippur, Ur—George Smith's study of the tablets—Sir Leonard Woolley's excavations at Ur—other excavations by Kirshman, Tellier, Parrot, Jordan, Noldeke, Heinrich etc--	**3**	
	15	Explorations and excavations in Egypt---Geovanni Belzoni—Loret—Opening of tomb of Amenophis II—Howard Carter---Lord Carnarvon—Theodore Davies—tomb of Tutankhamun—startling discoveries—Other scholars—Emery—Mariette's discovery of Serapeum--decipherment of hieroglyphs—Jean Francois Champollion—Rosetta Stone	**2**	
	16	Discoveries in America—excavations of Thomas Jefferson—Lord Kingsborough—Caleb Atwater—surveys and excavations by Squier, Davis etc	**2**	
	17	Discoverers of Hittite civilization---George Parrot—Richard Barton—W Wright—Friedrich Hronzy	**1**	
	18	Discovery of oracle bones in China—Lo Chen-yu—Sun I-jang—Menzies Britton **Reading List** 1. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. Cambridge University Press: New Delhi 2. Childe, V Gordon. 2017. *Social Evolution.* Aakar Books: Delhi. 3. Cottrell, Leonard. 1974. *Lost Civilizations*. Collins Publishers: London. 4. Ellis, Linda. Ed. 2000. *Archaeological Method and Theory: An Ecyclopedia*. Garland Publishing: New York. 5. Greene, Kevin. 2002. Archaeology An Introduction. Routledge: London. 6. Iyer, L A Krishna. 1967. Kerala Megaliths and their Builders. University of Madras: Madras. 7. Johny, O K. 2006. *Edakkal Cave Carvings*. Mathrubhumi Books: Calicut. 8. Knudson, S J. 1985. *Culture in Retrospect. An Introduction to Archaeology*. Waveland Press: Illinois.	**2**	

		9. Lydon, Jane., Rizvi, Uzma Z. 2012. *Handbook of Post Colonial Archaeology*. Left Coast Press: Walnut Creek. 10. Menon, T. Madhava. 2000. *A Handbook of Kerala Vol 1*. The International School of Dravidian Linguistics: Thiruvananthapuram.		
IV	**REVEALING OF HUMAN ANTIQUITY AND LIFE WAYS**		**10**	**15**
	19	Birth of scientific archaeology and its impact on the human understanding of antiquity—principles of geology---human past pushed beyond 4004 BC—principle of superimposition of strata—palaeolithic tools no longer considered as the result of thunderbolts or tricks by god—idea of people ignorant of iron etc—Michael Mercati—William Dugdale—John Frere etc	**2**	
	20	Early human cultural remains---James Hutton—William `Strata' Smith---Charles Lyell—geological uniformitarianism—Jacques Boucher de Crevecoeur de Perthes—study of stone tools and animal remains---John Evans—Joseph Prestwich etc---Christian Thomsen's scheme for antiquities—Jens Jacob Asmussen Worsae's stratigraphical observations on bogs—John Lubbock's use of Palaeolithic, Neolithic---Excavations at palaeolithic sites under Edward Lartet, Henry Christy—Oscar Montalius and classifications of bronze age-Designations of epochs by G de Mortillet—Steno's idea of stratigraphic superposition---stratigraphic revolution—Guiseppe Fiorelli's excavations at Pompeii—Augustus Pitt Rivers—spatial locations of finds and stratigraphic sequences—Petries, N C Nelson, Max Uhle's four age scheme for Peru—studies by A V Kidder etc—	**2**	
	21	Advances in dating techniques---analysis of glacial varves by Gerard de Geer—development of sequence and cross dating by William Flinters Petrie---introduction of Dendrochronoly by A E Douglass ---Reverend Manasseh Cutler—Charles Babbage—William F Libby's radio carbon dating technique—	**2**	
	22	Advanced survey methods in the world war period---aerial survey---settlement pattern studies—importance of geographical surroundings---distribution maps by J Y Akerman—O G S Crawford's air photography—Cyril Fox's analysis of settlement—interest in environment and cultural ecology—Julian Steward, Gordon Willey etc—	**2**	

	23	Studying non material aspects from the study of material aspects of a culture—idea of culture process –W W Tylor's *A Study of Archaeology*—Lewis Binford and others **Reading List** 1. Aitken, M J. 2013. *Science-based dating in archaeology*. Routledge: London. 2. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. Cambridge University Press: New Delhi 3. Childe, V Gordon. 2017. *Social Evolution.* Aakar Books: Delhi. 4. Collins, Desmond. 1976.*The Human Revolution.* E P Dutton: New York. 5. Cottrell, Leonard. 1974. *Lost Civilizations*. Collins Publishers: London. 6. Ellis, Linda. Ed. 2000. *Archaeological Method and Theory: An Ecyclopedia*. Garland Publishing: New YORK. 7. Ember R Carol., etl. 2007. Anthropology. Pearson: New Jersey. 8. Greene, Kevin. 2002. Archaeology An Introduction. Routledge: London. 9. Iyer, L A Krishna. 1967. Kerala Megaliths and their Builders. University of Madras: Madras	**2**	
V		Open Ended	**12**	
		• A few specimens of prehistoric art and techniques of interpreting it		
		• Prehistoric religion and archaeological data		
		Activities and assessment of Open ended *conduct field visits to sites *prepare a report on the sites visited *Prepare a list of prehistoric and historic sites *****Discuss the importance of sites nearby **Assessment** *****Assess the significance of field studies in archaeology *Evaluate the nature of contribution of eminent archaeologists. *Evaluate the relevance of scientific approach to archaeological data **Reading List** 1. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. Cambridge University Press: New Delhi 2. Childe, V Gordon. 2017. *Social Evolution.* Aakar Books: Delhi. 3. Cottrell, Leonard. 1974. *Lost Civilizations*.		

		Collins Publishers: London. 4. Ellis, Linda. Ed. 2000. *Archaeological Method and Theory: An Ecyclopedia*. Garland Publishing: New York. 5. Greene, Kevin. 2002. Archaeology An Introduction. Routledge: London. 6. Iyer, L A Krishna. 1967. Kerala Megaliths and their Builders. University of Madras: Madras. 7. Johny, O K. 2006. *Edakkal Cave Carvings*. Mathrubhumi Books: Calicut.	

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There is a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓

CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

I Semester BA (CUFYUGP) Degree Examinations October 2024
HIS1MN101 History of field archaeology

Maximum time:2 Hours **Maximum Mark:70**

Section A
(Answer All. Each question carries 3 marks)
(Ceiling:24 marks)

1. Vertical excavation
2. Mortimer Wheeler
3. Pollen analysis
4. Midden
5. Flinters Petrie
6. Field walking
7. Environmental archaeology
8. Processual archaeology
9. Site formation
10. Ethnographic studies

Section B
(Answer All. Each question carries 6 marks)
(Ceiling: 36 marks)

11. How did the ideas about biological and social evolution impact archaeological studies in the 18th century?
12. Examine the life of Friedrich Schliemann and his passion for archaeology.
13. How did the geological revolution help in investigations into prehistoric past?
14. What happens to artifacts in wood and metals with the passage of time?
15. Explain the discoveries of Arthur Evans.
16. 16. How did archaeologists reconstruct Stonehenge environments?
17. What was the significance of Holocene in human life?
18. Describe the features of landscape archaeology.

Section C
(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

19. Describe the salient features of archaeology that make it a scientific study of human past.
20. Analyse the significance of innovations made by geologists and archaeologists in classifying the different phases of early human past.

COURSE 2 (Group 1)
HIS2MN101 HISTORY OF INDIAN FIELD ARCHAEOLOGY

Course Description: This course examines the stages in field archaeology's history, the scientific study of India's past, the impact of archaeological findings on perceptions of early India, prehistoric studies' features, and the evolution of archaeological methods, while defining and applying relevant terminologies.

Programme	BA History Honours				
Course Code	HIS2MN101				
Course Title	History of Indian field Archaeology				
Type of Course	Minor				
Semester	1I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the various stages in the history of field archaeology	R	F	Seminar Presentation
CO2	Formulate a vision of the scientific nature of archaeology in studying Indian past	E	C	Seminar/ Group discussion
CO3	Analyzethe impact of archaeological studies on the perceptions about India‘s early past	An	P	Debates/ Historical simulations/ role play activities
CO4	To identify those features characteristic of prehistoric studies in India	An	P	Discussions and debates
CO5	Compare and contrastthe methods of study by archaeologists in various phases	An	P	develop a timeline of a historical event
CO6	Define and apply terminologies associated with field studies	U	C	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENTS	Hrs 60	Marks 70
I		**FIELD ARCHAEOLOGY AND MATERIAL REMAINS OF THE INDIAN SUB CONTINENT**	**13**	**20**
	1	Field archaeology—sites—site formation—artefacts—types of artifacts—field methods—exploration—excavation—importance of stratigraphy –marine archaeology—dating of objects and stratigraphic contexts—	3	
	2	Indian antiquities—climatic conditions and impact—human induced changes to artifacts, sites and monuments.	3	
	3	Pre-colonial perceptions about ancient monuments—Colonial perceptions about Indian past before Indian archaeological treasures were revealed—	2	
	4	Archaeological studies and the unravelling of Indian past—Archaeologists‘ perspectives on: Indian pre -history—dispersal of human populations in the sub continent—Stages of Indian prehistory—Proto history--Iron Age—early historic and historic phases—ancient temples and early studies of epigraphic records—	1	
	5	Archaeological interpretations in the recent decades—environmental perspectives—insights into settlement patterns –ethno archaeology‘s relevance in India—	2	
	6	Various legislations on the protection of sites and monuments—role of important Indian museums in creating awareness **Reading List** 1. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. New Delhi: Cambridge University Press. 2. Buchanan, Francis. 1800. *A Journey from Madras through the countries of Mysore, Canara and Malabar*. 3. Childe, V Gordon. 2017. *Social Evolution*. Delhi: Aakar Books. 4. Cottrell, Leonard. 1974. *Lost Civilizations*. London: Collins Publishers. 5. Dhavalikar, M.K. 1988. *The First Farmers of the Deccan*. Pune: Ravish Publishers. *6.* Greene, Kevin. 2002. *Archaeology An*	2	

		Introduction. London: Routledge. 7. Habib, Irfan. 2001. *Prehistory,* New Delhi: Tulika.		
II	**BEGINNINGS OF FIELD ARCHAEOLOGY IN INDIA**		**8**	**16**
	7	Early modern European notices of monuments in India—Linschoten--Pietro della Valla--	**2**	
	8	18th century writings--India as a land of archaeological resources –Anquetil du Perron—Carsten Niebuhr—J B BD'Anville—James Rennell—identification of ancient Pataliputra etc—T Maurice--J Tieffenthaler--Asiatic Society of Bengal---Sir William Jones---Asiatick Researches— Colin Mackenzie's collections of stone and copper inscriptions and manuscripts of the south—Buchanan's survey of the Madras and Bengal presidencies—James Princep—Charles Wilkins—Lieutenant Alexander Burnes—Charles Masson—---Princep---	**2**	
	9	Archaeological Survey of India--surveys and excavations of Sir Alexander Cunningham and his team J Burguess and publications on Indian antiquities—L A Waddell—Indian archaeologists and their service—Babu Rajendra Lal Mitra—R G Bhandarkar—P Mukherji-- Colonial geologists and early man—Robert Bruce Foote--- Prehistoric stone tools—W Theobald, H P Le Mesurier, T Oldham, S B Wynne , John Cockburn, A C L Carlleyleetc---	**2**	
	10	Lord Curzon's initiatives in protecting sites and monuments—impact **Reading List** 1. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. Cambridge University Press: New Delhi 2. Bahn, Paul. 1996. *Archaeology A Very Short Introduction*. Oxford: Oxford University Press. *3.* Burgess, J. 1881. *Inscriptions from the Cave temples of western India.* 4. Chakrabarti, Dilip K. 2006. *The Oxford Companion to Indian Archaeology*. New Delhi: Oxford University Press. 5. .....2013. *India An Archaeological History-Palaeolithic Beginnings to Early Historic Foundations.* New Delhi: Oxford University Press. 6. Childe, V Gordon. 2017. *Social Evolution*.	**2**	

		Aakar Books: Delhi. 7. Cottrell, Leonard. 1974. *Lost Civilizations*. Collins Publishers: London.		
III	**FIELD ARCHAEOLOGY IN THE 20TH CENTURY**		**17**	**20**
	11	Prehistoric studies by V A Smith, P Mitra, H C Dasgupta, L A Cammiade, M C Burkitt, K R U Todd, H de Terra, T T Paterson, V D Krishnaswami, N K Bose, D Sen, H D Sankhalia, V N Mishra--F E Zeuner etc-- Significance of the discovery of human cranium on the banks of the Narmada-- —Arun Sonakia— analysis by Knnedy—	**3**	
	12	Surveys of Aurel Stein--Sir John Marshall‘s surveys and excavations—work of H Hargreaves, D R Sahni, J F Blackiston, K N Dikshit, Mortimer Wheeler	**2**	
	13	Post independent archaeological investigations—B B Lal‘s excavations---Major landmarks in Harappan archaeology after 1947—Investigations into the rise of man in India – megalithic studies in south India-Kodumanal excavation by K Rajan—Sundara‘s work on the megaliths of Karnataka—	**2**	
	14	New trends in field studies in Indian archaeology since 1947—process oriented approach in prehistoric studies in the south-	**3**	
	15	Archaeological data and synthesising efforts—Allchin‘s contribution—Dilip K Chakrabarti‘s writings—	**2**	
	16	Geo morphological studies of prehistoric sites by Goudellar and P Rajendran---	**2**	
	17	Archaeology as a career in India and other countries—openings –ASI-State departments of archaeology—projects –funding sources—	**1**	
	18	Premier institutes of archaeology in India—Deccan College—Institute of Archaeology—M S University Baroda—Kerala University Department of Archaeology etc **Reading List** 1. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. New Delhi: Cambridge University Press. 2. Childe, V Gordon. 2017. *Social Evolution*.	**2**	

		Delhi: Aakar Books. 3. Cottrell, Leonard. 1974. *Lost Civilizations*. London: Collins Publishers. 4. Ellis, Linda. Ed. 2000. *Archaeological Method and Theory: An Ecyclopedia*. New York: Garland Publishing. 5. Feder, Kenneth L., Park, Michael Alan. 1993. *Human Antiquity-An introduction to Physical Anthropology and Archaeology*. London: Mayfield Publishing Company. 6. Greene, Kevin. 2002. *Archaeology An Introduction. London:* Routledge. 7. Iyer, L A Krishna. 1967. *Kerala Megaliths and their Builders.* Madras: University of Madras. 8. Johny, O K. 2006. *Edakkal Cave Carvings*. Calicut: Mathrubhumi Books. 9. Knudson, S J. 1985. *Culture in Retrospect. An Introduction to Archaeology*. Illinois: Waveland Press.		
IV	**ARCHAEOLOGY IN RECONSTRUCTING INDIA"S PAST**		**10**	**14**
	19	A country with so much of sources not directly useful--Filling gaps in historical studies---corroborative evidences---statistical data—archaeological studies and insights into the later patterns of Indian culture—story of man-land relationship through the ages—views of historians and archaeologists on the use of archaeology in reconstructing India‘s past—Kosambi-Thapar-Dilip K Chakrabarti—etc.	**2**	
	20	Reconstruction of prehistoric life in India in archaeological writings –some examples---Archaeology of agriculture in ancient India----- Origins of farming in the Deccan—Dhawalikar‘s study ---Text-aided archaeological reconstruction of first historical towns in India—	**2**	
	21	Shanti Pappu‘s studies on early man in India	**2**	
	22	V Selvakumar‘s surveys and excavations in south India	**2**	
	23	Post independent revisions in colonial dates of various cultural phases in India-—misuse of the past for partisan interests and archaeological evidence—invented past	**2**	

		Reading List 1. Aitken, M J. 2013. *Science-based dating in archaeology*. Routledge: London. 2. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. Cambridge University Press: New Delhi 3. Chakrabarti, Dilip K. 2013. *India An Archaeological History-Palaeolithic Beginnings to Early Historic Foundations*. New Delhi: Oxford University Press. 4. Childe, V Gordon. 2017. *Social Evolution*. Aakar Books: Delhi. 5. Collins, Desmond. 1976.*The Human Revolution*. E P Dutton: New York. 6. Cottrell, Leonard. 1974. *Lost Civilizations*. Collins Publishers: London. 7. Dhawalikar, M K. 1988. The First Farmers of the Deccan. Pune: Ravish Publishers. 8. Ellis, Linda. Ed. 2000. *Archaeological Method and Theory: An Ecyclopedia*. Garland Publishing: New YORK. 9. Ember R Carol., etl. 2007. *Anthropology*. Pearson: New Jersey.		
V		**Open Ended** Field archaeology in Kerala	**12**	
		• Colonial ethnographers and antiquarians— • Prehistoric sites and objects –Fawcett—Michael Todd--rock art studies-- • Iron age sites— J Babington—A Aiyappan--Anujan Achan—Ananthakrishna Iyer. • Historic monuments— • Departments of archaeology—recent studies by Krishnaraj-- • Excavations and explorations—opening of tombs at Feroke by Babington (1819), Alexander Rea (1910) Dubreuil (1931), A Aiyappan (1933) etc--- Colin Mackenzie and Kerala inscriptions—epigraphic research under T A Gopinatha Rao, K V Subramania Iyer, Ramanatha Iyer etc--- • Post independent field archaeology in Kerala • Important excavations and explorations---Thiruvanchikkulam (K V Raman, 1976)—Mangad—Pattanam-- • Major prehistoric and historic sites in Kerala—history of explorations in and around Edakkal---Marayur---Malampuzha--Cheramangad—Porkkalam—Mangad--Cheramanparambu---		

		Pattanam---Prambathukavu—Tharoor—Kollengode---Kadanad—Ummichipoyil--		
		• Contribution of some field archaeologists of Kerala—archaeology of Kerala ports **Reading List** 1. Allchin, Bridget and Raymond. 1999. *The Rise of Civilization in India and Pakistan*. Cambridge University Press: New Delhi 2. Childe, V Gordon. 2017. *Social Evolution*. Aakar Books: Delhi. 3. Cottrell, Leonard. 1974. *Lost Civilizations*. Collins Publishers: London. 4. Ellis, Linda. Ed. 2000. *Archaeological Method and Theory: An Ecyclopedia*. Garland Publishing: New York. 5. Greene, Kevin. 2002. *Archaeology An Introduction.* Routledge: London. 6. Gurukkal, Rajan. 2009. *Myth CharithramSamooham*. Pathanamthitta: Prasakthi Book House. 7. Gurukkal, Rajan., Varier, M R Raghava. 1999. *Cultural History of Kerala Vol I.* Thiruvananthapuram: Department of Cultural Publications. 8. Innes, C.A. 1908. *Malabar Gazetteer*.		
		Activities and assessment of Open ended *conduct field visits to sites *prepare a report on the sites visited *Prepare a list of prehistoric and historic sites *****Discuss the importance of sites nearby **Assessment** *****Assess the significance of field studies in archaeology *Evaluate the nature of contribution of eminent archaeologists. *Evaluate the relevance of scientific approach to archaeological data		

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There is a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✔		✓
CO 2	✓	✔		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

II Semester BA (CUFYUGP) Degree Examinations October 2024

HIS2MN101 History of Indian field Archaeology

Time: 2 hours **Maximum marks:**

70 Section A
(Answer All. Each question carries 3 marks)

(Ceiling: 24 Marks)

1. Vertical excavation
2. James Princep
3. Narmada man
4. Survey
5. Flakes
6. Grave goods
7. Ceramics
8. Furnace
9. Sediment
10. Ethnographic studies

Section B
(Answer All. Each question carries 6 marks)

(Ceiling: 36 Marks)

11. What, according to D DKosambi, are the benefits of the use of archaeology in studying Indian past?
12. Illustrate the statement that the past is misused in India. How can archaeology be useful in checking this trend?
13. Why did the earlier colonial rulers regard India as a country with a shorter history?
14. What do you understand from a closer reading of The Birth of Civilization by Allchins?
15. Examine the significance of recent findings by Dr Santi Pappu regarding the rise of man in India.
16. How does Dhawalikar's research on the Deccan challenge existing ideas about the origins of farming in India?
17. Why do historians need to use both written records and archaeology to understand India's past?
18. Beyond agriculture, what other aspects of prehistoric life in India can be reconstructed through archaeological studies? Provide some examples

Section C
(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

19. Assess the significance of excavations under Sir John Marshall.
20. Analyse the role played by Deccan College in the archaeological reconstruction of early Indian past.

COURSE 3 (Group 1)

HIS3MN201 HISTORY OF MEGALITHS

Course Description: This course explores Indian megaliths, colonial and post-independence studies on them, Iron Age burial practices, ceramic types, craftsmanship in pottery, and compares megalithic types globally, while defining and applying burial practice terminologies

Programme	BA History Honours				
Course Code	HIS3MN201				
Course Title	HISTORY OF MEGALITHS				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the features of Indian megaliths	R	F	Seminar Presentation
CO2	Formulate a vision of the colonial and post independent studies on megaliths in India	E	P	Seminar/ Group discussion
CO3	Analyze the burial practices of Iron Age	An	P	Debates/ Historical simulations/ role play activities
CO4	To identify ceramic types and understand the nature of craftsmanship in pottery	An	P	Discussions and debates
CO5	Compare and contrast the megalithic types in India and elsewhere in the world	An	P	develop a timeline of a historical event
CO6	Define and apply terminologies associated with burial practices	U	F	Quick quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENTS	Hrs 60	Marks 70
I		**DISPOSAL OF THE DEAD IN VARIOUS COUNTRIES IN HUMAN HISTORY**	**13**	**18**
	1	History and archaeology—antiquarianism and its impact on the ancient relics—scientific archaeology and the methods of preservation and conservation of archaeological remains—legal safeguards for the protection of sites and monuments in India	3	
	2	Prehistoric practices in disposing the dead—Deliberate burials –Neolithic burials of western Europe—Burial practices in Eastern Europe—Neolithic burials of north western India and other parts of the country.	3	
	3	Stonehenge and other similar monuments of western Europe—architectural features—environment around--	2	
	4	Early burial structures of Egypt	1	
	5	Beginning of pyramid construction and its growth—features of opened burials—burial monuments and power	2	
	6	Burial practices of Mesopotamia, China and Latin America	2	
II		**INDIAN MEGALITHS AND SCHOLARS**	**8**	**16**
	7	Mesolithic-Neolithic-Iron Age phases in India and megaliths	**2**	
	8	Pre-independent studies--Colin Mackenzie --J Babington‘s pioneering studies—excavations and reports-Meadows Taylor—Wallhouse—Robert Sewell--Thurston—William Logan—Fergusson—Alexander Rea—Dubreuil--	**2**	
	9	Mortimer Wheeler—V D Krishnaswamy—K R Srinivasan—N R Banerjee—Y D Sharma—B K Thapar--Gururajarao—Leshnik-Allchins—Sundara—K P Rao--K Rajan of Tamil Nadu--Kennedy--Dilip Chakraborty—V Selvakumar--	**2**	
	10	Major excavations of south India—Arikkamedu—	**2**	

		Adichanallur—Porkkalam—Mangad--Malampuzha --Pattanam—Anakkara--Kadanad—Kinalur—Keezhadi.		
III	**MEGALITHIC TYPES AND SITES**		**17**	**22**
	11	Important megalithic types of India –types unique to Kerala—features of the megalithic monuments	**3**	
	12	Iron Age and south Indian megaliths—important dates of iron use in south India--	**2**	
	13	Early historic phase and megalithic construction—use of the term Iron Age-Early historic—literary and epigraphic references to megalithic burial practices	**2**	
	14	Similarities of architectural features of the megalithic monuments and sites in Europe and India	**3**	
	15	Nature of the landscapes of south Indian megaliths, including Kerala	**2**	
	16	Burial practices known from evidences ---primary burial—secondary burial--	**2**	
	17	Stories about the megaliths among the people of the South	**1**	
	18	Destruction of megalithic monuments in recent years—developmental activities—neglect by the agencies concerned-vandalism.	**2**	
IV	**EVIDENCES FROM EXCAVATIONS AND EXPLORATIONS IN IMPORTANT SITES**		**10**	**14**
	19	Reports on the gravegoods from a few sites--Arikkamedu, Adichanallur, Porkkalam and Anakkara	**2**	
	20	Skeletal remains and theories on the authorship of the megalith builders—Kennedy, Veena Mushriffetc	**2**	
	21	Ceramic types and features—Black and red ware—Russet coated ware—black ware—Red ware---features of various types of ceramic objects	**2**	
	22	Iron objects and metallurgy—objects in copper---beads --Evidences of agriculture – agricultural tools—rice husks	**2**	
	23	Possible inferences on the society –evidences of settlement—social organisation—beliefs—continuities	**2**	
V		**Open Ended**	**12**	
		• Distribution of megalithic sites and the complexities of the society of the megalith builders—case studies---insights from recent studies--		

		• Iron Age -early historic period as coeval with the period of Tamil heroic poetry		
		Activities and assessment of Open ended *conduct field visits to protected megalithic sites – i.eCheramangadetc—and prepare a detailed report on the architectural features of the megalithic types – *prepare a report on the features of relics from megalithic burials recovered from excavations after conducting a field trip to a nearby state archaeological museum *Prepare a list of important megalithic sites and objects found *****Discuss the importance of mobilisation of labour in constructing megalithic burial monuments. **Assessment** *****Assess the significance of iron in effecting material conditions in Iron Age**.** *Evaluate the nature of crafts in Iron Age. *Evaluate the relevance of theories by historians on the nature of early historic society based on archaeological evidences in the form of megalithic grave goods and monuments.		

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There is a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

I Semester BA (CUFYUGP) Degree Examinations October 2024

HIS3MN201 HISTORY OF MEGALITHS

Maximum time:2 hours **Maximum Marks:70**

Section A
(Answer All. Each question carries 3 marks)
(Ceiling: 24 marks)

1. Neolithic burials
2.Disposal of the dead as representing the beginning of religion 3.Secondary burial
4.Carnelian beads
5.Stone henge
6.Burials of Egypt before the pyramids
7.Graffitti on south Indian megalithic pottery
8.Evidences of iron smelting in Iron Age sites
9.Popular stories on the megaliths in Kerala
10. State‘s role in the protection of megalithic monuments

Section B
(Answer All. Each question carries 6 marks)
(Ceiling: 36 marks)

11. Describe the features of burial practices in ancient China.
12. What are the neolithic associations of south Indian megaliths?
13. Are we justified in using the term megalithic for the burial structures of Iron Age-early historic times in the south?
14. Critically analyse the significance of Wheeler‘s attempt to link the relics at Arikkamedu to the Roman times.
15. Discuss the available dates for south Indian megaliths.
16. 16. What are the habitational evidences of Iron age sites found in south India
17. What was the nature of agriculture in megalithic south India?
18. Describe the symbolic aspects of some megaliths.

Section C
(Answer any one. Each question carries 10 marks)
(1x10=10 marks)

19. Examine the importance of colonial antiquarians in the discovery of megaliths in India.
20. What, according to your view, are the issues faced in the protection of megalithic sites and monuments in Kerala?

COURSE 4 (GROUP 1)

HIS8MN301 INDIAN HERITAGE IN ART

Course Description: This course covers the stages in art history, India's artistic heritage, the influence of various art traditions, the features of art influenced by Brahmanism, Jainism, and Buddhism, comparisons of South Indian art traditions, and the application of art study terminologies.

Programme	BA History Honours				
Course Code	HIS8MN301				
Course Title	Indian Heritage in Art				
Type of Course	Minor				
Semester	VIII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the various stages in the history of art	R	F	Seminar Presentation
CO2	Formulate a vision of the artistic heritage of India	E	P	Seminar/ Group discussion
CO3	Analyze the influence of different art traditions on people across the country	An	P	Debates/ Historical simulations/ role play activities
CO4	To identify those features of art influenced by Brahmanism, Jainism, and Buddhism	An	P	Discussions and debates
CO5	Make comparisons between the various art traditions in south India	An	P	develop a timeline of a historical event
CO6	Define and apply terminologies associated with art studies	U	C	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENTS	Hrs 60	Marks 70
I	**ICONOGRAPHY AND ART IN ARCHAEOLOGICAL AND HISTORICAL STUDIES**		**13**	**18**
	1	Colonial studies on Indian iconography and art—perceptions on sculpture and murals---E B Havell—Percy Brown—H Heras—James Fergusson---Stella Kramsrischetc—	3	
	2	Nationalism and Indian Art—Ananda Coomaraswamy---Partha Mitter etc	3	
	3	Uses of art objects in the study of India‘s history ---Dilip Chakrabarty‘s views---Interpretation of iconography and art in archaeology and history---origins of art and iconography--iconographic symbols and historical aspects---	2	
	4	Origins of iconography in Palaeolithic times---Cave art---carved figures---decorated artifacts---	1	
	5	Early writing systems and the use of icons---iconographic aspects of numerical systems—calendrical systems from palaeolithic times onwards and their use in tracking astronomical events---	2	
	6	Distinction between iconography and art---cultural values and concepts of aesthetics discerned from art—Representational art—Two dimensional art---three dimensional art—portable art--their features **Reading List** *1.* Basham, A.L. *Wonder That Was India.* *2.* Allchins. 1999. The Rise of Civilization in India and Pakistan. New Delhi: Cambridge University Press. *3.* Basham, A.L. 2016. *Cultural History of India*. New Delhi: OUP. *4.* Chakrabarty, Dilip K. 2013. India An Archaeological Histoy. Palaeolithic Beginnings to Early Historic Foundations. New Delhi: OUP. *5.* Chopra, P N., Ravindran, T K., and Subramanian, N. *History of South India Vol 1: Ancient Period*. New Delhi: S Chand and Company Ltd. *6.* Habeeb, Irfan. 2001. *Prehistory*. New Delhi: Tulika. *7.* Huntington, Susan L. 2005. *The Art of Ancient India*. Delhi: Motilal Banarsidass. *8.* Karashima, Noboru. Ed. 2017. *A Concise History of South India*. New Delhi: OUP	2	

II	**ICONOGRAPHY AND ART IN ANCIENT INDIA**		**8**	**14**
	7	Rock art –distinctions between petroglyphs and pictographs--- designs and depictions—geoglyphs--- identification and recording of geoglyphs—zoomorphs and anthropomorphs depicted on stone--nature of abstract designs---purposes of images in prehistoric times---art in Mesolithic and neolithic times--dating of rock art---methods of dating of paint, patina etc--- some important specimens of rock art in India--- Bhimbedka--- Edakkal— Kathotia—Lkhajoar--Fawcett's study of Edakkal carvings—pottery shapes and designs in neolithic sites—Burzahom	**2**	
	8	Ancient Indian art---Harappan art objects---female figurines—representation of fertility —secular features of clay sculptures of early historic period---	**2**	
	9	Religious character of ancient Indian art---Mauryan and post Mauryan art—important locations—Gaya--Sarnath—Sanchi—Bharhutetc—punch mark symbols--features of Asokan pillars, capitals, stupas etc---animal figures---stone portrait of king Asoka--images of Yakshi, Yakha etc---Mauryan terracotta objects—Rock cut caves of western India—Barabar group---Khandagiri—Udayagiri—relief sculptures---Schools of art---Amaravati---Mathura---Gandhara---Gupta art---sculpture and painting---creations of Mathura, Saranath, Ajanta—	**5**	
	10	Artistic expressions on central Asian kings' coins—	**1**	
		Reading List 1. Basham, A.L. 2016. *Cultural History of India*. New Delhi: OUP. *2.* ----------*Wonder That Was India.* *3.* Bhattacharya, B C. 1974. *The Jaina Iconography*. Delhi: Motilal Banarsidas. 4. Chakrabarty, Dilip K. 2006. *The Oxford Companion to Indian Archaeology The Archaeological Foundations of Ancient India Stone Age to AD 13th century*. New Delhi: Oxford University Press. 5. .....2013. India An Archaeological Histoy. Palaeolithic Beginnings to Early Historic Foundations. New Delhi: OUP. 6. Chopra, P N., Ravindran, T K., and Subramanian, N. *History of South India Vol 1: Ancient Period*. New Delhi: S Chand and Company Ltd 7. Haridas, V.V. 2015. Multi-cultures of South India. Mysore: Karnataka State Open University *8.* Huntington, Susan L. 2005. *The Art of Ancient*		

		India. Delhi: Motilal Banarsidass. 9. Huntington, Susan L. 2005. *The Art of Ancient India*. Delhi: Motilal Banarsidass		
III	**ART IN EARLY AND LATE MEDIEVAL WESTERN INDIA AND NORTH INDIA**		**15**	**20**
	11	Chalukya sculptures—Pattadakkal, Aihole and Badami--	**1**	
	12	Rashtrakuta legacies---Ellora, Elephants etc---	**2**	
	13	Khajuraho sculptures and decoration of temples-	**2**	
	14	Sculpture in early medieval Orissa—Puri, Konark etc--	**3**	
	15	Sultanate structures and ornamentation---	**2**	
	16	Mughal gardens—miniature painting--court painters—illustrations in chronicles—Akbar Nama, Hamza Nama etc--painting tradition in Gujarat—Jaina legacies—illustration of Jaina manuscripts—Indo-Persian style in painting—illustration of manuscripts of works such as Mahabharata—	**2**	
	17	Rajasthani style of painting—different schools—pahari--	**1**	
	18	India‘s influence on art in Asia—Some examples from south East Asia, China, Korea, Mongolia, Tibet and Japan—Angkor	**2**	
		Reading List 1. Basham, A.L. 2016. *Cultural History of India*. New Delhi: OUP. *2.* ----------*Wonder That Was India*. *3.* Bhattacharya, B C. 1974. *The Jaina Iconography*. Delhi: Motilal Banarsidas. 4. Chopra, P N., Ravindran, T K., and Subramanian, N. *History of South India Vol 1: Ancient Period*. New Delhi: S Chand and Company Ltd. 5. Huntington, Susan L. 2005. *The Art of Ancient India*. Delhi: Motilal Banarsidass. 6. Huntington, Susan L. 2005. *The Art of Ancient India*. Delhi: Motilal Banarsidass. 7. Karashima, Noboru. Ed. 2017. *A Concise History of South India*. New Delhi: OUP. *8.* Rizvi, S A A. The Wonder *That Was India Part II*. Delhi: Rupa.Co. 9. Sastri, K A Nilakanta. 2000. *A History of South India from Prehistoric Times to the Fall of Vijayanagar*. New Delhi: OUP.		

		10. Singh, Upinder. 2009. *A History of Ancient and Early Medieval India From the Stone Age to the 12th Century*. Delhi: Pearson. 11. Thapar, Romila. 1966. *A History of India Vol. 1*. Delhi: Penguin Books		
IV	**ART AND ARCHITECTURE OF THE DEEP SOUTH**		**10**	**18**
	19	Hero stones of early historic south—later manifestations—Megalithic art – views of K Rajan (Pondichery), A Sundara, etc—ritual motivated rock paintings of megalithic Karnataka--	**2**	
	20	Pallava sculptures—Mahabalipuram---Kancheepuram—Cholas—Thanjavur—bronze images---Pandyan sculptures	**3**	
	21	Early medieval temple sculptures of Kerala—later day wood carvings and murals--	**1**	
	22	Ganga kings and their patronage to art—art of the Chalukyas of Kalyani--Hoysala sculptures---Halebid	**2**	
	23	Vijayanagara sculptures---Saiva, Vaishnava, Jaina sculptures—minor deities—sculptures of devotees---Nayaks of Madura---Bahmani legacies	**2**	
		Reading List 1. Basham, A.L. 2016. *Cultural History of India*. New Delhi: OUP. *2.* ----------*Wonder That Was India.* 3. Chakrabarty, Dilip K. 2013. India An Archaeological Histoy. Palaeolithic Beginnings to Early Historic Foundations. New Delhi: OUP. 4. Chopra, P N., Ravindran, T K., and Subramanian, N. *History of South India Vol 1: Ancient Period*. New Delhi: S Chand and Company Ltd. 5. Haridas, V.V. 2015. Multi-cultures of South India. Mysore: Karnataka State Open University 6. Huntington, Susan L. 2005. *The Art of Ancient India*. Delhi: Motilal Banarsidass. 7. Huntington, Susan L. 2005. *The Art of Ancient India*. Delhi: Motilal Banarsidass. 8. Karashima, Noboru. Ed. 2017. *A Concise History of South India*. New Delhi: OUP. 9. Kramrisch, Stella., Cousins, J H., and Poduval, R Vasudeva. 1970. *The Arts and Crafts of Kerala*. Cochin: Paico Publishing House. 10. Narayanan, M G S. 2013. *Perumals of Kerala*. Thrissur: Cosmo Books.		

V	**Open Ended** ART AS PART OF ARCHITECTURE IN INDIA		**12**	
		• Art as decorative • Relief sculptures • Emergence of independent sculptures • Absence of individual artists as compared to the other parts of the world • Art and religion in ancient and early medieval India • Textual sources for ancient Indian art • Spread of different art styles across India • Evolution of Brahmanical iconography • Reflection of time in the art of various periods		
		• Process of the spread of Indian art tradition to countries outside the Indian subcontinent		
		Activities and assessment of Open ended *conduct field visits to sites of protected monuments *prepare a report on the sites visited *Prepare a list of features of art style in different schools of art in ancient India *****Discuss the importance of religion in the development of art in India **Assessment** *****Assess the significance of art studies in history and archaeology *Evaluate the nature of contribution of colonial historians in the study of ancient Indian sculptures.		

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There is a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✔		✓
CO 2	✓	✔		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

VIII Semester BA (CUFYUGP) Degree Examinations October 2024
HIS8MN301 **INDIAN HERITAGE IN ART**

Maximum time: 2 hrs **Maximum Mark:70**

Section A
(Answer All. Each question carries 3 marks)

(Ceiling: 24 marks)

1. Iconography
2. Punchmarks
3. Gandhara art
4. Pasupati
5. Cave art
6. Fawcett
7. Geoglyphs
8. Arjuna‘s penance
9. Jaina images of Kerala
10. Murals

Section B
(Answer All. Each question carries 6 marks)

(Ceiling: 36 marks)

11. Describe the perceptions of early modern European travellers on Indian iconography.
12. Illustrate the methods with which the prehistoric people in India made their artistic expressions?
13. To what extent was religion influential on ancient Indian sculpture?
14. Describe the secular aspects depicted in ancient Indian art. Cite some examples.
15. Examine the reasons why the art of the period of the sultans and Mughals discouraged representations of human figures.
16. Discuss the evolution of architectural styles and sculptural techniques under the Chalukyas
17. Compare and contrast the sculptural features of the Chalukya monuments at Pattadakkal, Aihole, and Badami.
18. How do the sculptures convey religious narratives and iconography?

Section C
(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

19. Assess the significance of the study of art in the reconstruction of India‘s history.
20. Explain whether ancient Indian art was indebted to influences from the outside..

GROUP 2

HISTORICAL MATERIAL STUDIES AND ARCHAEOLOGICAL PRACTICES IN INDIA

Course 1 :HIS1MN102: FIELD STUDY AND DOCUMENTATION

Course Description: This course provides students with a comprehensive understanding of how to conduct field research in historical studies. The course helps students to undertake field study with a scientific and critical outlook and present them in various forms.

Programme	BA History Honours				
Course Code	HIS1MN102				
Course Title	Field Study and Documentation				
Type of Course	Minor				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the significance of field study in Historical research	R	F	Seminar Presentation
CO2	Understand the importance of conventional and alternative sources	An	P	Reporting field study result
CO3	Examine the importance of critiquing popular nations in history	An	P	Validating data with other evidence
CO4	To follow interdisciplinary investigation in history	An	P	Conduct of interviews
CO5	Ability to use digital technology to collect historical data	AP	P	Preserves collected data

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENTS	Hrs 60	Marks 70
I	**FIELD STUDY RESEARCH: AN INTRODUCTION**		**13**	**20**
	1	Definition and Importance of Field Study	3	
	2	Types of Field Study	2	
	3	Weaknesses of Traditional Research	2	
	4	Planning a Field Study	2	
	5	Practical Aspects and Use of Technology	1	
	6	Framing a Research Problem	3	
		Reading Material 1. How to do Field Study. www.dovetail.com/research/field-study/		
II	**SOURCES, ARCHIVES, AND BACKGROUND RESEARCH**		**8**	**15**
	7	Sources: Primary and Secondary	**2**	
	8	Archival Materials	**2**	
	9	Analysis of Sources	**2**	
	10	Importance of Preserving Sources	**2**	
	11	Background Research		
		Reading Material **1.** Pertti Alasuutari, Leonard Bickman and Julia Brannen Ed), *The Sage Handbook of Social Research Methods*, Sage, London, 2009		
III	**FILED TRIPS, INTERVIEWS, AND ETHICAL CONCERNS**		**17**	**20**
	12	Field trips	**3**	
	13	Pre Field Study Work	**2**	
	14	Data collection	**2**	
	15	Conducting Interviews	**2**	
	16	Ethical Issues in Field Study Research	**2**	

	17	Use of Digital Tools	**2**	
	18	Storage of Data	**1**	
		Reading Material 1. Pertti Alasuutari, Leonard Bickman and Julia Brannen Ed), *The Sage Handbook of Social Research Methods*, Sage, London, 2009 2. Gerard Guthrie, *Basic Research Methods: An Entry to Social Science Research*, Sage, New Delhi, 2010 3. Matt Henn, Mark Weinstein, Nick Foard, *A Short Introduction to Social Research*, Vistaar Publication, New Delhi, 2006		
IV	**DATA ANALYSIS, DOCUMENTATION, AND REPORT WRITING**		**10**	**15**
	19	Interpretation of Historical DataCase Studies and Examples	**2**	
	20	Qualitative and Quantitative Data Analysis	**2**	
	21	Writing Historical Research Papers	**2**	
	22	Ethical Considerations in Historical Research	**2**	
	23	Peer Review and Publication Process	**2**	
		Reading Material 1. Pertti Alasuutari, Leonard Bickman and Julia Brannen Ed), *The Sage Handbook of Social Research Methods*, Sage, London, 2009		
V	**Open Ended Hand-On Training** Students are to be given the opportunity to do fieldwork. This enables students to study a locality and prepare a report about the terrain. The created knowledge can be preserved in archival repositories, and museums and also can be utilized for the conduct of exhibitions and publications.		**12**	
		Activities and assessment of Open-ended • **Prepare problem-based field study reports:** Students can be given direction to conduct field research and submit reports based on relevant problems		
		• **Conduct of Field Visits**: Field visits can be conducted and students in groups can be directed to present digital presentation of findings		
		• **Field Workshops:** A particular locality can be selected for short-term residential workshops and thereby interact with the community.		

		Students in groups can prepare reports based on different problems they identify in the community in a historical sense. **Assessment** *****Evaluate the skills and critical mind applied by students. *Evaluate the application of digital technology *Evaluate the ability of students in analysing archival data collected		
		General Reading 1. Pertti Alasuutari, Leonard Bickman and Julia Brannen Ed), *The Sage Handbook of Social Research Methods*, Sage, London, 2009 2. C R Kothari, *Research methodology: Methods and Techniques*, New Age International Publishers: New Delhi, 2004 (1985) 3. H. Russell Bernard, *Research Methods in Anthropology: Quantitative and Qualitative Approaches*, Altamira Press: Oxford, 2006		

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	2	1	2	2	3	3	3	3	1	2
CO 2	2	2	2	1	2	2	3	3	2	2	1	2
CO 3	3	2	2	-	2	2	3	2	2	2	1	2
CO 4	3	2	2	-	-	2	3	2	2	2	-	2
CO 5	3	2	2	-	2	2	3	2	2	3	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar/Filed Work
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

I Semester BA (CUFYUGP) Degree Examinations October 2024

HIS1MN102: Field Study and Documentation

Maximum time: 2 **Maximum Mark:70**

Section A

(Answer All. Each question carries 3 marks)

(Ceiling: 24 marks)

1. Define field study and explain its importance in research.
2. List and describe the different types of field study.
3. Discuss the weaknesses of traditional research methods compared to field study research.
4. Outline the key steps involved in planning a field study.
5. What practical aspects and technologies are commonly used in field studies?
6. Explain the process of framing a research problem in the context of field study research.
7. Differentiate between primary and secondary sources in research.
8. What are archival materials and why are they important in field study research?
9. Describe the importance of preserving research sources.
10. Discuss the ethical issues that can arise in field study research.

Section B

(Answer All. Each question carries 6 marks)

(Ceiling: 36 marks)

11. Describe the role of background research in preparing for a field study.
12. Compare and contrast the use of primary and secondary sources in field study research.
13. Explain the significance of pre-field study work in the context of conducting effective field trips.
14. Discuss the methods and challenges of data collection in field studies.
15. How can digital tools enhance the process of field study research?
16. Outline the ethical considerations involved in conducting interviews during a field study.
17. Explain the importance of data storage and management in field study research.
18. Describe the steps involved in the peer review and publication process of historical research papers.

Section C

(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

19. Analyze the process of qualitative and quantitative data analysis in historical research, providing examples of how each method can be applied.
20. Discuss the ethical considerations in historical research and the impact of these considerations on the interpretation and reporting of research findings.

COURSE 2 (GROUP 2)

HIS2MN102 HISTORY OF LATERITE MONUMENTAL BUILDINGS IN WESTERN COASTAL PLAIN OF INDIA

Course Description: This course explores the rich history and architectural significance of laterite monumental buildings in the Western Coastal Plain of India. Through a comprehensive examination of geological, geographical, and cultural factors, students will gain an understanding of the evolution, construction, and preservation of these unique structures.

Programme	BA History Honours				
Course Code	HIS2MN102				
Course Title	History of Laterite Monumental Buildings in Western Coastal Plain of India				
Type of Course	Minor				
Semester	1I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS)

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will demonstrate a comprehensive understanding of the geological processes involved in the formation of laterite soil and its relevance to architectural heritage	U	C	Assignments
CO2	Students will be able to analyze and interpret the historical and cultural significance of laterite monuments in the Western Coastal Plain of India.	An	P	Seminar
CO3	Students will identify and evaluate the geographical settings where laterite stone is found, demonstrating an understanding of its distribution	Ap	P	Landscape Identification Assessment

	and conservation			
CO4	Students will apply knowledge of architectural techniques and construction methods used in laterite monumental buildings to analyze and assess their structural integrity and historical context.	Ap	P	Fieldwork documentation and Analysis
CO5	Students will develop skills in research, critical analysis, and synthesis through engagement with scholarly literature and independent study projects.	E	P	Field visit and sample collection
CO6	Students will gain an appreciation for the cultural, environmental, and aesthetic qualities of laterite architecture, fostering a holistic understanding of heritage conservation practices.	U	C	Seminar
	***Cognitive Level** -Remember(R), Understand(U), Apply (Ap), Analyze(An),Evaluate(E), Create(C) **#Knowledge Category** - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	**Unit**	**Content**	**Hours 60**	**Marks 70**
I	**INTRODUCTION TO LATERITE SOIL PROFILE: TERMINOLOGY AND NOMENCLATURE**		**12**	**17**
	1	Historical background	**2**	
	2	Environmental Characteristics: Climate, Hydrology, Landforms, geology and soil	**2**	
	3	_Laterite'-Meaning and significance	**1**	
	4	Classification and Nomenclature – Terminology in Laterite Study	**2**	
	5	Formation of laterites – Profile of Laterites – Types of Laterites-Characteristic properties	**3**	
	6	Geochronology of Laterites	**1**	
	7	Distribution of laterite stone	**1**	
	Reading List: 1. Aleva, GJJ. (1994). *Laterite, Concepts, Geology, Morphology and Chemistry*, Wageningen: ISRIC. 2. Medlicott HB, Blanford WT (1869) *A manual of the geology of India, vol 1*. Government Press, Calcutta 3. Schellman, W. (1981). Consideration of definition and Classification of Laterites, Lateritisation Processes.			

	Proceedings of the International Seminar on Lateritisation Processes, Oxford and IBH Publishing Co., New Delhi, 4. Paton T.R & Williams M.A.J . (1972) - *The concept of laterite*. Ann. Assoc. Amer. Geogr. 5. Persons, B. S. (1970). *Laterite; Genesis, Location, Use*, New York: Plenum Press 6. Sarma V .A.K. (1982) - *Footnote on laterite*. Bull. Int. Soil Sc . Soc . 1981 Part. 1,			
II	**GEOGRAPHICAL SETTINGS OF LATERITE STONE IN INDIA**		**12**	**18**
	8	Landscapes and Landforms - Physiography of laterite Occurrence in India	**2**	
	9	Geology of Laterites – Lateritization - Key concept of Terrain	**3**	
	10	Distribution – Identification and classification	**1**	
	11	Identities And Conservation Of laterite stone	**1**	
	12	Quarrying-Construction-Maintenance	**2**	
	13	Stone Resource from Peninsular India	**1**	
	14	Deccan Plateau and the coastal plain in India - Western Ghats Laterite zone	**2**	
	Reading list 1. Borger, H., and Widdowson, M.(2001). *Indian Laterites and lateritious residues of southern Germany: A geographi, mineralogical and geochemical comparison*. Z. Geomorph. N.F.45. 2. Bureau of Indian Standards. (1979). IS 3620: 1979 *Specification for Laterite Stone Block for Masonry*. Delhi: BIS. 3. Dikshit R D. (2000). *Geographical Thought -A contextual History of Ideas.* Prentice Hall India, New Delhi 4. Dikshit, K.R. 1981. The Western Ghats: A geomorphic overview. In, L.R, Singh (ed.), *New Perspectives in Geography*. Thinkers Library, Allahabad. 5. Gidigasu, M. D. (1976). *Laterite Soil Engineering – Pedogenesis and Engineering Principles*. Amsterdam: Elsevier Scientific Publishing Company. 6. Gunnell, Y. 2001. *Interaction between geological structure and global tectonics in multi-storeyed landscape development: A denudation model for the south Indian shield.* In, Y. Gunnel and B. P. Radhakrishna (eds.), Sahyadri: The Great Escarpment of the Indian sub-continent. Memoir, Geological Society of India, Banagalore. 47(1) 7. McFarlane, M.l., 1976. *Laterite and Landscape*, London: Academic Press, 8. Taylor, M. (1989). *Megalithic Tombs and Other Ancient Remains in the Deccan*. Delhi: Asian Educational Services.			
III	**LATERITE STONE HERITAGE BUILDINGS IN INDIA**		**12**	**17**

	15	Geo tourism – Use of Laterites	**2**	
	16	Heritage Buildings- Laterite Monuments of India - Building Construction Techniques	**2**	
	17	Uniqueness of Laterite	**1**	
	18	Induration - Concept of _green‘ maintenance	**2**	
	19	Laterite Stone Repair Appraisal	**1**	
	20	Laterites of Bengal Basin	**1**	
	21	Goan Laterite Stone Monuments-Basilica of Bom Jesus-Baroque style- St. Augustine‘s Tower	**2**	
	22	Konkan Stone Monuments	**1**	
	Reading List: 1. ASI, (2004). Goa, Delhi: ASI. 2. Das, S. 2007, _Laterite monuments of India‘, Const. History Society Newsletter, UK, 15-19, May 3. Feilden, B.M. (1994) Conservation of Historic Buildings. Oxford: Butterworth-Heineman. 4. Forster A.M, and Kayan B. (2009) Maintenance for historic buildings: a current perspective. Structural Survey: Journal of Building Pathology and Refurbishment, 27(3) 5. Forster, A. M., Carter, K., Banfill, P. F. G., and Kayan, B. (2011) Green maintenance For Historic Masonry Buildings: An Emerging Concept, Building Research & Information, 39(6) 6. Gomes C.F.X. (1978). : Old Goa- A Short Historical And Archaeological Sketch Of The Religious Monuments of the Old City of Goa, Bombay 7. Newbold, T.l., 1844. Notes chiefly geological, across the Peninsula ~m Masultipatam to Goa, comprising relna!i{s on the origin of regur and laterite: Occurrence of manganese veins in the latter and on certain traces of aqueous denudation on the surface of southern India. J Asiat. Soc. Beng 8. Newbold, T.l., 1846. Summary of the geology of Southern India, Part VI: Laterite. R. Asiat Soc., 9. Rajagopalan, S. (1996) Old Goa, New Delhi: ASI. 10. Widdowson M, Gunnell Y (1999) Lateritization, geomorphology and geodynamics of a passive continental margin: the Konkan and Kanara costal lowlands of western peninsular India. Spec Publ Int Assoc Sedimentol		
IV	**LATERITE ARCHITECTURAL MONUMENTS OF KERALA**		**12**	**18**
	23	Geomorphology of Kerala	**1**	
	24	Utilization of Laterites- Settlement pattern- housing pattern- Agriculture- Burial customs and other public construction works.	**1**	

	25	Franis Hamilton Buchanan – Schellman- Robert Bruce Foote-Paton and Williams- J.C. Visscher	**1**	
	26	Laterite Monuments of Kerala - Pre-Historic Laterite Structures - Architectural and Cultural significance of laterites	**3**	
	27	Rock-cut tombs- Hood stones- Hat Stones-Umbrella-stone	**1**	
	28	Colonial Laterite Architecture of Kerala	**1**	
	29	Pallipuram fort- Kottapuram fort- St. Angelo Fort	**1**	
	30	Palghat Fort- Fort of Angengo-Bekal Fort-Lofty Boundary Wall, Telicherry Fort	**1**	
	31	Laterite temples-First Generation Temple at Wayanad-Second Generation Temple at Cheruvannur	**1**	
	32	National Geo-heritage Monument- Angaddippuram	**1**	

Reading list

1. Balakrishnan, T.S. (2001). Tectonics of western India inferred from gravity patterns and geophysical exploration. In, Y. Gunnell and B.P. Radhakrishna (eds.), *Sahyadri- The Great Escarpment of Indian Subcontinent*. Memoir, Geological Society of India, Banagalore. 47(1)
2. Bardossy, G. (1981). Palaeoenvironment of laterites and laterite bauxites effects of golobal tectonism on bauxite formation. In proceedings of the *International Seminar on Lateritisation process*, Trivandrum, 11-14 Dec., 1979.
3. Buchanan F. (1807). *A Journey from Madras through the countries of Mysore*. Canara and Malabul', East India Co., London
4. Chattopadhyay, S. (2002). Emergence of central Kerala coastal plain: A geomorphic analysis. In, S. K. Tandon and B Thakur (eds.), *Recent Advances in Geomorphology*,
5. Chattopadhyay, S and Mahamaya Chattopadhyay. (1995). *Terrain Analysis of Kerala: Concept, Method and Application*. Technical Monograph No.1/95.STEC, Govt. Of Kerala, Trivandrum Quaternary Geology and Environmental Geosciences: Indian Case Studies, Manisha Publications, New Delhi
6. Geological Survey of India. 2005. *Geology and Mineral Resources of Kerala*. Miscellaneous Publication No 30, part 9, 2nd revised edition
7. Gurukkal, P.M.R. (20027). Historical Antecedents in Cherian, P.J. (Ed.), *Perspectives on Kerala History*- The Second Millennium.
8. Kasthurba, A.K., Santhanam, M. & Mathews M.S. (2007*). Investigation of laterite stones for building purpose Malabar region, Kerala state*, SW India – Part 1: Field studies and profile characterization. Construction and Building Materials, 21,
9. Karunakaran, C. and Sinha-Roy, S. 1981. Laterite profile development linked with polycyclic geomorphic surfaces in

	South Kerala. In, *Lateritisation Processes*. Geological Survey of India. Oxford and IBH Pub.Co., New Delhi 10. Nilakanta Sastri, KA. (1984). *A History of South India*, Oxford university press, Madras 11. Sambandam S.T . & PRASAD K.N. (1981) - Laterites and cyclic erosional landsurfaces in the central part of Kerala State, India. In: *Lateritisation Processes*, Rotterdam 12. Sarkar, H. (1978). *An Architectural Survey of Temples of Kerala*. India: Archaeological Survey of India [ASI]. 13. Stephens G.C. (1961) - *Laterite at the type locality, Angaddippuram*, Kerala, India . Joum. Soil. Sc., 12, 14. The Kerala State Department of Archaeology (1996). *A Hand Book on Protected Monuments of Kerala*, India: The Kerala State Department of Archaeology. 15. Varghese, T. &Bygu, G. (1993*). Laterite soils – their distribution, characteristics and management. Technical Monograph No. 1. State Committee on Science Technology and Environment*, Government of Kerala. Thiruvananthapuram, India: Government of Kerala.	
V	**Open Ended:** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include: **12hrs**	
7.	**Sustainable Building Design with Laterite**: Explore the principles of sustainable building design using laterite as a primary material. Discuss the environmental benefits and challenges of using laterite in construction, and examine case studies of innovative sustainable buildings incorporating laterite.	
8.	**Digital Tools for Heritage Preservation**: Introduce students to digital tools and technologies utilized for the preservation and documentation of laterite heritage sites. Explore how modern technology, like virtual reality and digital mapping, helps protect and share the stories of ancient laterite structures. Through hands-on activities and demonstrations, learn how these digital tools can bring history to life and make it accessible to everyone, preserving our cultural heritage for future generations.	
9.	**Teamwork in Preserving Heritage**: Facilitate discussions on interdisciplinary collaboration in heritage conservation, focusing on the roles and contributions of archaeologists, architects, conservation scientists, and community stakeholders. Invite guest speakers from diverse backgrounds to share their experiences and insights into collaborative conservation projects	
10.	**New Ways to Save Ancient Buildings**: Examine recent advancements in conservation materials and techniques for preserving laterite monuments. Explore case studies of successful conservation projects, highlighting innovative approaches to structural stabilization, surface protection, and long-term maintenance of ancient buildings.	
11.	**Tourism and Protecting Heritage Sites**: Analyze the relationship between tourism development and heritage conservation, with a focus	

	on laterite-rich regions. Discuss strategies for sustainable tourism management, community engagement, and cultural preservation, and encourage critical reflection on the impacts of tourism on local heritage sites.	
	Activities and Assessment for the open-ended module For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:	
5.	**Sustainable Building Design with Laterite** **Activity: Comparative Analysis Discussion** Students review and discuss various designs of sustainable buildings constructed with laterite that they have studied. They analyze the cultural, environmental, and community aspects of each design, considering factors like aesthetics, functionality, and local context. **Evaluation Method: Group Discussion** Each group presents their analysis of a selected design to the class, highlighting its strengths and weaknesses. Peers engage in a discussion comparing the different designs, discussing which aspects they find most favourable and why**.**	
6.	**Digital Tools for Heritage Preservation** **Activity: Digital Heritage Exhibition** Students research a chosen laterite monument and create a digital exhibition showcasing its history, significance, and preservation efforts.They use accessible digital tools like presentation software or online platforms to compile information, images, and multimedia content. **Evaluation Method: Exhibition Presentation and Reflection** Each student presents their digital exhibition to the class, highlighting key insights and discoveries. Peers provide feedback on the effectiveness of the presentation and the depth of research, focusing on clarity, engagement, and relevance.	
7.	**Teamwork in Preserving Heritage** **Activity:** Case Study Discussion and Analysis Students analyze case studies of successful heritage preservation projects, focusing on collaborative efforts and community involvement.They discuss the challenges faced, ethical considerations, and the impact of interdisciplinary teamwork. **Evaluation Method: Group Discussion and Written Reflection** After the discussion, students write reflective essays on the importance of teamwork in heritage preservation, drawing from the case studies and personal insights.Essays are assessed based on critical analysis, depth of reflection, and integration of course concepts.	
8.	**New Ways to Save Ancient Buildings** **Activity: Conservation Material Research Project** Students research different conservation materials used in preserving laterite monuments, focusing on their properties, historical use, and environmental impact. They create informative posters or presentations summarizing their findings and recommendations. **Evaluation Method: Research Presentation and Group Discussion** Each student presents their research to the class, discussing the significance of their chosen materials and their suitability for heritage	

	conservation. Peers engage in a group discussion, exploring the pros and cons of various conservation materials and sharing insights from their research.	
9.	**Tourism and Protecting Heritage Sites** **Activity: Stakeholder Role-Play and Debate** Students role-play as stakeholders involved in the management of a laterite heritage site, such as local residents, government officials, tour operators, and environmentalists. They participate in a simulated debate or negotiation, discussing the challenges and opportunities of tourism development while preserving cultural heritage. **Evaluation Method: Role-Play Performance and Reflective Essay** Students write reflective essays, analyzing their role-play experience and the complexities of balancing tourism and heritage conservation. Essays are assessed based on critical reflection, depth of understanding, and consideration of multiple perspectives**.**	

Note: The course is divided into five modules, with four having minimum 32 units and one open-ended module with a variable number of units. There is total 48instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the 32 fixed modules.

Mapping of COs with POs and PSOs:

CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	1	1	1	2	3	2	-	1	1	1	2
CO2	-	2	1	1	2	-	-	3	1	3	1	2
CO3	2	2	1	1	2	-	-	2	1	2	1	1
CO4	2	2	1	1	2	-	-	2	1	2	1	1
CO5	2	2	1	1	3	-	-	2	1	2	1	2
CO6	2	2	1	1	2	-	-	2	1	2	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Field visit/Assignment/Debates/Discussion/Seminar/Documentation/sample collection/landscape identification
- Midterm Exam
- Final Exam(70%)

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Multi-media presentation	Landscape Identification assessment	Field work Documentation and analysis	Field visit and sample collection	Discussion/ Debates	Seminar/ Assignment	End Semester Examinations
CO1	✓	✓				✓	✓	✓
CO2	✓	✓				✓	✓	✓
CO3	✓	✓	✓			✓		✓
CO4	✓	✓		✓				✓
CO5	✓	✓			✓			✓
CO6	✓	✓						✓

II nd Semester B.A. (CUFYUGP) Degree Examinations

HIS2MN102 **History of Laterite Monumental Buildings in Western Coastal Plain of India**

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Buchanan
2. ‗Green' maintenance
3. Geochronology
4. Cheruvannur
5. Lateritization
6. Geo tourism
7. Induration
8. J.C. Visscher
9. Rock-cut tombs
10. Tellicherry Fort wall

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Write a note on Classification and Nomenclature of Laterite stone
12. Analyse the main features of Characteristic properties of Laterites
13. Differentiate between primary and secondary laterites
14. Account on the Physiographical Occurrence of laterites in India
15. Trace the Goan Laterite Stone Monuments
16. Write a note on the Architectural and Cultural significance of laterites in Kerala
17. Explain the Pre-Historic Laterite Structures in Kerala
18. Briefly explain the major findings of Franis Hamilton Buchanan and Robert Bruce Foote

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Give an account of the development of laterite monumental buildings in the colonial period
20. ―They had not only recognised the dressability of laterite in the wet state, but also possessed the engineering skill to build monumental structures‖. Explain.

Course 3(Group2)
HIS3MN202 Historical Archaeology in India

Course Description: This course aims to provide a brief introduction to the basics of Historical archaeology and a comprehensive picture about the historical archaeology of India from early historic to the modern times.

Programme	BA History Honours				
Course Code	HIS3MN202				
Course Title	Historical Archaeology in India				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the importance of historical archaeology in India	R	F	Seminar Presentation
CO2	Formulate their own informed opinions about the significance of the archaeology in historical studies	E	P	Seminar/ Group discussion
CO3	Analyse the literary and archaeological profiles of north and south part of India	An	P	Debates/Historical simulations/ role play activities
CO4	To identify the strengths and weaknesses of historical archaeology	An	P	Discussions and debates
CO5	Compare and contrast different archaeological sites	An	P	develop a timeline of a historical event
CO6	Define and apply terminology related to archaeological cultures	U	F	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)			

	Metacognitive Knowledge (M)

Module	Unit	Content	Hours 60	Marks 70
I	**INTRODUCTION TO THE HISTORICAL ARCHAEOLOGY**		**10**	**17**
	1	Historical archaeology- definition	2	
	2	Archaeology and History- basic concepts and scope	2	
	3	Material Remains; Artefacts, features and Eco-facts- Assemblage- Industry-culture- archaeological sites- explorations and excavations	2	
	4	Archaeology and literature/ written documents	2	
	5	Archaeology and Types of Historical archaeology ; Early historic archaeology, Medieval and Colonial Archaeology	2	
		Reading materials 1. Charles E Orser Jr.2018. *Historical Archaeology.* Third ed. Routledge 2. Brian. Fagan, M and Nadia Durrani. 2016. *A Brief History of Archaeology- Classical Times to the Twenty-First Century*. Routledge: New York 3. Colin Renfrew, and Paul Bahn. 1991. *Archaeology- Theory, Methods and Practice.* Thames and Hudson: New York 4. K. Rajan, 2002. *Archaeology –Principles and Methods.*ManooPathikam: Tanjavur 5. K.V. Raman1986. *Principles and Methods of Archaeology.* Madras		
II	**EVOLUTION OF HISTORICAL ARCHAEOLOGY**		**13**	**19**
	7	Asiatic Society and Archaeological Survey of India- Max mUller, James Princep, William Jones	**2**	
	8	Alexander Cunningham and the excavation of Buddhist sites – Taxila, Saranath and Sanchi	**2**	
	9	Archaeology of Vedic literature- PGW and Copper Hoard cultures NBPW and archaeology of Second urbanization- Archaeological and Literary profiles of early historic cities in the Indo Gangetic-Ganga Valley	**3**	

	10	Historical archaeology of Jainism and Buddhism – Stupas and Chaityas- art architecture- Ajanta and Elloracaves	**2**	
	11	Early medieval Historical Archaeology – Gandharaand Mathura style of art- Gupta art and architecture	**2**	
	12	Historical Archaeology of medieval India- Sultanate and Mughal architectures	**2**	
		Reading Materials 1. Upinder Singh. 2009. *A History of Ancient and Early Medieval India- from the stone age to the 12th century,* Pearson, Delhi 2. Bridget and Raymond Allchin, , 2008(1996). *The rise of civilizations in India and Pakistan.* Cambridge University Press, New Delhi 3. Dilip.K.Chakrabarti, 2001.*Archaeology of the Ganga Plain-The Lower and the Middle Ganga.* Permanent Black 4. M.K. Dhavalikar, 1995.*Cultural Imperialism- Indus Civilization in Western India.* Books & Books: New Delhi 5. Sourindranath. Roy, 2011. *The Story of Indian Archaeology 1784-1947*. ASI: New Delhi 6. Satish Chandra. *History of Medieval India.*OUP, Delhi 7. Irfan Habib. *Medieval India: The Study of a Civilization.*National Book Trust, Delhi		
III	**HISTORICAL ARCHAEOLOGY – SOUTH INDIAN CONTEXT**		**12**	**17**
	13	Archaeology of Early Tamil Anthologies - Historical archaeology Memorial stones	**2**	
	14	Archaeology of Indo-Roman Trade: Arikkamedu, Alakankulam, Kaveripoompattinam excavations and Greek Roman and Early Tamil Anthologies *Periplus*	**2**	
	15	Historical archaeology of Early Tamil Epigraphy-historical archaeology of Kodumanal and Keezhadi Excavations, Pugalur inscriptions	**2**	
	16	Historical archaeology of Early Medieval South-significances of Pallava, Chola, Chalukya, Hoysala art and architectures- Bhakti traditions	**3**	
	17	Historical Archaeology ofVijayanagara and	**3**	

		Bahmaniart and architecture		
		Reading Materials 1. Upinder Singh. 2009. *A History of Ancient and Early Medieval India- from the stone age to the 12th century*, Pearson, Delhi 2. K A NilakantaSastri. 1997. *A History of South India* :*From Prehistoric Times To the Fall of Vijayanagar*. OUP. New Delhi 3. Gururaja B.K Rao,. 1972. *Megalithic Culture in South India.*Prasaranga: University of Madras 4. .R.Sivanantham, 2019*Keeladi*- An Urban Settlement of Sangam Age on the banks of river Vaigai. Department of Archaeology, Govt. of Tamilnadu 5. IravatamMahadevan.2003. *Early Tamil Epigraphy- from the earliest times to the sixth century AD.* Cambridge: Harvard University 6. Noboru Karashima. Ed. 2014. *A Concise History of South India.* Oup. New Delhi *7.* Satish Chandra. *History of Medieval India.* OUP, Delhi 8. Rajan, K. 2000. *South Indian Memorial Stones.* Tanjavur.		
IV	**HISTORICAL ARCHAEOLOGY- KERALAM**		**12**	**17**
	18	Historical Archaeology of Iron Age- Early historic Keralam- Pattanam and Vizhinjam excavations and Literary references in Early Tamil Anthologies and Greek-Roman classics	**2**	
	19	Historical archaeology of Rock shelters- Edakkal cave- Rock cut Cave temples; Vizhinjam, Kaviyur, Madavurpara, Kallil, Trikkur, Branthampara	**2**	
	20	Historical archaeology of Early Medieval Temple; Tiruvalla, Ttiruvanchikkulam, Thrikkakara- Art and Architecture; Dravida and Kerala Style- Archaeology of Medieval settlements ;CheramanParamb and Mathilakam excavations	**2**	
	21	Church and Mosque architectures –Varappuzha, Ollur, Fort Kochi, Mattancherry,RamauramirattapalliNiranam-CheramanJuma Masjid, Kunjalimarakkar mosque, Muccunti mosque, Valapattanam Mosque, Sreekantapuram Mosque, Nadapurampalli	**3**	

	22	Archaeology of Forts and Palaces- Kottappuram Fort- St. Angelo, Palakkad, Bekkal- Padmanabhapuram palace, PaliyamKottaram, Kutiramalika, Kayamkulam palace, Hill palace, SakthanThampuran palace, Arakkal palace	**3**	
		Reading Materials 1. Fawcett, F. 1985. ‑Notes on the rock carvings in the Edakkal Cave, Wynaad " in Richard Carnac Temple (Ed.) *The Indian Antiquary –A Journal of Oriental Research*. Vol XXX 1901. Swati Publication: Delhi 2. Achan, Anujan.P. 1947. *Annual Report of the Archaeological Department Cochin State* (*1945-46 AD*). The Cochin Government Press, Ernakulum 3. A SreedharaMenon.(1967) 2003. *A Survey of Kerala History*. Chennai: S. Viswanathanapvt. Ltd. 4. MGS Narayanan. 2013.*Perumals of Kerala*. Cosmo Books, Thrissur 5. KesavanVeluthat. (1978) 2013.*Brahman Settlements in Kerala: Historical Studies.* Thrissur: Cosmo Books, 6. Babington, J. 1823 ‑Description of the PandooCoollies in Malabar‖ *Transactions of the Literary society of Bombay,* , 3:324-330 7. H. Sarkar. 1978.*An Architectural Survey of Temples of Kerala- Number-2*. New Delhi: Archaeological Survey of India 8. RajanGurukkal and RaghavaVarier. 1999. *Cultural History of Kerala*, Thiruvananthapuram: Department of Cultural Publications, Government of Kerala, *9.* YashodharMathpal. 1998. *Rock Art in Kerala.* Aryan Books International: New Delhi. 10. M.R. Manmathan.2007. *Archaeology in Kerala Past and Present.* Feroke College: Calicut.		
	Open Ended		**12**	
		Experiential learning through field visit: Edakkal cave/ Pattanam/ Kottappuram excavation sites- Forts and Palaces of Kerala. . Or **Seminars and discussions**		
		Activities and assessment of Open ended		

		Prepare and submit a report, which can be consider as assignment on the field visit or the museum visit **Assessment** Asses understanding level of the report		
		General Readings 1. P L Drewett. 1999. *Field Archaeology-An Introduction.* London 2. Crawford, OGS.1960 (1953). *Archaeology in the Field.* Phoenix house Ltd, London. 3. Brian. M Fagan, and Nadia Durrani. 2016. *A Brief History of Archaeology- Classical Times tothe Twenty-First Century*. Routledge: New York 4. Clive Gamble, 2007. *Archaeology-the basics.* Routledge, London 5. Colin Renfrew, and Paul Bahn. 1991. *Archaeology- Theory, Methods and Practice.* Thames and Hudson: New York 6. L.S. Leshnik, 1974. *South Indian Megalithic Burials: The Pandukal Complex,* Weisbaden: Franze Steiner Verlag GmbH. 7. Udaya Ravi S Moorti.1994. *Megalithic Culture of South India,* Ganga Kaveri Publishing house, Varanasi		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

III SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS
HIS3MN202 Historical Archaeology in India
(Credits: 4)

Maximum time: 2 hours Maximum Mark 70

Section A
[Answer all. Each question carries 3 marks] (ceiling 24 Marks)

1. Edakkal cave
2. Assemblage
3. Sangam Literature
4. Asiatic Society of Bengal
5. Alexander Cunningham
6. Saranath
7. Mahabalipuram
8. Keezhadi
9. Mattancherry Palace
10. Kottappuram

Section B
[Answer all. Each question carries 6 marks] (ceiling 36 Marks)

11. Define Historical Archaeology
12. Explain the basic concepts of Archaeology
13. Write a note the contribution of ASI
14. What isCopper Hoard Culture
15. Discuss the features of Chola architecture
16. Examine the historical archaeology of Megaliths
17. Discuss the historical archaeology of Rock cut temples of Kerala
18. Asses the features of Vijayanagara architecture

Section C
[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Analyse the archaeology of Vedic Literature
20. Asses the historical archaeology of Indo-Roman trade

Course 4 (Group 2)

HIS8MN302 History of Archaeo-Iron metallurgy and Mining in Pre-modern India

Course description: This course offers a comprehensive exploration of the history, techniques, and cultural significance of iron metallurgy and mining in PreModern India. Through a multidisciplinary approach encompassing archaeology, history, and anthropology, students will delve into the origins, development, and socio-economic implications of metalworking in ancient India, with a particular focus on iron technology

Programme	BA History Honours				
Course Code	HIS8MN302				
Course Title	History of Archaeo-Iron metallurgy and Mining in Pre-modern India				
Type of Course	Minor				
Semester	VIII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	**Demonstrate Understanding of Metal Technology**: Students will be able to describe the evolution of metalworking techniques and identify key advancements in PreModern iron metallurgy, particularly within the context of the Indian subcontinent.	U	C	Debate
CO2	Critically Analyze Archaeological and Literary Sources: Students will develop the ability to critically evaluate archaeological findings and textual evidence related to archaeo-iron metallurgy, demonstrating proficiency in analyzing primary sources within their historical and cultural contexts.	An	C &P	Seminar
CO3	Evaluate Socio-Economic Implications: Students will be able to assess the socio-economic significance of metal usage in PreModern societies, including its impact on trade networks, economic development, and social stratification.	E	P	Debate

CO4	Identify Regional Variations and Cultural Influences: Students will demonstrate an understanding of the geographical and cultural factors influencing iron metallurgy across different regions of the Indian subcontinent, and analyze how these factors contributed to the diversity of technological practices and cultural traditions.	An	C &P	Archaeological field visit
CO5	Apply Terminology and Theoretical Frameworks: Students will apply key terminology and theoretical frameworks used in the study of archaeo-iron metallurgy to analyze and interpret research literature, artifacts, and archaeological sites related to PreModern iron production in India.	Ap	P	Assignments
CO6	Synthesize Technological Advancements: Students will synthesize knowledge of technological advancements in ironmaking processes, including casting, forging, and materials processing, and assess their impact on the technological development and cultural history of PreModern India.	An	P	Local iron industrial visit

***Cognitive Level** -Remember(R), Understand(U), Apply (Ap), Analyze(An),Evaluate(E), Create(C)
#Knowledge Category - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	**Unit**	**Content**	**60 Hours**	**Marks 70**
I		**HISTORY OF METAL AND METALLURGY: MEANING AND METHODOLOGY**	**12**	**18**
	1	Understanding Early Metal Technology: Origin and Evolution	**1**	
	2	Archaeological and Literary Evidences on Archaeometallurgy	**1**	
	3	History of Metal and metallurgy in Africa and Europe	**2**	
	4	Historical Perspectives of Metals and Alloys : Metals in relation to growth of civilization	**2**	
	5	Socio-Economic Implications of Metals	**1**	
	6	Terminology and Theoretical frame work	**1**	
	7	Use of Ethnographic date for smelting techniques	**1**	
	8	Technique and practical methods of metallurgy	**1**	
	9	Source Material for the Study of Ancient Metallurgy	**1**	
	10	Exploratory Data Analysis in Archaeology	**1**	

	Reading List: 1. Agrawal, D. P.and J. S. Kharakwal. 2003. *Bronze and Iron Ages in South Asia*. NewDelhi: Aryan Books International. 2. Allchin, B. and F. R. Allchin. 1997. *Origins of a Civilization: The Prehistory and EarlyArchaeology of India.* New Delhi: Penguin Books India. *3.* Banning, E. B. 2002.*The Archaeologist's Laboratory - The Analysis of* 4. *Archaeological Data.* New York: Kluwer Academic Publishers. *5.* Hodder, I. and S. Hutson. 2003. *Reading the Past – Current Approaches to* 6. *Interpretation in Archaeology*. Cambridge University Press: Cambridge. 7. Lowe, T.L., 1989. *Principles of solidification and materials processing*, Vol, 2, Eds.R.. Trivedi, J. A. Sekhar and J. Majumdar, New Delhi, Oxford and 1BH Publishing,		
II	**INTRODUCTION TO HISTORY OF IRON METALLURGY IN INDIA**		**12**	**18**
	11	Geographical Factors of Indian Sub-continent and its influence on its culture - Pre-Proto historic India-Environmental Settings and Geographic locations	**2**	
	12	Beginnings of Iron Age in India - Iron in Early Buddhist Text - Painted Grey Ware, Northern Black Polished ware and Megalithic Culture	**2**	
	13	Chronology and Distribution	**2**	
	14	Iron technology and cultural development	**2**	
	15	Metal working operation - Traditional Knowledge system-Mining and Metallurgy	**2**	
	16	Historical Development- Advancement of Metal Technology in Medieval Historical Archaeology-Sculptural Art of Iron	**2**	
	Reading List: 1. Dhavalikar, M.K. 1999. *Historical Archaeology of India*. Delhi: Books and Books. 2. Ghosh, A. 1989. *An Encyclopaedia of Indian Archaeology*. Vols. I and II. New Delhi:MunshiramManoharlal Publishers Pvt. Ltd. 3. Joshi, S.D., 1970. *History of Metal Founding in the Indian Sub-continent Since Ancient Times*, Ranchi 4. Krishnan, M.S., 1955. *Iron ores of India*, Calcutta, Association for cultivation of Science. 5. Kulkarni, A.D., 1969. *RasatatnaSamucca*, Delhi, Meherchandand Lakshman Das. 6. Mahmad, S.J., 1988. *Metal Technology in Medieval India*, New Delhi, Daya Publishing House.			

III	**EARLY OCCURRENCE OF IRON TECHNOLOGY IN SOUTH INDIA**		**12**	**17**
	17	Geographical factors and regional development - Historicity and archaeological evidences related to Iron age	**2**	
	18	Iron Age the second urbanization-Megalithic excavated sites in South India	**2**	
	19	Technological studies of South Indian Protohistoric period - Ethno-Archaeological Evidence on Archaeometallurgy	**2**	
	20	Identification of Raw materials used in iron and steel industry - General qualities of raw material Procurement Mining / quarrying and beginning of pyro technology	**2**	
	21	Concentration of the ore-Isolation of the metal from its concentrated ore, and Purification of the metal - Formation Process; Secondary Formation Process -Technological developments, workshops and tool	**3**	
	Reading List: 1. Bhardwaj, H.0 and Saran S., 1983. *Seminar on metal industries of south India*, 2. Thanjavour. 3. Deo, S.B., and Jamkhedkar, A.P. 1982. *Excavations Naikund*, Bombay. 4. Franklin, J., 1829. *Indian Science and Technology in the 18th century* (1983) byDharampal, Hyderabad, Academy of Gandhian Studies 5. Lecote, R.F., 1980. *Furnaces, Crucibles, and Slags, Coming of the Age of Iron*, T.A. Wertime& J.D. Muhly (eds.) Yale-University Press, New Haven London 6. Sundara, A., -1975. *The Early Chamber tombs of South India - A study of the IronAge. Megalithic Ivionuments of North Karnataka*, Delhi Univ. Publications. 7. Moorti, U.S., 1994. *Megalithic Culture of South India: Socioeconomic perspectives*, 8. Ganga-Kaveri Publishing House, Varanasi.			
IV	**ORIGINS AND DEVELOPMENT OF IRON MAKING HISTORY OF KERALA**		**12**	**17**
	22	Geographical background of Kerala - Major geographical divisions: Mountain ranges, River basins, Environment Archaeological sources	**3**	
	23	Robert Bruce Foote- Colonel Colin Mackenzie -Buchanan - Nature of Archaeological Data	**2**	
	24	Archaeological studies of the material remains of Iron Age in Kerala: distribution and their chronology and their connections with adjoining region	**2**	
	25	Expanding Archaeometallurgy- Major Iron artifacts of excavated sites	**2**	
	26	Ore and Minerals for Common Metals: An overview of processes of primary metal production, Historical developments-Current status and Future challenges	**3**	

	Reading List: ***1.*** Buchanan, F.A., 1807**.** *Journey from Madras through the countries of Myore,Canara and Malabar*,London**.** ***2.*** Chakrabrti, Dilip K., 1976. *The beginning of iron in India*', Antiquity L ***3.*** Dutta, A., 1992. *Early Stages of Iron Technology and the Development of Regional Pattern in India, Man and His Culture: A Resurgence*, Peter S. Bellwood (ed.), Delhi ***4.*** Gordon, D.H., 1950. The Early Use of Metals in India and Pakistan, *Journal ofRoyal Anthropological Institute*, No. 80 ***5.*** Iyer, Krishna. 1967. *Kerala Megaliths and Their Builders*, University of Madras , ***6.*** Iyer, Krishna. 1948. *Prehistoric Archaeology of Kerala*, Archaeological Survey of India, Bombay		
V	**Open Ended :** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:	**12hrs**	
12.	**Field Survey and Documentation of Iron Ore Deposits:** Undertake a field survey to identify and document iron ore deposits in a specific region, analyzing geological features and historical evidence to understand the significance of these deposits for ancient mining activities.		
13.	**Cultural and Technological Exchange in Iron Metallurgy:** Research and analyze historical evidence of cultural and technological exchanges in iron metallurgy between different regions of the Indian subcontinent and neighbouring civilizations, exploring the impact of these exchanges on metalworking practices.		
14.	**Development of Ironworking Tools and Techniques:** Investigate the development of ironworking tools and techniques over time, examining archaeological evidence and experimental data to understand how innovations in tool design and manufacturing processes contributed to advancements in iron metallurgy		
15.	**Environmental Impact of Ancient Mining Activities:** Study the environmental impact of ancient mining activities, including soil erosion, deforestation, and water pollution, and discuss the implications for sustainability and resource management in PreModern societies		
16.	**Cultural Significance of Iron Artifacts**: Explore the cultural significance of iron artifacts in ancient societies, analyzing their symbolic meanings, religious rituals, and socio-economic value within different cultural contexts.		
17.	**Trade Networks and Exchange of Metal Goods**: Investigate trade networks and the exchange of metal goods between different regions of the Indian subcontinent and beyond, exploring the economic and cultural implications of long-distance trade in PreModern times		
18.	**Interact with the Local Iron Craft Community and Oral History Compilation:** Students will engage directly with local iron craft communities, observing traditional techniques and conversing with artisans to document oral histories. Through this immersive experience,		

	they'll gain insights into the cultural significance of ironworking traditions and contribute to the preservation of intangible heritage.	
	Activities and Assessment for the open ended module For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:	
10.	**Field Survey and Documentation of Iron Ore Deposits:** - **Activity:** Organize a field trip to a local area with known iron ore deposits. Students work in groups to conduct geological surveys, collect samples, and document the location, composition, and accessibility of the deposits**.** - **Assessment:** Students submit a comprehensive report detailing their findings, including geological maps, sample analysis results, and interpretations of the significance of the iron ore deposits for ancient mining activities	
11.	**Cultural and Technological Exchange in Iron Metallurgy:** - **Activity:** Assign students to research historical evidence of cultural and technological exchanges in iron metallurgy between different regions. They analyze primary sources, such as archaeological artifacts, trade records, and cultural texts, to identify instances of exchange and collaboration**.** - **Assessment:** Students present their research findings in a seminar format, discussing the impact of cultural and technological exchanges on metalworking practices and providing evidence to support their conclusions**.**	
12.	**Development of Ironworking Tools and Techniques:** - **Activity:** Divide students into small groups and assign each group a specific period or region to investigate the development of ironworking tools and techniques. They analyze archaeological artifacts, experimental data, and historical texts to trace the evolution of tools and techniques over time. - **Assessment:** Students create a timeline or visual presentation highlighting key innovations in ironworking tools and techniques, accompanied by explanations of their technological significance and implications for iron metallurgy**.**	
13.	**Environmental Impact of Ancient Mining Activities:** - **Activity:** Students conduct research on the environmental impact of ancient mining activities, focusing on case studies from different regions of the Indian subcontinent. They analyze historical records, archaeological evidence, and environmental data to assess the extent of soil erosion, deforestation, and water pollution caused by mining**.** - **Assessment:** Students prepare a written report or multimedia presentation summarizing their findings, including an evaluation of the environmental impact of ancient mining activities and recommendations for sustainable resource management practices	

14.	**Cultural Significance of Iron Artifacts:** - **Activity:** Students select a specific iron artifact from a chosen culture or time period and conduct in-depth research on its cultural significance. They examine the artifact's symbolic meanings, religious associations, and socio-economic value within its cultural context. - **Assessment:** Students create a multimedia presentation or museum-style exhibit showcasing their chosen iron artifact, providing detailed explanations of its cultural significance and supporting their interpretations with evidence from primary sources.	
15.	**Trade Networks and Exchange of Metal Goods:** - **Activity:** Assign students to investigate historical trade networks involved in the exchange of metal goods across different regions of the Indian subcontinent and beyond. They analyze trade routes, archaeological evidence, and written records to map out the flow of metal goods and identify key trading centres**.** - **Assessment:** Students develop a trade network map or infographic illustrating the exchange of metal goods between regions, accompanied by an analytical essay discussing the economic and cultural implications of long-distance trade in PreModern times.	
16.	**Interact with the Local Iron Craft Community and Oral History Compilation:** - **Activity:** Organize a community engagement initiative where students visit local iron craft communities or workshops to interact with artisans and craftsmen. They can observe traditional ironworking techniques, participate in hands-on demonstrations, and engage in discussions with practitioners to understand their craft traditions, knowledge systems, and cultural significance**.** - **Assessment:** Students are tasked with compiling oral histories and ethnographic data gathered from interactions with the local iron craft community. They document the experiences, stories, and insights shared by artisans, capturing the intangible heritage of ironworking traditions. Assessment may include the submission of written reports, audio recordings, or multimedia presentations showcasing their findings and reflections on the cultural significance of iron craft practices within the community. Additionally, students may reflect on the implications of these oral histories for understanding the socio-cultural dynamics of PreModern iron metallurgy and mining in India.	

Note: The course is divided into five modules, with four having minimum 26 units and one open-ended module with a variable number of units. There is total 48instructionalhoursfor the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the 26 fixed modules

Mapping of Cos with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	1	1	2	1	1	2	1	2	2	1
CO2	2	3	2	2	3	3	2	2	1	3	3	1
CO3	2	2	2	2	2	3	2	1	1	2	2	2
CO4	2	2	2	2	2	3	2	3	1	3	2	2
CO5	2	1	2	2	3	1	2	2	1	2	2	1
CO6	2	1	2	2	2	1	2	3	2	3	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Field visit/Assignment/Debates/Discussion/Seminar
- Midterm Exam
- Final Exam(70%)

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Archaeological field visit	Local Iron Industrial Visit	Archaeological Field Documentation Report	Assignment	Discussion / Debates	Seminar	EndSemester Examinations
CO1	✓					✓		✓
CO2	✓					✓	✓	✓
CO3	✓	✓						✓
CO4	✓							✓
CO5	✓				✓			✓
CO6			✓					

VIII Semester B.A. (CUFYUGP) Degree Examinations

HIS8MN302: History of Archaeo-Iron metallurgy and Mining in Pre-modern India

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Archaeometallurgy
2. Painted Grey Ware
3. Pyrotechnology
4. Robert Bruce Foote
5. Iron furnace
6. Wootz
7. Bloomery iron
8. Alloys
9. Megalithic Culture
10. Second Urbanization

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Explain the historical perspectives of metals and their alloys which leading to the growth of civilization
12. What are the main source materials for the study of ancient metallurgy in India?
13. How did traditional knowledge system help us to find iron metallurgical advancement in India?
14. Write a note on Metal Technology in Medieval Historical Archaeology
15. Critically examine the metallurgical research of Iron in South India
16. What are the prerequisites for the iron making process in ancient India?
17. Analyse the main features of Archaeological studies of the material remains of Iron Age in Kerala
18. Discuss the nature of archaeological remains in megalithic sites

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. ―Iron metallurgy is an important metal to influence the march of urbanization in India‖. Substantiate.
20. Account on the contributions of Ethno-Archaeological Evidences on Archaeometallurgy in South India

Table B

Minor groups from the Table B can be offered to students from other Major disciplines only. Students who have completed the listed courses can pursue higher studies in the relevant areas.

Group 3
ECONOMIC HISTORY OF INDIA

Course 1 HIS1MN103 ECONOMIC HISTORY OF PRE - MODERN INDIA

Course description: This course contains a fascinating and transformative account of Economic History of India from pre-historic period to Mughal period. The history of evolution of Indian economy of pre-modern India will be discussed with special focus on influence of geographical features and their influence on economic life, development of agriculture, craft production, evolution of trade, public finance and revenue administration.

Programme	BA History Honours				
Course Code	HIS1MN103				
Course Title	Economic History of Pre-modern India				
Type of Course	Minor				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the major geographical features of India and their role in shaping economic life of the people.	U	F	Map reading/ Visual assessment /Group discussion

CO2	Formulate their own informed opinions about the transition from pastoral economy to farming communities	E	C	Group discussion/ Seminar presentation /Debate
CO3	Analyze evolution of trade and commerce in pre-modern India with special focus on trade communities.	An	P	Peer Teaching/ Group discussion/Seminar /Debate
CO4	Examine nature of economic thoughts ancient.	An	M	Open-ended questions/ Group discussion /Debate
CO5	Explain different aspects of management of public revenue and finance in pre-modern India	E	C	Quick quizzes/ Group discussion/Seminar /Debate /G
CO5	Understand features of planned cities in Indus civilization.	U	P	Group discussion / Seminar /Debate
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**GEOGRAPHICAL FACTORS OF PRE-MODERN INDIAN ECONOMY**		**12**	**16**
	1	Geographical outline of India	1	
	2	Climate, Mountains, & Passes	3	
	3	Forest – Flora & Fauna	2	
	4	Seas, Trade winds & Rivers	2	
	5	Plains and plateaus	2	
	6	Impact of geographical features on economic activities **Reading List :** 1. *Geographical Factors In Indian History,* K. M. Panikkar, Bharatiya Vidya Bhavan. 2. *The Cambridge Economic History of India 1200 – 1750*, Tapan Raychaudhuri and Irfan Habib, Cambridge University Presss. 3. *The Indian Ocean in World History,* Milo Kearney, Routledge.	2	
II	**PASTORAL COMMUNITIES TO FARMING COMMUNITIES**		**12**	**16**
	7	Pastoral economy in Stone Age & Transition to	2	

		farming communities		
	8	Practices of cultivation – Later Vedic, Maurya, Vijayanagar and Mughal Periods.	4	
	9	Land grants and village economies	2	
	10	Village communities in Chola Period and Mughal Period **Reading List :** 1.B.P. Sahu, Anamika,*From Hunters to Breeders: Faunal Background of Early India*, 2.Irfan Habib, *The Agrarian System of Mughal India, 1556-1707*, , Oxford India. 3.R.S Sharma ,*Indian Feudalism*, , Macmillan India Ltd.	2	
III	**NATURE OF TRADE IN PRE-MODERN INDIA**		**10**	**16**
	11	Types of trade : Short distance and Long distance	2	
	12	Mercantile communities – Manigramam, Vaniks, Sethis, Banjaras, Bohra	2	
	13	Trade network – local markets, caravan routes, cities & sea ports	3	
	14	Export and Import – Items of trade	2	
	15	Silk route **Reading List :** *1. Trade and Trade Routes in Ancient India*, Moti Chandra, Abhinav Publications. *2. The Cambridge Economic History of India 1200 – 1750*, Tapan Raychaudhuri and Irfan Habib, Cambridge University Presss. *3. The Indian Ocean in World History*, Milo Kearney, Routledge.	1	
IV	**PUBLIC REVENUE AND FINANCE**		**14**	**22**
	16	Indian Economic Thoughts – The Arthashastra Model	1	
	17	Land revenue administration in Ancient India – Maurya & Gupta periods	2	
	18	Land revenue administration in Medieval India – Cholas, Delhi Sultanate, Vijaya Nagar and Mughals	3	
	19	Currency System of Ancient India – Mauryas, Kushans & Guptas	3	
	20	Currency System of Medieval India – Ilthutmish, Krishna Devarya, Sher Shah, Akbar	3	
	21	Token currency of Muhammed bin Tughluq – concept and practice	1	
	22	Financial services in pre-modern Period : Banking and Insurance	1	

		Reading List : 1. *A History of Indian Economic Thought*, Ajit K. Dasgupta, Routledge 2. *The Cambridge Economic History of India 1200 – 1750*, Tapan Raychaudhuri and Irfan Habib, Cambridge University Presss. 3.*The Agrarian System of Mughal India, 1556-1707*, Irfan Habib, Oxford India.		
V	**Open Ended: URBAN LIFE AT HARAPPA**		12	
		Town Planning – Meaning and examples		
		Planned cities – Harappa, Mohenjodharo, Lothal		
		Features of town planning in Indus civilisation		
		Drainage system of Mohenjodharo		
		Great Bath of Mohenjodharo **General Reading List :** 1. Ancient Cities of the Indus, Gregory L Possehl, Vikas Publish House 2. *The Ancient Indus Valley – New Perspectives*, Jane R. McIntosh, ABC Clio. 3. *Urbanisation in Ancient India*, Vijay Kumar Thakur, Abhinav Publications		
		Activities and assessment of Open ended *Visit websites of Archaeological Survey of India and collect photos and videos of Indus sites. *Identify pictures of various artifact discovered from major Indus sites *Compare elements of town planning of Indus people with that of modern times. **Assessment** *Evaluate the basic understanding of selected Indus sites. *Assess the understanding of key concepts regarding Indus civilization		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the first 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO6**
CO 1	2	1	2	3	1	3	2	2	-	3	2	3
CO 2	3	1	3	3	1	3	2	2	-	3	2	3
CO 3	3	2	3	3	1	3	2	2	-	3	2	3

CO 4	3	2	3	3	1	3	2	2	-	3	2	3
CO 5	3	2	3	3	1	3	2	2	-	3	2	3
CO 6	-	-	-	-	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

SEMESTER B.A. (CUFYUGP) DEGREE EXAMINATIONS OCTOBER 2024

HIS1MN103: ECONOMIC HISTORY OF PRE-MODERN INDIA

(Credits: 4)

Maximum Time: 2 hours Maximum Marks: 70

Section A

(Answer All. Each question carries 3 marks)

(Ceiling: 24 Marks)

1. Significance of rivers in inland trade
2. The Gangetic plains.
3. Stone Age
4. Ploughed cultivation during the Later Vedic period
5. *Khalisa* land?
6. *Banjara* community
7. Silk Route?
8. Token currency of Muhammad bin Tughluq
9. Gold coins of Kushans
10. Shifting cultivation

Section B

(Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Examine the impact geographical features of India on the economic activities.
12. How did the monsoon wind promote maritime trade between India and the western countries?
13. Discuss major features of land grants in pre-modern India.
14. Assess the trade relations that existed between ancient Rome and India.
15. Examine role of mercantile communities in promoting trade in pre-modern India.
16. Provide a brief overview of the economic thoughts presented by Kautilya in Arthashastra.
17. Give an account of the currency system of Medieval India
18. Explain major features of banking system in medieval India

Section C

(Answer any **one**. Each question carries 10 marks) (1x10=10marks)

19. Discuss features of land revenue administration under the Mughals.
20. Examine the role of port cities in promoting trade and commerce in ancient India.

Course 2 (Group 3)

HIS2MN103 ECONOMIC HISTORY OF MODERN INDIA

Course description: This course contains Economic History of Modern India from colonial period to Nehruvian era. It will discuss economic history of Modern India with special reference to influence of European market, British colonialism and economic unification of British India. Also it will focus on development of economic thoughts during the Indian National Movement and ideas of Indian leaders in this regard.

Programme	BA History Honours				
Course Code	HIS2MN103				
Course Title	ECONOMIC HISTORY OF MODERN INDIA				
Type of Course	Minor				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand major changes in economy of modern Europe	U	F	Open-ended questions/ Group discussion/ Seminar
CO2	Evaluate commercial revolution and industrial revolution and their effects on economy.	An	P	Debate/ Group discussion/ Seminar
CO3	Illustrate impact of policies of the British-India Government on Indian economy	An	P	Group discussion/ Debate/ Seminar
CO4	Examine transition of modern Indian economy into colonial economy and its effect on agriculture, craft production, factory system and labour structure.	E	P	Peer teaching/ Group discussion/ Seminar
CO5	Identify the financial policies introduced by the British in India.	An	P	Open-ended questions / Group discussion / Seminar

CO6	Analyse economic thoughts of nationalist leader including Dadabhai Naoroji, Mahatma Gandhi and Jawaharlal Nehru	An	P	Comparative analysis / Group discussion / Debate
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	Content	Hrs 60	Mrk 70
I	**DEVELOPMENTS IN MODERN EUROPEAN ECONOMY**		**8**	**12**
	1	Commercial Revolution - Basic features	2	
	2	Industrial revolution – Basic features	2	
	3	Growth of capitalism – meaning and definition	1	
	4	Growth of Colonial Economy	1	
	5	Indian economy on the eve of British colonialism - Major Features **Reading List:** 1. *The Cambridge Economic History of Modern Europe*, Stephen Broadberry and Kevin H. O'Rourke, 2. *The Oxford History of Modern Europe*, T. C. W. Blanning, Oxford University Press. 3. *COLONIALISM AND INDIAN ECONOMY*, Amiya Kumar Bagchi, Oxford University Press	2	
II	**COLONIALISATION OF INDIAN ECONOMY**		14	20
	6	Commercialisation of Agriculture	1	
	7	Introduction of plantation economy	2	
	8	Impoverishment of Indian peasantry & craftsmen	2	
	9	Introduction of Modern Industries and Factory system	3	
	10	Development of Indian Industrial Class	2	
	11	Changes in labour structure	1	
	12	Colonial urbanism – cantonment, hill stations, railway towns **Reading List :** 1. *Economic History Of India 1757-1966*, G. Kaushal, Kalyani Publishers. 2. *The Cambridge Economic History Of India* - Vol. 2, Dharma Kumar and Meghnad Desai, Cambridge University Press. *3. An Economic History of India: From Pre-colonial*	3	

		Times to 1991, Dietmar Rothermund.		
III	**ECONOMIC UNIFICATION OF BRITISH INDIA**		15	22
	13	Colonial financial policies for India	2	
	14	Land revenue settlements – Zamindari, Ryotwari &Mahalwari	3	
	15	Forest policies	2	
	16	Modern currency system	2	
	17	Famine Codes	2	
	18	Introduction of modern banking system in India	2	
	19	Industrial policies of the British **Reading List:** 1. *An Economic History of India: From Pre-colonial Times to 1991*, Dietmar Rothermund. 2. *Economic History Of India 1757-1966*, G. Kaushal, Kalyani Publishers. 3. *The Cambridge Economic History Of India* - Vol. 2, Dharma Kumar and Meghnad Desai, Cambridge University Press.	2	
IV	**ECONOMIC THOUGHTS IN MODERN INDIA**		11	16
	20	Economic nationalism – Dadabhai Naoroji & RC Dutt	2	
	21	Gandhian principles of economic development - *Grama Swaraj*	2	
	22	National Planning Committee in 1938	1	
	23	MN Roy & People‘s Plan	2	
	24	Indian capitalists & their plans for Economic Development – Bombay Plan & Tata Plan	2	
	25	Nehruvian Model of Economic Development 1. *Economic History of India 1857-1947*, Tirthankar Roy, OUP India 2.*Economic history of India under the British – 1757-1947*, T.B Desai, Vora & Company Publishers. 3.*An Economic History of India: From Pre-colonial Times to 1991*, Dietmar Rothermund. 4.*The Cambridge Economic History Of India* - Vol. 2, Dharma Kumar and Meghnad Desai, Cambridge University Press. 5. *The Indian Ocean in World History,* Milo Kearney, Routledge. 6. *An Era of Darkness,* Shashi Tharoor, Aleph Book Company.	2	
V	**Open- Ended GRAM SWARAJ : AN ALTERNATIVE**		12	

	MODEL FOR VILLAGE RECONSTRUCTION			
		Mahatma Gandhi and his ideas of development		
		Gram Swaraj – Concept and definition		
		Mahatma Gandhi‘s Ideal Village		
		Principles of Gram Swaraj		
		Relevance in Indian society		
		Criticism to the model		
	Activities and assessment of Open ended * Identify major components ideal village vision of Mahatma Gandhi *Compare Gandhian idea of development with modern concept of development. * Individualizing Gram Swaraj * Examine feasibility of Grama Swaraj for India in present scenario . **Assessment** *Assess clarity of the concept. *Evaluate the understanding of key concepts of Gram Swaraj.			

Note: The course is divided into five modules, with four having total 25 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the first 25 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO 1	3	1	3	3	1	3	2	2	-	3	2	3
CO 2	3	1	3	3	1	3	2	2	-	3	2	3
CO 3	3	1	3	3	1	3	2	2	-	3	2	3
CO 4	3	1	3	3	1	3	2	2	-	3	2	3
CO 5	3	1	3	3	1	3	2	2	-	3	2	3
CO 6	-	-	-	-	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓
C07	✓	✓		✓

MODEL QUESTION PAPER

II SEMESTER B.A. (CUFYUGP) DEGREE EXAMINATIONS OCTOBER 2024
HIS2MN103 ECONOMIC HISTORY OF MODERN INDIA

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

(Answer All. Each question carries 3 marks)

(Ceiling: 24 Marks)

1. Capitalism
2. Factory system
3. Industrial Class
4. Famine codes in colonial India
5. Forest policies of the British in India
6. Ryotwari system
7. RBI
8. Drain of Wealth
9. Gram Saraj
10. ‗Bombay Plan'

Section B

(Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. What do you mean by Industrial Revolution?
12. What is colonial economy? What was its impact on India during the colonial period?
13. Examine different aspects of commercialization of Indian agriculture under the British.
14. Discuss features of colonial urbanism with special reference to cantonments and hill stations.
15. Analyse the nature of the Industrial policies in colonial India.
16. What do you mean by the Permanent Settlement System?
17. Give an account of Economic Nationalism.
18. Discuss various aspects of Nehruvian model of economic development.

Section C

(Answer any one. Each question carries 10 marks) (1x10=10marks)

19. Discuss economic impact of the British rule in India.
20. Assess the land revenue settlements introduced by the British in India.

Course 3

ECONOMIC HISTORY OF KERALA

Course description: This course contains an account of Economic History of Kerala from pre-historic period to the present**.** The history of evolution of Kerala economy will be discussed with special focus on influence of geographical features, trade contacts with foreign countries, arrival of European powers and their impact on Kerala economy, developments in Kerala economy after independence, and the recent trends.

Programme	BA History Honours				
Course Code	HIS3MN203				
Course Title	ECONOMIC HISTORY OF KERALA				
Type of Course	Minor				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand major developments in economy of pre-modern Kerala	U	F	Quick quizzes/ Group discussion/Debate/ Seminar
CO2	Realize different kinds of economic activities existed in pre-modern Kerala.	U	F	Quick quizzes/ Group discussion/Debate/ Seminar
CO3	Understand the nature of tradeand countries involved in trade with Kerala**.**	An	P	Group discussion/ Seminar/ Prepare list of items of import& export
CO4	Analyse impact of colonialism on Kerala economy	E	P	Group discussion/Debate/ Seminar
CO5	Understand the major developments in Kerala economy after independence.	An	P	Quick quizzes/ Group discussion/Debate/ Seminar

CO6	Realize recent changes in Kerala economy	An	P	Identify recent economic changes in own village/ Group discussion/ Seminar/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	Content	Hrs 60	Mark 70
I	**1. PRE-MODERN KERALA ECONOMY**		**11**	16
	1	Geographical Features : Mountains & Passes – Forest – Rivers – Arabian sea – Climate – Monsoon Winds	3	
	2	From food gathers to farming communities	2	
	3	Agriculture in pre-modern Kerala – methods & crops	2	
	4	Traditional industries – ship building	2	
	5	Village communities **Reading List :** 1. B.A Prakash: *Kerala's Economic Development: Issues and Problems.* India, SAGE Publications, 1999.	2	
II	**TRADE CONTACTS OF PRE-MODERN KERALA**		13	18
	6	Regional Trade	1	
	7	Foreign trade - Trade with Rome, Greek, Arabs & Chinese	3	
	8	Trade Routes – land routes and sea routes	2	
	9	Port cities – Muziris, Quilon, Calicut	2	
	10	Colonial Trade & settlements – Portuguese, Dutch, French and English	3	
	11	Changes in pattern of trade under the British	2	
III	**KERALA AND COLONIAL ECONOMY**		12	18
	12	Development of colonial economy in Kerala	2	
	13	Plantation economy	2	
	14	Development of modern industries	2	

	15	Development of modern transportation – Road and railway	2	
	16	Factory system	2	
	17	Growth of Trade Unions	2	
IV	**DEVELOPMENTS AFTER INDEPENDENCE**		**12**	**18**
	18	Land reforms	2	
	19	Kerala Model Development	3	
	20	Migration to foreign countries –Social and economic impact	2	
	21	Migrant labourers in Kerala	2	
	22	Growth of Service Sector –Health tourism, Eco tourism, IT & BPO **Reading List** Jeffrey, Robin. *Politics, Women and Well-Being: How Kerala Became 'a Model'*.. United Kingdom, Palgrave Macmillan Limited, 1992.	3	
V	**Open Ended : KERALA ECONOMIC THOUGHT**		**12**	
	1	Definition and Scope		
	2	Evolution		
	3	KN Raj & CDS		
	4	Dr. M. Kunjaman and Subaltern Perspective		
	5	New Trends		
	Activities and assessment of Open ended * Visit Centre for Development Studies (CDS) Thiruvannthapuram * Book review * Peer Teaching **Assessment** *Assess general awareness of students on Kerala economic thought. *Evaluate the understanding of key concepts			

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the first 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO 1	3	1	3	3	1	3	2	2	-	3	2	3
CO 2	3	1	3	3	1	3	2	2	-	3	2	3
CO 3	3	1	3	3	1	3	2	2	-	3	2	3
CO 4	3	1	3	3	1	3	2	2	-	3	2	3
CO 5	3	1	3	3	1	3	2	2	-	3	2	3
CO 6	-	-	-	-	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

III SEMESTER B.A. (CUFYUGP) DEGREE EXAMINATIONS OCTOBER 2024

HIS3MN203 ECONOMIC HISTORY OF KERALA

Maximum Time: 2 hours Maximum Marks: 70

Section A

(Answer All. Each question carries 3 marks)

(Ceiling: 24 Marks)

1. Monsoon Winds
2. Neolithic period in Kerala
3. Muziris port
4. Ship building at Beypore
5. HortuzMalabaricus
6. Plantation economy
7. Factory system
8. Introduction of railways in Kerala
9. Health tourism
10. Business Process Outsourcing

Section B

(Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Examine trade contacts of pre-modern Kerala with the Arabs.
12. Discuss different aspects Kerala‘s trade with the Portuguese.
13. Give an account of introduction of plantation sector in Kerala
14. Discuss the growth of modern transportation system in Kerala during the colonial period.
15. Examine the growth of trade unions in Kerala
16. Analyse the impact of Kerala Land Reforms
17. Examine the relevance of migrant labourer in Kerala economy.
18. Analyze the scope of ecotourism in Kerala.

Section C

(Answer any one. Each question carries 10 marks) (1x10=10marks)

19. Analyze the geographical features of Kerala and their impact on shaping the state's economy?
20. What do you mean by Kerala Model Development? Give your answer with suitable examples.

Group 4

HISTORY OF BRITAIN

Course 1 HIS1MN104 History of Britain: Prehistoric to the Late Middle Ages

Course description: This course aims to provide a comprehensive understanding of the major historical developments that shaped England from the prehistoric period to the late middle Ages.

Programme	BA History Honours				
Course Code	HIS1MN104				
Course Title	History of Britain:Prehistoric to the Late Middle Ages				
Type of Course	Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recall key concepts like Celtic influences, Roman occupation, and Anglo-Saxon settlements.	R	F	Time line Creation
CO2	Explain the evolution of medieval English politics	U	C	Group discussions
CO3	Analyze the rise of monasteries, the Black Death's impact, and John Wycliffe's influence.	AN	P	Seminar
CO4	Analyze the rise of towns and their importance in medieval England	E	P	Group discussions
CO5	Describe the development of the English language and literature	U	C	Presentation
CO6	Explain the foundations of English society	U	C	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks70
I	**PRE-ROMAN BRITAIN AND ROMAN RULE**		**13**	**16**
	1	Geographical context of Britain -prehistoric Britain	3	
	2	Celtic tribes and their social hierarchy, Stonehenge, Brittonic languages	3	
	3	Roman invasion, administration, impact on social structures, Roman cultural influence; baths, villas and language.	3	
	4	Animism, Polytheism, and Roman Influence	2	
	5	Resistance to Roman rule, Boudicca's rebellion	2	
		Reading List 1. Freeman, Henry. *Roman Britain: A History From Beginning to End. N.p.*, Create Space Independent Publishing Platform, 2016. *2*. Alcock, Joan P., *A Brief History of Roman Britain.* United Kingdom, Little, Brown Book Group, 2011. 3. Salway, Peter. *A History of Roman Britain*. United Kingdom, OUP Oxford, 2001.		
II	**ANGLO-SAXON AND VIKING INFLUENCES(410 AD - 1066 AD)**		**11**	**16**
	6	Arrival of Anglo-Saxons and the formation of kingdoms	2	
	7	Alfred the Great, Viking Raids and Settlements	3	
	8	Anglo-Saxon Society, Political institutions, Witenagemot	3	
	9	Anglo-Saxon literature, Conversion to Christianity	3	
		Reading List 1. Holman, Katherine. *The Northern Conquest: Vikings in Britain and Ireland.* United Kingdom, Signal Books, 2007. 2. Hubbard, Ben. *The Anglo-Saxons, Vikings and Normans.* United Kingdom, Raintree Publishers, 2019. 3. Morris, Marc. *The Anglo-Saxons: A History of the Beginnings of England*. United Kingdom, Random House, 2021.		
III	**NORMAN ENGLAND AND THE HIGH MIDDLE AGES (1066 AD - 1399 AD)**		**15**	**22**
	10	Norman Conquest-Battle of Hastings	1	
	11	Norman Feudal System	2	
	12	Norman architecture (castles, cathedrals)	1	
	13	Literature in Anglo-Norman and Middle English-Geoffrey	2	

		Chaucer		
	14	The Magna Carta and the rise of Parliament	2	
	15	Development of towns and guilds	1	
	16	The Hundred Years' War with France	2	
	17	Black Death, Crusades, the Peasants' Revolt	4	
		Reading List • 1. Simpson, Peter. *England in the Middle Ages: The Normans 1066-1154*. United States, Xlibris US, 2019. • 2.John Gillingham, Ralph A. Griffiths. *Medieval Britain: A Very Short Introduction*. , OUP, 2000. 3.Keen, M.H. *England in the Later Middle Ages: A Political History*. United Kingdom, Taylor & Francis, 2004.		
IV	**THE LATE MIDDLE AGES AND THE ROAD TO THE TUDORS (1399 AD - 1485 AD)**		**9**	**16**
	18	The Wars of the Roses	2	
	19	The rise of universities - Oxford, Cambridge	2	
	20	English monasteries-The friars	2	
	21	Development of religious thought and criticism John Wycliffe- Lollard Movement	2	
	22	The consolidation of power under Henry VII and the establishment of the Tudor dynasty (1485)	1	
		Reading List 1. Wilkinson, Bertie. *The Later Middle Ages in England 1216 - 1485*. United Kingdom, Taylor & Francis, 2014. 2. Jones, Dan. *The Wars of the Roses: The Fall of the Plantagenets and the Rise of the Tudors*. United States, Viking, 2014. 3. Keen, Maurice Hugh. *English Society in the Later Middle Ages, 1348-1500*. United Kingdom, Allen Lane, 1990.		
V		**Open Ended** 1. Explore trade routes and the exchange of goods between Britain and other parts of Europe before the Roman invasion. Discuss how this exchange influenced Celtic culture and society. 2. Analyze how Roman infrastructure projects like roads, aqueducts, and towns changed the physical landscape of Britain. 3. Explore the training, warfare, Ancient British	12	

		Weapons and Armour leisure activities, and social responsibilities of knights. 4. Concept of chivalry 5. Anglo Saxon women and law **Activity and Assessment of Open ended Module :** **1.** Provide students with a blank map of Europe and ask them to research and plot the major trade routes that connected Britain to other parts of Europe before the Roman invasion. **2.** Encourage students to create multimedia presentations or documentaries on their chosen topics. **3.** Historical Fiction Writing: Students write short stories set in a specific historical period, incorporating their understanding of social structures, daily life, and historical figures.		
		Reference : • Tout Thomas Frederick, and Sullivan, James. *An Elementary History of England: With Illustrations, Tables, Maps, and Plans.* United States, Longmans, Green, and Company, 1904. • McIntyre, Dan. *History of English: A Resource Book for Students*. United Kingdom, Taylor & Francis, 2020. • Burns, William E. Brief History: *Brief History of Great Britain*. United Kingdom, Facts On File, Incorporated, 2009. • Ackroyd, Peter. *Foundation: The History of England*: Vol.I. United Kingdom, Pan Macmillan, 2011. • Barbara Gribling, Katie Stevenson Ed. *Chivalry and the Medieval Past*. United Kingdom, Boydell Press, 2016. • Roberts Clayton, et.al., *A History of England, Volume 1: Prehistory to 1714*. United Kingdom, Taylor & Francis, 2016. • *Britons and the Saxons, Or, A History of England: From the Earliest Times, to the Norman Invasion A.D. 1066*. United Kingdom, Religious Tract Society, 1837.(free download)		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules

Mapping of COs with PSOs and POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	3	3	1	3	2	2	2	3
CO2	3	2	3	-	3	3	1	3	2	-	3	3
CO3	3	2	2	1	3	3	2	3	2	-	1	3
CO4	3	2	2	2	2	3	1	2	2	3	2	3
CO5	3	1	-	2	3	3	3	3	3	2	2	3
CO6	3	2	2	-	2	3	1	-	1	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓			✓
CO 6	✓	✓		✓

I Semester B A (CUFYUGP) Degree Examination 2024
HIS1MN104 History of Britain :Prehistoric to the Late Middle Ages

Maximum Time: 2hours **Maximum Marks: 70**

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Describe the geographical features of pre-historic Britain.
2. What were the major Celtic tribes in Britain, and how was their social hierarchy structured?
3. Describe the social structure of Anglo-Saxon society.
4. What is the Witenagemot and what was its role in Anglo-Saxon government?
5. How did Viking raids and settlements influence the development of Anglo-Saxon England?
6. What are some key architectural features of Norman castles and cathedrals?
7. What were the economic and social functions of guilds in medieval England?
8. Explain the concept of animism and its role in pre-Roman Brittonic religion.
9. Who was Boudicca, and why is her rebellion significant in Roman Britain?
10. Explain the significance of Stonehenge in pre-Roman Britain.

Section B

(Answer All. Each question carries 6 marks)

(Ceiling: 36Marks)

11. Explain the process and impact of the Christianization of Anglo-Saxon England
12. Analyze the significance of the Magna Carta as a document limiting the power of the monarchy.
13. Describe the events leading up to the Hundred Years' War between England and France.
14. Explain the role of monasteries and friars in medieval English society.
15. Discuss the social and economic factors that contributed to the Peasants' Revolt.
16. How did the consolidation of power under Henry VII pave the way for the Tudor dynasty?
17. Discuss the social and economic consequences of the Black Death on England.
18. Explain the concept of the Norman feudal system and its effects on England

Section C

(Answer anyone. Each question carries 10 marks)

(1x10Marks)

19. How did Roman rule change social structures, language, religion, and infrastructure in Britain?
20. What were the challenges faced by England during the Anglo-Saxon period and how did they shape society, politics, and culture?

Course 2(Group 4)
HIS2MN104 HISTORY OF BRITAIN: TUDOR TO GLOBAL EMPIRE

Course description:This course explores British history from the Tudor transformation to the dawn of the 20th century, examining political developments, social changes, cultural shifts, and literary movements that shaped the nation.

Programme	BA History Honours				
Course Code	**HIS2MN104**				
Course Title	History of Britain: Tudor to Global Empire				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand how Tudor monarchs strengthened their grip on power, and analyze the social changes sparked by the Reformation	U	F	Seminar
CO2	Analyze the clash between the Crown and Parliament under James I, and the rise of challenges like the Gunpowder Plot	U&An	C &P	Group discussions
CO3	Describe the return of the monarchy under Charles II, and the significance of the Glorious Revolution	U&An	C & P	Seminar
CO4	Explain the significance of the Seven Years' War and the impact of losing colonies in the American Revolution	U	F	Group discussions
CO5	Evaluate the social issues and reform efforts sparked by the Industrial Revolution.	U	F	Presentation
CO6	Explain Britain's position on the world stage as the 20th century dawned	U	F	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**THE TUDOR TRANSFORMATION**		11	16
	1	Henry VII: Consolidation of Power & Economic Growth	2	
	2	Henry VIII & The English Reformation- Rise of Anglican Church	2	
	3	Edward VI , Prayer Book- Mary Tudor Catholic restoration	2	
	4	Elizabeth I- Political stability, Literature - Elizabethan theatre	3	
	5	Spanish Armada- Exploration and colonization efforts (Cabot, Drake, Raleigh)- The development of trade and commerce	2	
		Reading 1. O'Day, Rosemary. *The Debate on the English Reformation*. United Kingdom, Taylor & Francis, 2003. 2. Aston, Margaret. *Broken Idols of the English Reformation*. United Kingdom, Cambridge University Press, 2020. 3. Innes, Arthur Donald. *England Under the Tudors*. United Kingdom, Methuen, 1905.		
II	**THE STUARTS & RELIGIOUS CONFLICT**		**11**	14
	6	The Stuarts and Parliament: Growing tensions and conflicts	2	
	7	Rise of Puritans- The English Civil War	3	
	8	The Commonwealth and Protectorate: Oliver Cromwell -Puritan literature	2	
	9	Restoration & Charles II- James II & The Glorious Revolution	2	
	10	The Development of a Constitutional Monarchy- The Bill of Rights	1	
	11	Queen Anne & The Act of Union: Unification of England & Scotland	1	
		Reading 1. Hughes, A. *The Causes of the English Civil War*. United 2. Kingdom, Macmillan Education UK, 1998. *3.* Gardiner, Samuel Rawson. *History Of England From The Accession Of James I To The Outbreak Of The Civil War, 1603-1642; Volume 10*. United States, Creative Media Partners,		

		LLC, 2018. 4. Oman, Charles. *A History of England*. United Kingdom, Henry Holt, 1903.(Free Download Google Books) 5. Miller, John. *The Restoration and the England of Charles II*. United Kingdom, Longman, 1997. 6. Cruickshanks, Eveline,*The Glorious Revolution*,, New York : St. Martin's Press, 2000		
III	**REVOLUTIONS AND REFORMS**		16	22
	12	Hanoverian Succession- The rise of Whig dominance in Parliament, the development of the Cabinet System	2	
	13	The Seven Years' War - its impact on British North America	2	
	14	Industrial revolution- transformation of the British Society and economy	2	
	15	The American Revolution and the loss of the Thirteen Colonies	2	
	16	Impact of French Revolution on England - Literature - Edmund Burke- Goldsmith	2	
	17	Romanticism- William Wordsworth, Samuel Taylor Coleridge, Shelly, Keats Jane Austen	2	
	18	Reforms: The Chartist Movement, Corn Laws	2	
	19	Development of party system- Gladstone , Disraeli	2	
		Readings: 1. Stobaugh, James P.. *British History- Student: Observations & Assessments from Early Cultures to Today*. United States, New Leaf Publishing Group, Incorporated, 2012. 2. Oman, Charles. *A History of England*. United Kingdom, Henry Holt, 1903.(Free Download Google Books) 3. Lowe, Norman. Mastering Modern British History. United Kingdom, Bloomsbury Publishing, 2017.		
IV	**BRITAIN AS A GLOBAL POWER**		10	18
	20	Victorian England : Society-position of women - Religious Debates	**2**	
	21	Expansion of the British Empire: India –Revolt of 1857	2	
	22	Scramble for Africa	1	
	23	Ideology of Empire- White Man's Burden" and justifications for colonialism	2	

		Reading 1. Macpherson, James. *The History of Great Britain, from the Restoration, to the Accession of the House of Hanover.* United Kingdom, W. Strahan, and T. Cadell, 1776. 2. Roberts, Clayton, et al. *A History of England: 1688 to the present.* United Kingdom, Prentice Hall, 2002. 3. Ackroyd, Peter. *The History of England: Foundation.* United Kingdom, Pan Books, 2012.		
V	**Open Ended:** Students explore the enduring impact of historical events, figures, or social issues on contemporary society. Students select a historical event, figure, or social issue from the English history timeline (e.g., the Chartist Movement's fight for voting rights, the Industrial Revolution's impact on social classes). Encourage students to delve into the historical context, causes, and consequences of their chosen topic. Students then research how the chosen historical event, figure, or issue continues to influence contemporary society, politics, or culture. For example, if the topic is the Chartist Movement, students might explore ongoing debates about voter access and social justice movements.		12	

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules

Mapping of COs with PSOs and POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	3	3	2	2	2	1
CO2	3	1	1	2	2	2	3	-	2	2	3
CO3	3	1	1	2	3	2	3	-	2	2	3
CO4	3	-	2	2	2	2	-	1	3	2	3
CO5	3	2	1	2	2	2	3	1	2	2	3
CO6	3	2	2	1	2	1	-	1	3	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4	✓			✓
CO 5		✓		✓
CO 6				

II Semester B A (CUFYUGP) Degree Examination 2024
HIS2MN104 History of Britain: Tudor to Global Empire

Maximum Time: 2hours **Maximum Marks: 70**

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. How did Henry VII consolidate his power after the Wars of the Roses?
2. What were the key reasons for the English Reformation under Henry VIII?
3. Briefly describe the role of the Prayer Book during Edward VI's reign.
4. What are some of the achievements of Elizabeth I's reign? (Focus on 2-3 aspects)
5. What was the significance of the Spanish Armada in English history?
6. Explain the concept of "Divine Right" and its impact on James I's rule.
7. What factors contributed to the rise of tensions between Charles I and Parliament?
8. Briefly describe the role of Oliver Cromwell during the English Civil War.
9. What were the main goals of the Restoration under Charles II?
10. What is the Bill of Rights and why was it significant?

Section B

(Answer All. Each question carries 6 marks)

(Ceiling: 36Marks

11. Discuss the economic policies of Henry VII and their impact on England.
12. Analyze the arguments for and against the view that Henry VIII's personal life was the primary driving force behind the English Reformation.
13. Compare and contrast the approaches of Henry VIII and Edward VI towards religious reform.
14. Explain how Elizabeth I navigated the religious landscape of England and maintained political stability.
15. Discuss the causes and consequences of the English Civil War.
16. Evaluate the impact of the Puritan movement on English society and culture.
17. Analyze the significance of the Glorious Revolution in establishing a constitutional Monarchy in England.
18. Describe the social and economic changes brought about by the Industrial Revolution in England.

Section C

(Answer anyone. Each question carries 10 marks) (1x10Marks)

19. How did Henry VIII, Edward VI, and Elizabeth I contribute to England's political and religious landscape?
20. What were the challenges faced by James I and Charles I in their dealings with Parliament, and how did these conflicts culminate in the English Civil War?

Course 3(Group 4)

HIS3MN204: HISTORY OF BRITAIN: FROM WORLD WARS TO PRESENT

Course Description: This course examines Britain‘s history from World Wars to post-Brexit, focusing on wars, decolonization, Thatcherism, and modern political and social changes

Programme	BA History Honours				
Course Code	**HIS3MN204**				
Course Title	History of Britain: from World wars to Present				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUT COME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze the causes and consequences of the decline of the British Empire.	An	P	Seminar
CO2	Explain Britain's role in major world events from the 20th century to the present.	U	C	Group discussions
CO3	Evaluate the impact of social, economic, and political reforms on British society.	E	P	Seminar
CO4	Compare and contrast Britain's relationship with Europe throughout history.	U	F	Group discussions
CO5	Develop critical thinking and research skills by analyzing primary and secondary sources.	An	P	Presentation
CO6	Effectively communicate historical knowledge through written assignments and class discussions	Ap	P	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I		**BRITAIN FIRST WORLD WAR AND ITS AFTERMATH**	**13**	**14**
	1	Britain's role in World War I- Britain and the peace settlement	2	
	2	Social, Economic, and Political challenges in Britain; rationing, civilian casualties, changing roles of women-women's suffrage movement	3	
	3	Literature of the Trenches- Wilfred Owen's poetry ("Dulce et Decorum est")- Siegfried Sassoon's prose ("Memoirs of a Fox-Hunting Man")- Virginia Woolf's "Mrs. Dalloway	3	
	4	The changing relationship between Britain and its colonies post-war The Irish Question	3	
	5	The Indian Struggle for Independence – Non Cooperation Movement.	2	
	Reading	1. Gregory, Adrian. *The Last Great War: British Society and the First World War*. United Kingdom, Cambridge University Press, 2008.		
		2. Lowe, Norman. *Mastering Modern British History*. United Kingdom, Macmillan, 1989.		
II		**BRITAIN AND SECOND WORLD WAR**	**10**	12
	6	Appeasement and Rearmament	2	
	7	Winston Churchill and Wartime strategies- Battle of Britain	2	
	8	War damage and reconstruction efforts in Britain	2	
	9	Impact on British society and culture: changes in values, attitudes	2	
	10	Concept of welfare state- National Health Service, nationalization of industries	2	
		Reading 1. Lowe, Norman. *Mastering Modern British History*. United Kingdom, Macmillan, 1989. 2. Pelling, Henry. *Britain and the Second World War*. United Kingdom, Collins, 1970. 3. *War and Social Change: British Society in the Second World War. United Kingdom*, Manchester University Press, 1986.		
III	**BRITAIN'S FOREIGN POLICY AND THE END OF EMPIRE**		13	12
	11	Britain's role in post-war Europe: Rebuilding efforts, political alliances, and strategic interests.	2	
	12	Cold War- Britain and NATO	3	
	13	Decolonization of the British Empire-Commonwealth and British foreign policy	2	
	14	EEC membership debates	2	

	15	Post-Cold War foreign policy	2	
	16	The Swinging Sixties: Culture, Society, and Politics	2	
		Reading: 1. Clarke, Bob. *Britain's Cold War: The Dangerous Decades An Illustrated History*. United Kingdom, Amberley Publishing, 2014. 2. Smith, John. "The Impact of the Sixties on British Society." The Historical Journal, vol. 55, no. 3, 2012, pp. 789-815. Cambridge University Press, doi:10.1017/S0018246X12000253. 3. Darwin, John. *The End of the British Empire: The Historical Debate*. United Kingdom, B. Blackwell, 1991.		
IV	**BRITAIN IN TRANSITION: FROM THATCHER TO BREXIT**		12	
	17	Thatcher's Policies: Economic Liberalization, Privatization, and Trade Union Reforms	2	
	18	John Major and his Policies	2	
	19	Emergence of "New Labour" Ideology- Tony Blair-Reforms	2	
	20	Reforms under Cameron	2	
	21	Theresa May -Brexit Campaign	2	
	22	Post-Brexit Britain: Challenges and Opportunities	**2**	
		Reading: 1. Burton, Michael. *From Broke To Brexit: Britain's LostDecade*. Switzerland, Springer International Publishing, 2021. 2.*Making Thatcher's Britain*. United Kingdom, Cambridge University Press, 2012. 3. Evans, Geoffrey, and Menon, Anand. *Brexit and British Politics*. Germany, Polity Press, 2017.		
V		Open Ended: 1. **Debate and Discussion Panels**: Organize a series of debate and discussion panels focusing on pivotal moments and policies in modern British history. Objective: Encourage students to research, formulate arguments, and engage in critical discussions, enhancing their understanding of complex historical issues. 2. Creative Writing: Historical Fiction Assign students to write a short piece of historical fiction set during a key period studied in the course A soldier's experience in WWI A family's life in wartime Britain A young person's perspective during the decolonization era	12	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules

Mapping of COs with PSOs and POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	3	3	2	1	2	1
CO2	2	1	1	3	2	2	3	-	1	2	3
CO3	2	1	1	3	2	2	3	-	1	2	3
CO4	2	-	2	3	3	2	-	1	3	2	3
CO5	3	1	1	2	2	2	3	1	2	2	3
CO6	3	1	1	1	2	1	-	1	3	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓			✓
CO 6		✓		✓

III Semester B A (CUFYUGP) Degree Examination 2024
HIS3MN204 History of Britain: from World wars to Present

Maximum Time: 2hours **Maximum Marks: 70**

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Why was the Treaty of Versailles significant for Britain?
2. How did Britain's role in World War I shape the peace settlement?
3. How was the Irish Question resolved in the early 20th century?
4. How did Winston Churchill's strategies influence the outcome of World War II?
5. What social changes occurred in Britain as a result of World War II?
6. Describe the rise of the Indian independence movement in the aftermath of WWI.
7. Briefly explain how the end of the Cold War impacted Britain's foreign policy.
8. What was the main argument for and against Britain joining the EEC?
9. Identify one economic policy of Margaret Thatcher and explain its intended outcome
10. What was the main issue that led to the Brexit referendum?

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. What were the key factors that led to the rise of the women's suffrage movement in Britain, and how did WWI influence its success?
12. What were the major social and economic challenges faced by Britain in the interwar period, and how did the government address them?
13. How did trench literature by Wilfred Owen and Siegfried Sassoon contribute to the public‘s understanding of WWI?
14. What were the causes and consequences of the Irish struggle for independence in the early 20th century?
15. How did the policy of appeasement affect Britain's readiness for WWII?
16. What role did Winston Churchill's leadership play in Britain's victory in WWII?
17. What were the long-term social and cultural impacts of WWII on British society?
18. Briefly compare the governing philosophies of "New Labour" under Tony Blair and Margaret Thatcher.

Section C

(Answer anyone question. Each Question carries 10 Marks)

(1x10=10)

19. Analyze the social, economic, and political impacts of World War I on British society and how these changes influenced the interwar period.
20. Discuss the process of decolonization after World War II, focusing on the factors that led to the dissolution of the British Empire and the impact on former colonies.

GROUP 5
Course I: HIS1MN105 History of Modern World-I

Course description: This course examines the Renaissance and Reformation, exploring transformative changes in art, literature, religion, politics, science, absolutism, and Enlightenment ideas shaping modern Western society.

Programme	BA History Honours				
Course Code	HIS1MN105				
Course Title	History of Modern World-I				
Type of Course	Minor				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the features of major historical events under discussion	R	U	Seminar Presentation
CO2	Frame their own arguments and opinions about the events and movements	E	U	Seminar/ Group discussion
CO3	Critical analysis of events like Renaissance, Scientific Revolution, Nationalism etc.	An	P	Debates/ Historical simulations/ role play activities
CO4	Critical examination of the existing views and arguments about historical events under discussion	An	P	Discussions and debates
CO5	Compare various interpretations about the events and movements of Word History and shape up their own views	An	P	Group Discussion/Debates
CO6	Define and interpret various terms and concepts related to movements like scientific revolution, Enlightenment, colonialism etc.	U	F	Quick quizzes/ Group discussions

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**AGE OF TRANSITION: RENAISSANCE AND REFORMATION**		**12**	**16**
	1	Renaissance- Background- meaning- Renaissance in Italy- Humanist Philosophy.	2	
	2	Renaissance in Literature- Growth of Vernacular Language- Italian- Boccaccio, Machiavelli Spanish- Cervantes French- Francois Rabelais Dutch- Erasmus English- Thomas More, Edmund Spenser	2	
	3	Renaissance in Art and Architecture- Pioneers and their contributions Impact of Renaissance	2	
	4	Reformation- Meaning- Causes- Reformation in Germany- Martin Luther	2	
	5	Reformation in England- Lollards- Henry VIII, Queen Elizabeth- Anglican Settlement -	2	
	6	Counter Reformation Effects of Reformation	2	
		Readings 1- Jocelyn Hunt : The Renaissance 2- John M. Najemy (Ed.) Italy in the Age of Renaissance 1330-1550 3- Michael Mullett : Historical Dictionary of the Reformation and Counter Reformation 4- Siobhan Keenan : Renaissance Literature Diarmaid MacCulloch : The English Reformation		
II	**ROYAL ABSOLUTISM**		**10**	**16**
	7	Absolutism Meaning and Definition - Characteristics of Absolute Monarchy	**2**	
	8	Absolutism in FranceThe Bourbons- Louis XIII and Louis XIV-	**2**	
	9	Stuart Monarchy in England – Features of Stuart Monarchy- Civil War	**3**	
	10	Absolutism in Russia	**1**	

		Rule of the Romanovs- Peter and Catherine		
	11	Prussia under Frederick II Reforms- Enlightened Despot	**2**	
		Readings 1. John M. Merriman : Absolutism 2. J.H. Shennan : The Bourbons: The History of a Dynasty 3. Peter H. Wilson : Absolutism in Central Europe Simon Sebag Montefiore: The Romanovs: 1613-1918		
III	**AGE OF SCIENTIFIC REVOLUTION**		**16**	**22**
	12	Science in the Middle Ages- Overview Europe- Domination of Church Achievements in China and Arabia	**2**	
	13	Development of Modern Science- Francis Bacon and DescartesGeocentric Theory- Copernicus- Kepler and Gallio – Scientific Societies- Isaac Newton	**3**	
	14	Influence of Science on Sea and Sea Voyages Ship building technology- Mariner‘s Compass- Astrolabe- Map Making- Gun Powder- Printing	**2**	
	15	Geographical Explorations Background- Pioneers and major discoveries -Impact	**2**	
	16	Advent of Colonialism- Meaning and definition- Causative factors- Basic features –Stages of Colonialism	**2**	
	17	Legitimization of Colonialism- Whiteman‘s Burden and Civilizing Mission- Orientalism- Edward Said	**2**	
	18	Industrial Revolution Meaning and FeaturesMajor inventions and discoveries- Textile Industry- Mining- Iron and Steel- Transport and communicationImpact	**3**	
		Readings 1. Edward Dolnick : The Clockwork Universe: Isaac Newton, the Royal Society, and the Birth of the Modern World 2. A.C. Grayling : The Age of Genius: The Seventeenth Century and the Birth of the Modern Mind 3. Richard Humble: The Age of Exploration: From Christopher Columbus to Ferdinand Magellan 4. Juan Carlos Ochoa Sosa : Colonialism: A Theoretical Overview 5. Robert C. Allen : The Industrial Revolution: A Very Short Introduction		
IV	**ENLIGHTENMENT MOVEMENT**		**10**	**16**
	19	Enlightenment-Concept and Features- Background Ideas of Liberty, Equality, Secularism, Democracy etc.	4	

	20	Philosophes and Physiocrats	1	
	21	Champions of Enlightenment John Lock- Rousseau- Voltaire	3	
	22	Cultural Manifestations of EnlightenmentRomanticism- Wordsworth, Keats, and Shelly	2	
		Readings 1. John Robertson : The Enlightenment: A Very Short Introduction 2. Isaiah Berlin (Ed.): The Age of Enlightenment: The 18th Century Philosophers 3. Michael Ferber : Romanticism: A Very Short Introduction		
V		**Open Ended:** Analysing the Impact of Major Events and Movements of World History during the 15th to 19th Centuries	**12**	
		• Social Changes: Decline of Feudalism- Rise of Middle Class- Growth of Capitalism- Working class and Labour Movements- Condition of Women		
		• Impact of Colonialism- Exploitation of resources- Struggle for Colonies- Destruction of indigenous cultures- Growth of National Movements in Asia, Africa, and Latin America		
		Activities and assessment of Open ended *Present documentaries, or creative narrative about the features of European society during the period between 15th and 19th centuries *Prepare and present the biographies of the leaders of national movement in the colonies of Asia, Africa and Latin America *****Compare and contrast the condition of labour in Europe during the period of Industrial Revolution with their contemporary counterparts. **Assessment** *****Evaluate the clarity of ideas developed about the social changes during the period. *Evaluate the effective and critical analysis of the nature of national movements in various parts of the world. *Evaluate the level of understanding of the enduring relevance of the labour movements of Europe.		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	3	3	1	1	-	1	-	
CO 2	3	-	3	3	3	3	-	3	-	1	-	
CO 3	3	-	3	3	3	3		2	-	3	-	
CO 4	3	1	2	3	-	3		2	-	3	-	
CO 5	3	-	2	2	3	3	1	2	-	1	-	
CO 6	3	-	2	3	3	3		2	-	1	-	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✔		✓
CO 2	✓	✔		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Ist Semester B A (CUFYUGP) Degree Examination 2024

HIS1MN105 **History of Modern World-I**

Maximum Time: 2hours Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Humanist Philosophy in the Renaissance
2. Contributions of Boccaccio and Machiavelli to Italian Literature
3. Impact of the Renaissance on Art and Architecture
4. Martin Luther and the Reformation in Germany
5. Henry VIII and the Anglican Settlement
6. Counter Reformation and its Effects
7. Characteristics of Absolute Monarchy
8. Peter the Great‘s Reforms in Russia
9. Scientific Contributions of Isaac Newton
10. Impact of the Industrial Revolution on the Textile Industry

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Discuss the background and meaning of the Renaissance, focusing on its origins in Italy.
12. Analyze the contributions of Cervantes, Rabelais, and Erasmus to the literature of their respective countries during the Renaissance.
13. Evaluate the impact of the Renaissance on European art and architecture, highlighting the contributions of key figures.
14. Explain the causes of the Reformation in Germany and Martin Luther‘s role in its development.
15. Discuss the significance of the Reformation in England, focusing on the roles of the Lollards, Henry VIII, and Queen Elizabeth.
16. Analyze the concept of absolutism and its characteristics, providing examples from France and England.
17. Evaluate the impact of the Scientific Revolution on European exploration and colonization.
18. Discuss the major inventions and discoveries of the Industrial Revolution and their impact on industries such as mining and iron and steel production.

Section C

(Answer Anyone. Each Question carries 10 marks)

(1x10=10)

19. Evaluate the causes and effects of the Renaissance and Reformation in transforming European society. Discuss how these movements influenced subsequent developments in art, literature, religion, and politics.
20. Analyze the Enlightenment‘s impact on Western thought and culture, focusing on key figures such as John Locke, Rousseau, and Voltaire. How did Enlightenment ideas shape the concepts of liberty, equality, and democracy?

Course II (GROUP 5)

HIS2MN105 History of Modern World-2

Course description: This course contains an interesting part of history-revolutions. Four major revolutions namely, the American, the French, the Russian and the Chinese have been traced and highlighted. Reasons for the outbreak, course and the deep impact they made on respective societies have been identified for study.

Programme	BA History Honours				
Course Code	HIS2MN105				
Course Title	History of Modern World-2				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the common reasons for the outbreak of revolutions	R	F	Discussion
CO2	Find out the social, economic and other reasons for the outbreak of American, French, Russian and Chinese revolutions.	E	P	Seminar/ Group discussion
CO3	Comprehend the characteristics of societies that necessitated revolutions	An	P	Debates
CO4	Find out the features of revolutions that highlight the natural rights of humans	An	P	Discussions and debates
CO5	Identify the role of ideology in Russian and Chinese Revolutions	An	P	Debates and discussions
CO6	Find out how one revolution inspired the other .	U	F	Quick quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs60	Marks 70
I	**AMERICAN REVOLUTION- COLONIALISM CHALLENGED**		**11**	**18**
	1	Introduction Revolution-Meaning-features	1	
	2	Colonisation of America Migration- Colonies of England.	2	
	3	Rise of American Nationalism Causes- Exploitation- Solidarity against Colonialism	2	
	4	War against colonial domination Declaration of Independence-Treaty of Paris	2	
	5	Reasons for the British failure in the war Spirit of freedom- Leaders- Role of France-Distance between England and America, etc.	2	
	6	Impact of the American war of independence New Nation-Democracy- Inspiration to other countries	2	
	Readings 1. Said Amir Arjomand, Revolution:Structure and Meaning in World History, The University of Chicago Press,2019 2. John Ferling, Almost a Miracle:The American Victory in the War of Independence, Oxford University Press,2009 3. Jack P Greene and J R Role, A Companion to American Revolution, Blackwell Publications,2000 4. John Richard Alden, The American Revolution 1775-1783, Harper Torch Books,1962 5. Harold E Selesky, Encyclopaedia of the American Revolution,1990 6. HowardZinn, A People's History of the United States, Harper Perennial Modern Classics,2010			
II	**FRENCH REVOLUTION-AGAINST MONARCHY AND FEUDAL EXPLOITATION**		**13**	**19**
	7	Political Background Bourbon Monarchy- Oppression	**2**	

	8	Society, Religion and EconomyStratified Society- Three Estates– Domination of Nobility and Church-exploitation- Intellectual Influence.	**3**	
	9	Role of Intellectuals Voltaire- Montesquieu- Rousseau- Mirabeau-Diderot etc.	**2**	
	10	Course of revolution Meeting of estates general-tennis court oath-fall of Bastille.Constitution of 1791-Declaration of the rights of man-reign of terror-execution of the king-end of monarchy-new constitution in 1795-Directory	**3**	
	11	Nature and Effects of Revolution Violent –Anarchy-Different Views. Changed the Course of History-Declaration of Rights –Democracy-Spirit of Nationalism-Effects on other parts of the World	**3**	
		Readings 1. Jocelyn Hunt, The French Revolution , Routledge,2005 2. Francois Auguste Mignet, History of the French Revolution from 1789-1814,Biblio Bazar,2006 3. William Doyle, The French Revolution-A very Short Introduction, Oxford University Press,2001 4. Norman Hampson, A social History of the French Revolution, Routledge,2006 5. Francois B Furet, The French Revolution 1770-1814, Blackwell,1994 6. Albert Soboul, Fench Revolution 1787-89,1974 7. Gary Kates (ed.),The French Revolution :Recent Debates and new Controversies,Routledge,2002		
III	**RUSSIAN REVOLUTION: EXECUTION OF NEW IDEOLOGY**		**12**	**17**
	12	Political Background of the Revolution Tsar Monarchy- Oppressive Nature- Russo-Japanese War	**2**	
	13	Towards Revolution Backwardness of Russia-Feudalism- Religion-New Ideas-1905 Revolution -First World War.	**3**	
	14	Two Phases of Revolution February Revolution- October Revolutionof 1917	**2**	
	15	Results of Revolution Social-Political-Economic-Marxism-USSR	**2**	

	16	New Government and the Leaders Brest Litovsk Treaty- Reforms - Nature of the Socialist Government-Civil War- NEP-Lenin-Trotsky	**3**	
		Readings 1.S A Smith , The Russian Revolution-A Very Short Introduction, Oxford University Press,2002 2. Alan Wood, The Origins of The Russian revolution,1861-1917, Routledge,2003 3. Richard Pipes,The Russian Revolution-A Very Short Introduction, Vintage Books,1991 4. History of the Russian Revolution, Oxford University Press,2000 5. Mark D Steinberg, The Russian Revolution 1905-21, Oxford University Press,2017 6.Peter Kenez, A History of the Soviet Union from the Beginning to the End,Cambridge University Press,1999.		
IV	**CHINESE REVOLUTION-THE PEOPLE‟S REVOLUTION**		**12**	**16**
	17	Imperial China Social,Political and Economic Situation-Chinese Feudalism	**2**	
	18	Western Intervention Portugal and Britain-Opium War-Treaty of Nanking- The Hundred Days‘ Reform-Germany-Japan-Russia-Boxer Rebellion.	**2**	
	19	Revolution of 1911 Sun Yat Sen-Kuomintang- Nationalism, Democracy and Livelihood.	**2**	
	20	The First Republic 1912-1949 Nationalism and communism-Chinese Communist Party-Mao Zedong-Kuomintang-Communist Alliance against Japanese occupation.	**2**	
	21	Civil war 1937-49 Communist- Kuomintang Rivalry-Mao Zedong-Long March-Chiang Kai-shek- Communist Revolution of 1949	**2**	
	22	The People‘s Republic of China Formation of New Government- Programme of Land Reform-Collectivisation of Agriculture-State Owned Enterprises	**2**	

		Readings 1. Lucien Bianco, Origins of the Chinese Revolution,1915-49, Stanford University Press,1971 2. John king Fairbank, The Great Chinese Revolution 1800-1985, Harper Collins,1986 3. Ranbir Vohra, The Chinese Revolution 1900-1950, Houghton Mifflin,1974 4. Kenneth Pletcher(Ed), The history of China, Britannica,2011 5. John king Fairbank, The Cambridge History of China Vol .10, late Ching 1800-1911, Cambridge University Press,1980		
V	**Open Ended: Contemporary Latin American Revolutions** Analyses major revolutions in Latin America in the 20th century.		**12**	
		The Mexican Revolution, 1910-1920		
		The Guatemalan Revolution,1944-1954		
		The Bolivian Revolution, 1952-1964		
		The Cuban Revolution,1959		
		Readings 1. Marc Becker, Contemporary Latin American Revolutions, Rowman &Littlefield,2021 2. Eric Selbin, Modern Latin American Revolutions, Westview Press1998 3. Edwin Williamson,The Penguin History of Latin America,2009 4. George Lambie,Cuban Revolution in the 21st Century, Pluto Press,2010		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	3	3	3	3	3	2	2	-	1	2
CO 2	3	3	3	3	3	3	2	3	-	1	2
CO 3	3	3	3	3	3	3	2	2	-	3	2
CO 4	3	3	2	3	3	3	2	2	-	3	2
CO 5	3	3	2	2	3	3	2	2	-	1	2
CO 6	3	3	2	3	3	3	2	2	-	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

II nd Semester B A (CUFYUGP) Degree Examination 2024
HIS2MN105 History of Modern World - 2

Maximum Time: 2hours Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Define the concept of a revolution and describe its main features.
2. Summarize the causes of American nationalism before the American Revolution.
3. Outline the major events leading to the Declaration of Independence.
4. Discuss the significance of the Treaty of Paris (1783).
5. Explain the role of France in the American War of Independence.
6. Describe the societal structure of pre-revolutionary France.
7. What was the Tennis Court Oath, and why was it important?
8. Highlight the contributions of Voltaire to the French Revolution.
9. Provide an overview of the key outcomes of the French Revolution.
10. Describe the political background leading to the Russian Revolution.

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Discuss the process of colonization in America and its effects on the indigenous population.
12. Analyze the economic and political reasons behind the rise of American nationalism.
13. Explain how the American War of Independence influenced other nations.
14. Evaluate the reasons for the British failure in the American Revolutionary War.
15. Describe the oppression faced by the lower estates in pre-revolutionary France and its impact on the revolution.
16. How did the intellectuals like Montesquieu and Rousseau influence the French Revolution?
17. Examine the effects of the French Revolution on the rest of the world.
18. Describe the role of the First World War in the lead-up to the Russian Revolution.

Section B

(Answer Anyone. Each Question carries 10 marks)

(Ceiling: 36 Marks)

19. Compare and contrast the causes and outcomes of the American Revolution and the French Revolution. How did each revolution address issues of oppression and governance, and what were their impacts on their respective societies and the world?
20. Analyze the key factors leading to the success of the Chinese Communist Party in the Civil War (1937-1949). Discuss the roles of leadership, strategy, and external influences in the victory of the communists and the establishment of the People's Republic of China.

Course III (Group 5)
HIS3MN205 History of Modern World – 3

Course description: This course covers major events in the 20th century world broadly discussing attractive and relevant topics like the First World War, the Second World War, The Post World War politics, and the breakup of the Communist Bloc.

Programme	BA History Honours				
Course Code	HIS3MN205				
Course Title	History of Modern World – 3				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the reasons for the outbreak of two World wars	R	U	Discussion
CO2	Find out the role of modern dictators in taking the world to war.	E	M	Seminar/ Group discussion
CO3	Critically analyse events like cold war, bipolar world, military alliances, arms race etc.	An	P	Debates/ Historical simulations/ role play
CO4	Critically examinethe unipolar world, influence of the organizations like IMF, World Bank and WTO	An	P	Discussions and debates
CO5	Analyse the reasons that led to Decolonization	An	P	Discussions and debates
CO6	Examine the Social, political and economic reasons for the breakup of the Communist world	U	P	Group discussions and debates
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**THE FIRST WORLD WAR**		**12**	**18**
	1	**Contributory Factors** Colonial Rivalry- Rise of Germany as a Colonial PowerAlliance System- Aggressive Nationalism etc	3	
	2	**Towards the War** Balkan Crisis- Sarajevo Incident-	1	
	3	**Major Events during the War** Declaration of War- Austria against Serbia- Germany, Russia, England, France- Battle of Marne- Battle of Somme- Entry of America- Withdrawal of Russia	2	
	4	**End of the War** Defeat of Bulgaria-Turkey-Austria Hungary and Germany- Paris Peace Conference.	2	
	5	**Results of the war** Loss of life- Destruction- Changes in the Political Map of Europe- League of Nations.	2	
	6	**The League of Nations** Wilson‘s Fourteen Points- Treaty of Versailles- Objectives- Organs-Achievements and Failures- Reasons for Failure	2	
		Readings **1.** Michael Howard, The First World War, Oxford University Press,2003 **2.** Ruth Henig, The Origins of the First World War, Routledge,2002 **3.** Martin Gilbert, The Routledge Atlas of the First World War, Routledge,2005 **4.** B H Liddell Hart, History of the First World War, Pan Books ltd.,1970 **5.** David Stevenson, 1914-18:The History of the first World War, Penguin,2005 **6.** C A Bayly, The birth of the Modern world 1780-1914, Blackwell,2004 **7.** Chris Harman, A people's History of the World,1999 **8.** C Howard Ellis, The Origin, Structure andWorking of the League ofNations,2003		
II	**THE SECOND WORLD WAR**		**13**	**20**
	7	**Modern Dictatorship** Causes In Turkey-Italy-Germany	**3**	
	8	**Causes and course of the War** Role of Italy and Germany- Great Depression- Policy of Appeasement- Colonial Rivalry etc. Invasion of Poland-Battle of France- War time	**3**	

		Alliances- Battle of Britain- Operation Barbarossa- Pearl Harbour Incident- Collapse of Italy and Germany-Nagasaki and Hiroshima- Surrender of Japan.		
	9	**Impact of the War** Destruction-Change in global power structure-Decolonisation-Birth of UNO etc	**2**	
	10	**The United Nations Organization** Background-War time Conferences- UN Charter-Aims and Objectives- Organs of the UN- Specialised Agencies.	**3**	
	11	**Achievements and Failures of the UN** Korean War-Suez Canal issue-Congo crisis-Berlin Blockade, Arab Israel dispute, etc.-Causes for the failure- Veto Power	**2**	
		Readings 1. Diana Spearman, Modern dictatorship, Columbia University Press,2019 2. Johana Burke, The Second World War:A People's History, Oxford University Press,2003 3. Antony Beevor, The Second World War ,Little Brown and Company,2012 4. Gordon Corrigan, The Second World War: A Military History, Atlantic Books,2010 5. Richard Overy, The Origins of the Second World War,Routledge,2017 6. Jussi M Hanhimaki, The United Nations: Avery Short Introduction, Oxford University Press,2008 7. Kirsten Nakjavani BookMiller, Deggy Kahn, The United Nations, Chelsea House ,2008		
III	**THE POST WORLD WAR POLITICS**		**10**	**14**
	12	**Rise of Power Blocs and Cold War** U S A and U S S R- Ideological Differences- Truman Doctrine- Marshall Plan- Cominform	**2**	
	13	**Military alliances** Formation of Alliances- NATO-CENTO-Warsaw Pact-SEATO consequences of the alliances.	**2**	
	14	**Arab-Israel Conflict** Jewish Diaspora- Zionism- Balfour Declaration- Birth of Israel- Arab-Israel War- 1948-49, Six-Day War, Yom Kippur War- Ongoing Conflicts.	**2**	
	15	**Arms Race** Nuclear attack on Japan-Missiles –ICBMs and military aircraft-Space Technology-Nuclear war heads-Competition-Disarmament treaties-Atomic Energy Commission-Nuclear Test Ban-Non Proliferation of Nuclear Weapons Treaty.	**2**	

	16	**Decolonization** Causes- Policies of Super Powers- Role of UN-Decolonization in Asia and Africa- Rise of Independent Nations-India-Pakistan-Burma-Sudan-Libya-Tunisia-Congo etc.	**2**	
		Readings **1.** Robert J Mc Mahon, The Coldwar :A very short Introduction, Oxford University Press,2003 **2.** Dockril, Michael F Hopkins, The cold war, Palgrave Mac Millan,2006 **3.** Douglas M Gibler,International Military Alliances 1648-2008, C Q Press,2008 **4.** Walter Laqueur and Dan Schueftan (ed.), The Israel-Arab Reader,Penguin,2016 **5.** Josh Brooman,Conflict in Palestine:Jews, Arabs and the Middle East Since 1900,Longman , 1989 **6.** Dietmar Rothermund,Routledge Companion to Decolonization, Routledge,2000 **7.** Raymond Betts, Decolonization, Routledge,1998		
IV	**THE WORLD AFTER COLD WAR**		**13**	**18**
	17	**Break-up of Soviet Union** Crisis in the 1980s-Gorbachev-Glasnost and Perestroika-Disintegration of USSR	**2**	
	18	**Fall of the Berlin Wall** Division of Germany after the Second World War-East and West Germany-Berlin Wall- Unification of Germany -Wave of democratization in Eastern Europe-Poland, Rumania, East Germany, Hungary, etc.	**2**	
	19	**Unipolar World** End of bipolar world-disintegration of communist world- Weakness of Russia-U S dominated World – Consequences.	**2**	
	20	**Consolidation of Capitalism-World Bank ,IMF** Capitalism in the 20th century-Arms of capitalism-IMF-World Bank-Neo-colonialism.	**2**	
	21	**Multinational Corporations , GATT,WTO** Multinational Corporations- Intervention in policy making- Impact on Third World Countries - GATT – WTO- Unequal Development	**2**	
	22	**Liberalisation, Privatisation and Globalization** LPG-Background- New World Order- Impact on Developing Countries	**3**	
		Readings 1. Cathleen Small, The Collapse of Communism		

		and the breakup of the Soviet Union, 2. Cavendish Square Publishing,2017, Stephen White, Communism and its collapse, Routledge,2001 3. Patrick Major, The Berlin Wall :A World Divided, 1961-1989, Harper Collins,2007 4. Thomas S Mowle, David H Sacko, The Unipolar World:An Unbalanced Future,PalgraveMac Millan,2007 5. Alberto Paloni, The IMF, World Bank and Policy Reform, Routledge,2005 6. Richard Peet, Unholy Trinity:TheIMF,World Bank and WTO, Zed Books,2009 7. Esterlla Tolentino, Multinational Corporations: Emergence and Evolution, Routledge,2001 sGeroge Ritzer, Blackwell Companion to Globalization, Blackwell, 8. Giovanni Andrea Cornia, Inequality, Growth and Poverty in an era of Globalization, 9. Oxford University Press,2004 10. .B N Ghosh, Halil M Guven, Globalization and the Third World: A study of negative Consequence, Palgrave Mac Millan,2006 11. Joseph Stiglitz, Globalization and its Discontents, WW Norton and Company,2002 12. Naomi Klein, No Logo, Flamingo,2001		
V	**Open Ended-Liberalisation, Privatisation and Globalization :The Indian Context**		**12**	
		The Background		
		Role of Narasimharao and Manmohan Singh-policy changes		
		Changes in economy		
		Advantages and Disadvantages		
		Readings 1. India‘s Liberalisation Experience :Hostage to the WTO?,Ed.Suparna Karmakar ,et al., Sage Publications,2007 2. Jayati Ghosh, C P Chandrasekhar, The Market that failed: Neoliberal Economic reforms in India, LeftWord Books,2017 3. Rahul De, A History of Economic Policy in India: Crisis, Coalitions, and Contingency, Cambridge University Press, 2023 4. B A Prakash, The Indian Economy Since 1991: Economic Reforms and Performance, Pearson ,2012. 5. Dharmakumar(ed.), The Cambridge Economic History of India. Vol.II, Orient BlackSwan,2013		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	3	3	2	3	3	2	-	2	2	2
CO 2	3	2	3	3	3	3	3	3	-	2	2	-
CO 3	3	2	3	3	3	3	2	2	-	2	2	-
CO 4	3	2	2	3	3	3	2	2	-	2	2	-
CO 5	3	2	2	2	3	3	2	2	-	2	2	-
CO 6	3	2	2	3	3	3	2	2	-	2	2	-
CO7	3	2	1	3	3	3	2	2	-	3	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

III rd Semester B A (CUFYUGP) Degree Examination 2024
HIS3MN205 History of Modern World- 3

Maximum Time: 2hours Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Explain how Germany's pursuit of colonies heightened tensions in Europe prior to World War I.
2. Describe how the Balkan Crisis contributed to the start of World War I.
3. What was the importance of the assassination of Archduke Franz Ferdinand in Sarajevo?
4. Discuss the consequences of Austria-Hungary's declaration of war on Serbia
5. Explain the impact of Russia's withdrawal from World War I following the Bolshevik Revolution.
6. Describe the significance of Bulgaria's defeat and its impact on the end of World War
7. Provide an overview of the key decisions made at the Paris Peace Conference.
8. Summarize the human and material costs of World War I.
9. Outline the primary objectives of the League of Nations upon its formation.
10. Discuss the global impact of Wilson‘s Fourteen Points post-World War I.

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Assess how the pre-war alliance system influenced the scope and scale of World War I
12. Analyze the strategic significance of the Battle of Marne in World War I
13. Evaluate the economic and political consequences of the Treaty of Versailles on Germany
14. Evaluate the United Nations' involvement in the Korean War and its implications for international relations.
15. Discuss the historical origins of the Arab-Israeli conflict up to the establishment of Israel in 1948.
16. Examine how the attack on Pearl Harbor influenced the course of World War II
17. Discuss the role of the United Nations in post-World War II reconstruction efforts
18. Analyze how the policy of appeasement contributed to the outbreak of World War II

Section C

(Answer anyone question. Each Question carries 10 marks)

(1x10=10)

19. Discuss the comprehensive impact of the First World War on European and global political landscapes, including territorial changes, economic repercussions, and shifts in international relations
20. Examine the development of the United Nations from its foundation to the modern day.

Group 6

HISTORY OF INDIAN JOURNALISM

Course 1HIS1MN106 History of Indian Journalism -1

Programme	BA History Honours				
Course Code	HIS1MN106				
Course Title	History of Indian Journalism -1				
Type of Course	Minor				
Semester	1				
Academic Level	100- 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the Early forms of communication and the emergence of journalism.	U	F	Seminar Presentation
CO2	To evaluate the Historical antecedents: oral traditions, manuscripts, and early printed publications.	E	P	Seminar/ Group discussion
CO3	To analze the rise of the public sphere and the emergence of a print culture.	An	P	Debates/Historical simulations/ role play activities.
CO4	To understand the role of early newspapers in disseminating information and shaping public discourse.	U	C	Discussions and debates
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**FOUNDATIONS OF JOURNALISM**		**10**	**15**
	1	Definition of Journalism	2	
	2	Scope ofJournalism	2	
	3	Principles ofJournalism	3	
	4	The role of journalism in society	3	
		Reading list 1. Emery, Edwin; Ault, Phillip H. Agee, Warren Kendall, Introduction to Mass CommunicationsPublisher, Dodd, Mead,New York,1970 2. Gardiner Lambert; A History of Media,Trafford publishers,USA,2002 3. Bill Kovach and Tom Rosenstiel,"The Elements of Journalism" by 4th edition .Crown,Publishers,USA, 2021		
II	**HISTORY OF JOURNALISM**		**20**	**25**
	5	Early Forms of Mass Communication – Use of Symbols and Signs – Messengers – Use of Writing	2	
	6	Mesopotamian Cuneiform and Scribes	2	
	7	Egyptian Hieroglyphs and Papyrus	2	
	8	Chinese Oracle Bones and Bamboo Strips	2	
	9	Indian Inscriptions and Manuscripts	2	
	10	Role of Buddhist monks and royal patronage in preserving and disseminating knowledge	2	
	11	Greek Oral Tradition and Public Discourse	3	
	12	Roman Acta Diurna and Graffiti	3	
	13	Role of priests and scribes in recording historical events and religious ceremonies	2	
		Reading list 1. Thomas Walter Wall Bank and Alastair Mac Donald Taylor, Civilization Past and Present, HarperCollins College Publishers, New York		

		1996, 2. Shereen Ratnagar, Understanding Harappa Civilization in the Greater Indus Valley,Tulika Books,2015 3. Emery, Edwin; Ault, Phillip H. Agee, Warren Kendall, Introduction to Mass Communications Publisher, Dodd, Mead, New York,1970 4. Edward Mac Nall Burns et.al, World Civilizations, Vol.A Norton publisher, New York,1964 5. Asa Briggs; A Social History of Media From Gutenberg to the Internet, polity press,2018 6. Ben Bagdikian,"The New Media Monopoly" BecoanPress,USA2004		
III	**THE HISTORY OF PRINTING**		**8**	**10**
	14	the History of Printing: From Gutenberg to the Gutenberg Galaxy		
	15	Birth of newspapers: from pamphlets to broadsheets		
	16	The role of early newspapers and Periodicals: Birth of the Public Sphere.		
		Reading list 1. Emery, Edwin; Ault, Phillip H. Agee, Warren Kendall, Introduction to Mass Communications Publisher, Dodd, Mead, New York,1970 2. Asa Briggs; A Social History of Media From Gutenberg to the Internet, polity press,2018 3. Ben Bagdikian,"The New Media Monopoly" BecoanPress,USA2004		
IV	**DEVELOPMENT OF POPULAR PRESS**		**10**	**20**
	17	Industrialization and the Mass Press: From Penny Press to Yellow Journalism	2	
	18	The Press and the Enlightenment: Spreading Ideas and Knowledge	2	
	19	Press Freedom and Censorship: Struggles for Free Speech and Expression	2	
	20	Gender, Race, and Representation in Popular Pres	1	

	21	War, Propaganda, and Popular Press	1	
	22	Popular Newspapers –Working Class Newspapers – Herald – London Times –Guardian –	2	
		Reading list 1. Emery, Edwin; Ault, Phillip H. Agee, Warren Kendall, Introduction to Mass Communications Publisher, Dodd, Mead, New York,1970 2. Asa Briggs; A Social History of Media From Gutenberg to the Internet, polity press,2018 3. Ben Bagdikian,"The New Media Monopoly" BecoanPress,USA2004		
V	**Open Ended -Popular Press and Social Change**		**12**	
	1	Media Representation and Social Constructs		
	2	Race, Gender, Class, and Identity.		
	3	Future Trends and Directions in Popular Press		
		Activities and Assessment of open ended Assignments and seminar on to recognize the role of journalism in shaping public opinion and society. abstract the main arguments/concepts/ideas Future Trends and Directions in Popular Press **Assessment** *****Evaluate the the role of media representation in shaping public perception, attitudes, and behaviour towards social issues.		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed module

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	1	3	3	3	3	2	2	3	2	2	2
CO 2	3	2	3	3	3	3	1	3	2	2	2	2
CO 3	3	1	3	3	3	3	2	2	3	3	1	3
CO 4	3	2	2	3	1	3	2	2	3	3	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

I Semester BA HISTORY (CUFYUGP) Degree Examination October 2024

HIS1MN106 History of Indian Journalism– 1

(credits: 4)

Maximum Time: 2 hours **Maximum Marks:**

70 Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Definition of Journalism
2. Women‘s Scope of Journalism
3. Working Class Newspapers
4. Principles of Journalism
5. Use of Symbols and Signs
6. The role of early newspapers and Periodicals: Birth of the Public Sphere
7. Gender, Race, and Representation in Popular Pres
8. War, Propaganda, and Popular Press
9. Birth of newspapers: from pamphlets to broadsheets
10. The role of journalism in society

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the Press and the Enlightenment
12. Write a note on Press Freedom and Censorship
13. Write a note onIndustrialization and the Mass Press
14. Analyse the Chinese Oracle Bones and Bamboo Strips
15. Analyse the Indian Inscriptions and Manuscripts
16. Write a note onthe History of Printing
17. Explain Mesopotamian Cuneiform and Scribes
18. Briefly explain the Egyptian Hieroglyphs and Papyrus

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain the significance of the Greek Oral Tradition and Public Discourse
20. Analyse theRole of Buddhist monks and royal patronage in preserving and disseminating knowledge

Course 2(Group6)

HIS2MN106 HISTORY OF INDIAN JOURNALISM – 2

Programme	BA History Honours				
Course Code	HIS2MN106				
Course Title	History of Indian Journalism -2				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the role of Indian press in mobilizing public opinion against imperialist ideologies	U	F	Seminar Presentation
CO2	To evaluate the challenges faced by journalists and newspapers amidst political upheaval, violence, and censorship.	E	C	Seminar/ Group discussion
CO3	To analze the portrayal of key events and personalities in the press during 1947.	An	C	Debates/Historical simulations/ role play activities.
CO4	To understand the Pre-independence struggles, emergence of communal tensions, and the demand for partition	U	C	Discussions and debates
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**HISTORY OF JOURNALISM IN INDIA**		**14**	**20**
	1	James August Hickey -Bengal Gazette	3	
	2	Early Publications from Bengal – Calcutta Gazette – Bengal Journal – Oriental Magazine and Calcutta Chronicle	3	
	3	Freedom of Press – Attitude of English East India Company	2	
	4	Anti-Indian Press Regulation of Lord John Adams	2	
	5	Repeal of the Regulation by Charles Metcalf	2	
	6	Ram Mohan Roy and the Indian Press –Sambad Kaumudi	2	
	7	Gangadhar Bhattacharya ,Bombay Samachar in Gujarati		
	8	Women Participation in Press		
		Reading list 1. Krishnamurthy Nadig, Indian Journalism,Prasanga Publishers, University Of Mysore,1966 2. Mehta D S, Mass Communication and Journalism in India, Allied Publishers, Delhi,1979 3. Natarajan S, A History of the Press in India,Asia Publishing House, Delhi,1962 4. Raghavan G NS, The Press in India, Gyan Publishing House, Newdelhi,1994		
II	**DEVELOPMENTS OF THE PRESS**		**10**	**15**
	9	Press and the Revolt of 1857		
	10	Press Censorship of Lord Canning		
	11	Vernacular Press Act of Lord Lytton-		
	12	Repeal ofthe Act by Lord Ripon		
	13	Establishment of the Associated Press of India		
		Reading list 1. Desai, A. R., Social Background of Indian Nationalism, Popular Prakasan Pvt. Ltd, Bombay, 1994. 2. Bipinchandra,Mridulamukherjee and others,Indias Struggle for Independence, Penguin Books,1989		
III	**PRESS AND THE NATIONAL MOVEMENT**		**15**	**20**
	14	Media as Agency and the Instrument of Propaganda for Social Change	3	
	15	The Press and the Partition of Bengal	2	

	16	Kesari and Maratha of Tilak –	2	
	17	Gandhiji and the Press – Harijan and Young India	3	
	18	Indian Press Act of 1931	2	
	19	Quit India Movement and the Press	3	
		Reading list 1. Desai, A. R., Social Background of Indian Nationalism, Popular Prakasan Pvt. Ltd, Bombay, 1994. 2. Bipinchandra,Mridulamukherjee and others,Indias Struggle for Independence, Penguin Books,1989		
IV		**PRESS AND PARTITION**	**9**	**15**
	20	Press Narratives of Communalism and Violence	3	
	21	Press and Refugee Crisis	3	
	22	impact of press coverage on public memory	3	
		Reading list 1. Desai, A. R., Social Background of Indian Nationalism, Popular Prakasan Pvt. Ltd, Bombay, 1994. 2. Bipinchandra,Mridulamukherjee and others,Indias Struggle for Independence, Penguin Books,1989		
V	**Open ended -** Press and Independence		**12**	**10**
	1	Representation of India's independence in the press		
	2	Press coverage of the transfer of power		
	3	Challenges of nation-building		
		Activities and Assessment of open ended Assignments and seminar on representation of India's independence in the press: Celebrations, reflections, and aspirations for the future. Conducted quiz on representation of political leaders and movements in the press. abstract the main arguments/concepts/Challenges of nation-building and reconstruction in post-independence India **Assessment** *****Evaluate the the role ofPress coverage of the transfer of power, constituent assembly debates, and the drafting of the Indian Constitution		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed module

Mapping of COs with PSOs and POs :

	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO 1	3	1	3	3	3	3	2	2	3	2	2	2
CO 2	3	2	3	3	3	3	1	3	2	2	2	2
CO 3	3	1	3	3	3	3	2	2	3	3	1	3
CO 4	3	2	2	3	1	3	2	2	3	3	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

MODEL QUESTION PAPER
II Semester BA HISTORY (CUFYUGP) Degree Examination October 2024
HIS2MN106 History of Indian Journalism -2
(credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A
[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Bengal Gazette
2. Calcutta Gazette
3. Repeal of the Act by Lord Ripon
4. Indian Press Act of 1931
5. Press and Refugee Crisis
6. Freedom of Press
7. Oriental Magazine and Calcutta Chronicle
8. Charles Metcalf
9. Lord John Adams
10. Kesari and Maratha of Tilak

Section B
[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Write a note on Vernacular Press Act of Lord Lytton
12. The Press and the Partition of Bengal
13. Press Censorship of Lord Canning
14. Explain theEstablishment of the Associated Press of India
15. Gandhiji and the Press – Harijan and Young India
16. Write a note on impact of press coverage on public memory 17.Quit India Movement and the Press
18. Press and Refugee Crisis

Section C
[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain thePress Narratives of Communalism and Violence
20. Analyse theMedia as Agency and the Instrument of Propaganda for Social Change

Course 3

HIS3MN206 History of Indian Journalism -3

Programme	BA History Honours				
Course Code	HIS3MN206				
Course Title	History of Indian Journalism -3				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the transition from colonial to independent media.	U	F	Seminar Presentation
CO2	To evaluate the Social and Cultural Dimensions of Indian Journalism	E	P	Seminar/ Group discussion
CO3	To analyseDigital Media and Social Media Revolution	An	P	Debates/Historical simulations/ role play activities.
CO4	To understand the diverse linguistic, regional, and ideological facets of Indian journalism and their impact on media representation and discourse.	U	C	Discussions and debates
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**INTRODUCTION TO POST-INDEPENDENCE INDIAN JOURNALISM**		**12**	**20**
	1	Transition from colonial to independent media.	2	
	2	Language Press and Regional Voices	2	
	3	Press freedom, censorship	2	
	4	Political Economy of Indian Media	2	
	5	Media and Democracy	2	
	6	Pluralism and Diversity of Voices:	1	
	7	Global Influence	1	
		Reading list 1. Vanita Kohli-Khandekar The Indian Media Business, Response Books,Sage Publications,Newdelhi,2000 2. Adrian Athique and Vibodh Parthasarathi, The Indian Media Economy, Vol.1, Oxford University Press.Newdelhi,2018 3. Thomas Pradip Ninan,Communication For Social Change:Context And Social Movements And The Digital ,Sage Publications,Newdelhi,2019 4. Thomas Pradip Ninan,DigitalIndia:Understanding Information Communication and Social Change, Sage Publications,Newdelhi,2012		
II	**DIGITAL MEDIA AND SOCIAL MEDIA REVOLUTION**		**10**	**15**
	8	Evolution of media technologies and communication platforms	2	
	9	Rise of online media, social media platforms, and citizen journalism.	2	
	10	Challenges of misinformation, fake news, and digital literacy	2	
	11	Role of social media in shaping public discourse and political mobilization	2	
	12	Media Ethics and Regulation	2	

		Reading list 1. Media Law and Ethics by M. Neelamalar,PHI Learning private ltd.newdelhi,2010 2. Thomas Pradip Ninan, Communication For Social Change:Context And Social Movements And The Digital ,Sage Publications,Newdelhi,2019 3. Thomas Pradip Ninan,DigitalIndia:Understanding Information Communication and Social Change, Sage Publications,Newdelhi,2012		
III	**LIBERALIZATION AND GLOBALIZATION**		**15**	**20**
	13	economic liberalization and its impact on media industry.	3	
	14	Media Ownership and Control	2	
	15	Globalization and cultural imperialism:	2	
	16	Role of journalists in promoting transparency, accountability, and social responsibility.	3	
	17	Technological Advancements	2	
	18	Challenges of Media Pluralism and Quality	3	
		Reading list 1. Krishnamurthy Nadig, Indian Journalism,Prasanga Publishers, University Of Mysore,1966 2. Mehta D S, Mass Communication and Journalism in India, Allied Publishers, Delhi,1979 3. Natarajan S, A History of the Press in India,Asia Publishing House, Delhi,1962		
IV	**SOCIAL AND CULTURAL DIMENSIONS OF INDIAN JOURNALISM**		**11**	**15**
	19	Role in Cultural Preservation and Promotion	3	
	20	Representation of gender, caste, and religion, in media.	3	
	21	Coverage of social issues, human rights, and marginalized communities.	3	
	22	Influence of popular culture, entertainment, and Bollywood on news media.	2	

		Reading list 1. Krishnamurthy Nadig, Indian Journalism,Prasanga Publishers, University Of Mysore,1966 2. Mehta D S, Mass Communication and Journalism in India, Allied Publishers, Delhi,1979 3. Natarajan S, A History of the Press in India,Asia Publishing House, Delhi,1962		
V	**OPEN ENDED - PRESS AND PROGRESSIVE MOVEMENT IN KERALA**		**12**	**10**
	1	Women magazines		
	2	Press and democracy		
	3	Media and Social Responsibility		
		Activities and Assessment of open ended Assignments and seminar on the emergence of the Progressive Movement in Kerala Conducted quiz on media and democracy abstract the main arguments/concepts/ Newspapers and magazines served as platforms for intellectuals, activists, and political leaders to articulate their views and mobilize public opinion. **Assessment** *****Evaluate women‘s magazines that cater to the diverse interests and concerns of women in the state. *Evaluate the press's coverage and advocacy significantly influenced public opinion .		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed module

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO 5	PO6	PO7
CO 1	3	1	3	3	3	3	2	2	3	2	2	2
CO 2	3	2	3	3	3	3	1	3	2	2	2	2
CO 3	3	1	3	3	3	3	2	2	3	3	1	3
CO 4	3	2	2	3	1	3	2	2	3	3	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

III Semester BA HISTORY (CUFYUGP) Degree Examination October 2024
HIS3MN206 History of Indian Journalism -3 (credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A
[Answer All. Each question carries 3 marks]

(Ceiling: 24 Marks)

1. Technological Advancements
2. Challenges of Media Pluralism and Quality
3. Role in Cultural Preservation and Promotion
4. Representation of gender, caste, and religion, in media.
5. Media and Democracy
6. Global Influence
7. Pluralism and Diversity of Voices
8. Language Press and Regional Voices
9. Press freedom, censorship
10. Political Economy of Indian Media

Section B
[Answer All. Each question carries 6 marks]
(Ceiling: 36 Marks)

11. Write a note on Evolution of media technologies and communication platforms
12. Briefly explain the Coverage of social issues, human rights, and marginalized communities.
13. Media Ethics and Regulation
14. Explain theTransition from colonial to independent media.
15. Economic liberalization and its impact on media industry.
16. Write a note on Media Ownership and Control
17. Role in Cultural Preservation and Promotion
18. Rise of online media, social media platforms, and citizen journalism.

Section C
[Answer any one. Each question carries 10 marks] **(1x10=10marks)**

19. Explain theChallenges of misinformation, fake news, and digital literacy
20. Analyse theRole of social media in shaping public discourse and political mobilization

GROUP 7

HISTORY OF MEDICINAL PRACTICES

Course 1: HIS1MN107 Discourses on Epidemics and Western Medicine

Course description: This Course provides knowledge about the Epidemics diseases and its spread.and the State policies to overcome it.

Programme	BA HISTORY HONOURS				
Course Code	HIS1MN107				
Course Title	Discourses on Epidemics and Western Medicine				
Type of Course	Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Idenfying the major Epidemics and its nature	R	F	PPT/Seminar Presentation
CO2	Analyse the circumstances which helped the spread of Western Medicine in India	E	C	Seminar/ PPT?Group discussion
CO3	Critically examine the introduction of Western Medical Practices in the Colonies	E	P	Debate
CO4	Evaluated Colonial policy during the spread Epidemics in the Princely States-Travancore –Koch- Malabar	Ap	C	**Debate**
CO5	Analyse how epidemics had posed major threats to the progress and smooth functioning of colonization	Ap	P	Role Play
CO6	Investigate the Impact of Epidemic Resistance policies India	U	F	Testpaper
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**CONCEPT OF HEALTH AND DISEASES IN HISTORY**		**12**	**16**
	1	Epidemics in History Origin-Historical Background	2	
	2	Epidemics in Athens	2	
	3	*Malaria in Ancient Rome*	2	
	4	Epidemics in Modern Europe	2	
	5	Smallpox, Malaria, Plague-the Black Death-Cholera in Europe-	2	
	6	Spanish Flu	2	
		Readings **1.** Arnold, David. (ed.), Imperial Medicine and Indigenous Societies, OUP, Delhi, 1989 **2.** Arnold David, The New Cambridge History of India: Science Technology and Medicine in Colonial India, Vol. III, Cambridge University Press, Cambridge, 2000 **3.** Cohn, Bernard S. Colonialism and its Forms of Knowledge: The British in India, Oxford University Press, Delhi, 1997 **4.** Conrad, Lawrence and, Hardy, Anne. (eds.), Women and Modern Medicine, Rodopy, Amsterdam, 2001		
II	**RESISTANCE AGAINST EPIDEMICS-EPIDEMIC**		**12**	**14**
	7	Resistance Policies in Europe	**3**	
	8	Origin of Vaccines	**2**	
	9	Medical Institutions-	**2**	
	10	Dispensaries	**2**	
	11	Hospitals	**3**	
		Reading List 1. Arnold David Warm Climates and Western medicine: the Emergence of Tropical Medicine, 1500-1900, Amsterdam/Atlanta, 1996		
III	**INDIA UNDER ENGLISH EAST INDIA COMPANY**		**10**	**16**
	12	Challenges- Epidemics	**2**	
	13	Smallpox Vaccination	**2**	
	14	Malaria –Eradication policies	**2**	
	15	Public Health Acts	**2**	
	16	Indian Medical Service	**2**	

		1. Baber, Zaheer, The Science and Empire: Scientific Knowledge, Civilization and Colonial Rule in India, Oxford University Press, Delhi, 1998 2. Bala, Poonam. Biomedicine as a Contested Site: Some Revelations in Imperial Contexts, Lexington Books, 2010 3. Bayly, C A. Empire and Information: intelligence gathering and Social Communication in India, 1780-1870, Cambridge University Press, Cambridge, 1999		
IV	**EUROPEAN MEDICINE IN COLONIAL KERALA**		**16**	**24**
	17	Smallpox vaccination-MalabarCochin and Travancore	2	
	18	Epidemic Resistances in Malabar	3	
	19	Epidemic Resistances in Travancore	3	
	20	Public Health in Colonial Travancore	3	
	21	State and European Medicine	3	
	22	Grant in Aid System	2	
		Readings 1. BalaPoonamImperialism and Medicine in Bengal: A Socio-Historical Perspective, Sage Publications, Delhi, 1991 2. BalaPoonam, Medicine and Medical Policies in India: Social and Historical Perspectives, Lexington Books, 2007 3. Bhattacharya, Sanjoy, Expunging Variola: The Control and Eradication of Smallpox in India, 1947-1977, Orient Black Swan, Hyderabad, 2006		
V	**Open Ended**		**12**	
		Tribal Medicine in Contemporary Kerala		
		Ethnicity and Tribal Medicine		
		Expansion /Acceptance of Tribal Medicine and society		
		Promotion and Limitation of Tribal Medicine .		
		Activity 1: The objective of this activity is to provide students with a practical, hands-on experience Visit a Tribal Community and collect details about the Tribal healing practices		
		Activity 2:Conduct a Survey on Diseases and related Medicine (nearby area or Locality) . .		
		Assessment Method: Categorization and Analysis of Diseases and related Medicine And its effectiveness		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixedmodules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO 7
CO 1	3	2	3	3	3	3	2	2	-	1	-2	3
CO 2	3	2	3	3	3	3	-	3	2	1	1	2
CO 3	3	-	3	3	3	3	3	2	2	3	-	2
CO 4	3	1	2	3	-	3	2	2	-	3	-	2
CO 5	3	-2	2	2	3	3	1	2	2	1	-	
CO 6	3	-	2	3	3	3		2	-	1	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar/Practical Works
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

B.A.(CUFYUGP)Degree Examinations October 2024
HIS1MN107Discourses on Epidemics and Western Medicine
Credit-4

Maximum Time: 2 hours Maximum Marks 70

Section –A

(Answer all .Each Question carries 3 marks)
Ceiling 24 Marks

1. Black Death
2. Dispensaries
3. IMS
4. English East India Company
5. David Arnold J
6. Health
7. Birth and Death Registration Act of 1873
8. The Epidemic Disease Act of 1897
9. Spanish Flu
10. T.R.Frasor

Section –B

Answer all. Each Question Carries 6 marks.
(Ceiling 36)

11. Briefly discuss the spread of Plague in Athens
12. Examine the importance of Vaccination Acts passed during the Colonial Period
13. What are the steps taken by the British Govt. to control Malaria during the colonial rule
14. Examine policy of theGrant in Aid System
15. Bring out the contribution of Edward Jenner
16. What were the major Epidemics in Colonial India
17. Analyse Malaria control policy in colonial Bombay Presidency
18. Discuss the spread epidemics in colonial Malabar

Section –C

Answer any one of the one of the following questions .Each
Question carries 10 marks

19. How far the spread of epidemics helped the growth of Western Medicine both in Europe as well as in the Colonies during colonialism
20. Evaluate the native response to the Vaccination policy of British in Travancore

COURSE 2: HIS2MN107 INDIGENOUS TRADITIONS AND PRACTICES IN MEDICINE IN KERALA

Course Description: The course aims to enable the students to understand about indigenous traditions and medical practices in Keralam.The course help the students to understand the traditional medicinal practices and its development in Keralam.The course also aims to familiarize the traditions and medical practices in Keralam.

Programme	BA History Honours				
Course Code	HIS2MN107				
Course Title	INDIGENOUS TRADITIONS AND PRACTICES IN MEDICINE IN KERALA				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the cocept of indigenous medicine and Western Medicine	U	F	Seminar Presentation/Assignment
CO2	To detail Subalternity and indigenous medical practices	E	P	Seminar/ Group discussion
CO3	To detail the influence of Buddhism and Jainism,Aryanisation in Medicine	An	P	Quizzes
CO4	To explain National movement and Indigenous Medicine- Revival movements	An	P	Discussions and presentations
CO5	To explain Institutionalisation of Ayurveda	E	F	Debate/seminar
CO6	Understand the Kottakkal tradition	U	F	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**DEFINING INDIGENOUS MEDICINE**		**12**	**10**
	1	The concept of indigenous medicine	3	
	2	Defenition,plurality,folk medicine and household medicine	3	
	3	Tribal medical practices-visha Vaisya-Bala Vaidya-Netra Vaidyam etc	3	
	4	Indigenous and Western Medicine in Kerala-Encounters	3	
		Reading list:- 1. Panikkar ,K N, Culture, Ideology, Hegemony: Intellectuals and social consciousness I colonial India, Anthem south Asia Studies.2002 2. Aiya, Nagam., The Travancore State Manual, Vol.II, Kerala GazatteersDepartment,Trivandrum,1999 3. Cherian .,P.J[Ed],Essays on the Cultural Formation Of Kerala,Keralastate,Gazatteers ,Department, Trivandrum		
II	**RELIGION, CASTE,COMMUNITIES AND MEDICAL PRACTICES**		**11**	10
	5	Subalternity and indigenous medical practices-Ezhavas and medicine -treatments	4	
	6	Knowledge in Sanskrit-other caste groups in medical knowledge	3	
	7	Islam and medical practices-The Unani tradition	4	
		Reading list: 1. Aiya, Nigam.The Travancore State Manual,VolII.,KeralaGzatteers Department,Trivandrum,1999 2. Vysakh AS,Re-imagining indigenous medicine in Travancore,ZorbaBooks,New Delhi,2017 3. Girija ,K.P.,Mapping of Ayurveda:Culture,Hegemony and Rhetoric of Diversity,Routledge,2021 4. Palanki Satheesh, Shameerali,M.,(Ed), Malabarum British Adhiniveshavum, (mal), DC Books, Kottayam,2023		
III	**ARYANISATION AND AYURVEDA**		**11**	**15**
	8	Influence of Budhism and Jainism Brahmin migration in Kerala-Aryanisation in Medicine	**4**	

	9	Text based Ayurveda-Charaka -Susrutha samhithas-Ashtangahridaya	**3**	
	10	The concept of Ashta Vaidya-Ashtavaidya families and their medical practices in Kerala	**4**	
		Reading list: 1. Ernst,Waltraud. Plural medicine: Traditon and modernity,1800-2000,Routledge,Newyork,2004 2. Fischer-Tine, Harald and Mann Michael., Colonialism as Civilizing mission :Culture and ideology in British India, Anthem press, London 2004 3. Cleetus Burton, Indigenous Traditions and practices in Medicine and the Impact of colonialism,1900-1950,Unpublished PhD thesis, submitted to Jawaharlal Nehru University, New Delhi 4. Kawashima, koji., Missionaries and Hindu State Travancore 1858-1936,OUP,Delhi,1998		
IV	**THE REVITALISATION MOVEMENT: THE KOTTAKKAL TRADITION**		**14**	**15**
	11	National movement and indigenous Medicine	**3**	
	12	Revival movements -P S Varrier and KottakkalAryavaidyasala	**2**	
	13	The Ayurveda patashala-Institutionalisation	**3**	
	14	Ayurvedic education -propaganda	**3**	
	15	Ayurvedic publications-Dhanwanthari-Other publications	**3**	
		Reading list :- 1. Leslie, Charles M,(ed) The Asian Medical System: A comparative study, University of California Press,1977. 2. Ernst, Waltraud, Plural Medicine: Tradition and Modernity,1800-2000,Routledge,Newyork,2004 3. Vysakh AS., Re-imagining indigenous Medicine in Travancore, Zobra Books, New Delhi,2017 4. Panikkar KN, Indigenous Medicine and Cultural Hegemony: A Study of the Revitalisation movement in Keralam, Studies in History, Vol 8, Issue 2,August 1992,Sage publications.		
V		**Open Ended**	**12**	
		Prepare a project regarding the different indigenous medicines in Kerala		
		Prepare a project on the scope of Ayurveda in the Epidemic age		

		Activities and assessment of Open ended *Prepare reports on any Ayurvedic treatment with indigenous medicine *Prepare a project plan including presentation and promotion plan for Ayurvedic education *Examine different types of medical practices in our locality *Assess the importance of Ayurveda and indigenous medical practices in Kerala **Assessment** *****Evaluate the concepts of Ayurveda and indigenous medicine *****Classify the types ofindigenous and western medicine *****Evaluate the ethics in Ayur veda medical practices	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixedmodules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	3	-	3	-	-	3	1	2	3	1	2
CO 2	3	-	3	3	2	2	2	3	2	-	-=2
CO 3	3	-	3	3	3	3		3	-	3	-
CO 4	2	3	2	2	-	3	3	2	-	3	-
CO 5	3	-	3	2	3	3	1	2	-	3	-
CO 6	3	-	2	2	2	3		2	-	2	3

Correlation Levels:

Level	**Correlation**
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar/project evaluation
- Midterm Exam
- End semester exam 70%

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓		✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

MODEL QUESTION PAPER FOR MINOR COURSE
SEMESTER II (CUFYUGP) DEGREE EXAMINATIONS 2024
HIS2MN107INDIGENOUS TRADITIONS AND PRACTICES IN MEDICINE IN KERALA

Maximum Time:2hrs Maximum Marks:70

SECTION A

(Answer all.Each question carries 3marks)

(Ceiling:24)

1. Concept of Indigenous medicine
2. Folk medicine
3. Unani tradition
4. Household medicine
5. Ashtanga hridaya
6. Ashtavaidya
7. Tribal medicine
8. Charaka
9. Susrutha samhitha
10. Ayurveda patasala

SECTION B

(Answer all. Each question carries 6 marks)

(ceiling :36)

11. Explain definitions and concepts of indigenous medicine
12. Analyse the development of indigenous and western medicine in Kerala
13. Discuss the differenttypes of traditional medical practices I Kerala
14. Explain caste groups and medical knowledge
15. Explain Islamic tradition of medical practices
16. Discuss about text based medicine in Ayurveda
17. Discuss about the Aryanisation in Medicine
18. Analyse the institutionalisation ayurvedic education

SECTION C

(Answer any one. Each questions carries 10 marks)

(1 x 10=10)

19. Explain the revival movements and kottakkal tradition
20. Expain the significance of indigenous medicine and me4dical practices in Keralam

Course 3: HIS3MN207 EPIDEMICS AND WESTERN MEDICINE IN COLONIAL KERALA

Course Description:The course enable the students to understand the epidemics and western medicine in colonial Kerala.The course includes epidemics in Malabar and Travancore.This course helps the students to understand western medicine and epidemic resistances.This course also helps to study the role of princely states and missionaries in the eradication of cholera and maleria.

Programme	BA History Honours				
Course Code	HIS3MN207				
Course Title	Epidemics and Western Medicine in Colonial Kerala				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the epidemics and western medicine during British colonialism	U	F	Seminar Presentation/Assignment
CO2	To detail epidemics and indigenous medicine	E	P	Seminar/ Group discussion
CO3	To detail the influence western medicine as preventive medicine in Malabar	An	P	Quizzes
CO4	To explain about system of vaccination ,preventive policy	An	P	Discussions and presentations
CO5	To explain about medical institutions in Travancore and Malabar	E	P	Debate/seminar
CO6	To understand about mental,lepor asylums in Malabar and Travancore	U	C	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I		**BRITISH COLONIALISM AND EPIDEMICS**	10	10
	1	English East India Company- monopoly-trade challenges and responses	2	
	2	Epidemics in Malabar and erstwhile Travancore-small pox, malaria and cholera	3	
	3	Mortality rate-Indigenous medicine and epidemics	3	
	4	Prevention of small pox-indigenous medicine	2	
		Reading list 1. PalankiSatheesh,Missionaries,women and western medicine in Colonial Kerala,Lipi publications,Calicut,2015 2. Palanki,Satheesh,Small pox under the Raj:Resistance Policies and the indigenous Response in Colonial Malabar1800-1900,Studies in History,vol 39 issue 1, 2023 ,sage,New Delhi		
1I		**ADVENT OF WESTERN MEDICINE AND EPIDEMIC RESISTANCES**	11	10
	5	Western medicine as preventive medicine in Malabar	2	
	6	Small pox vaccination-state policies	2	
	7	Bombay system of vaccination-malaria,cholera in Malabar	2	
	8	Preventive policies in Malabar-small pox in Travancore	2	
	9	Princely rulers and their patronage-	2	
	10	Malaria eradication-Rockfeller Foundation	1	
		Reading list:Bhaskaranunni,P.PthonpathamNoottandile Keralam(mal),Kerala sahithya Academy,Thrissur,1988. Bhattacharya,Sanjay,Expungingvariola:The control and eradication of small pox in India,1947-1977,Orent Black swan,Hyderabad,2006. Charles,Leslie(ed),Asian medical systems:Acomparitivestudy,University of California press,1976 Chakrabarti,Patrik,Medicine and Empire,Palgrave-Macmillan,Newyork,2013		
III		**MEDICAL INSTITUTIONS**	14	15
	11	Western medicine and medical institutions in Travancore and Malabar	3	
	12	Dispensaries in Malabar and Travancore	3	

	13	The general hospital-palace dispensary in Travancore-special hospitals	4	
	14	Hospital for mental asylum-lepor asylums in Malabar and Travancore	3	
	15	small pox hospital in Malabar	1	
		Reading list: 1. Cohn,Bernard .S ,Colonialism and its forms of knowledge:The British India ,OUP,New Delhi,1997 2. Crawford,D G,A History of Indian Medical Service,1600-1913,2 vol,W.Thacker&company,1914 3. Crawford., D G.Roll of the Indian medical service-1615-1930,2 vol,Naval and military press,East sussex,2002 4. Dirks,Nicholas,B(ed),Colonialism and culture,The University of Michigan press,USA,1992		
IV		**MISSIONARIES AND WESTERN MEDICINE**	13	15
	16	Protestant missionary groups in Travancore-charity activities	2	
	17	The London missionary society and medical activities	2	
	18	The church mission society in Travancore	2	
	19	Salvation army in Travancore	3	
	20	Basel mission in Malabar	2	
	21	Medical and social welfare activities conducted by the Basel Mission	1	
	22	Role of Jesuit Missionaries: Contributions to healthcare and education.	1	
		Reading list :- 1. Dirks,Nicholas,B.Castes of mind:Colonialism and the making of Modern India,Princetown University press,New jersy,2002 2. Basu Rajashekhar,RulingClasses,Missionaries,Non state agencies and Health issues in Travancore in the Nineteenth and Twentieth centuries,History and Sociology of South Asia,Vol 9 issue,2015,sage,New Delhi 3. Kawashima,Koji,Missionaries and a Hindu state		

		Travancore 1858-1936,OUP,New Delhi		
V		**OPEN ENDED**	12	
		Prepare a project on the history of epidemics in Malabar		
		Prepare a project on preventive policies and vaccination system in Travancore		
		Activities and assessment of Open ended *Prepare reports on asylums in Malabar *Prepare a project Medical institutions in Travancore and Malabar *Examine role of princely states in the eradication of epidemics *Assess the importance of missionaries and western medicine in Malabar and Travancore **Assessment** *Evaluate the colonialism and introduction of western medicine *Classify the epidemics in Malabar and Travancore *Evaluate the preventive policies in the princely states		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total48instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	-	-	3	1	2	3	1	2
CO 2	3	-	3	3	2	2	2	3	2	-	-=2
CO 3	3	-	3	3	3	3		3	-	3	-
CO 4	2	3	2	2	-	3	3	2	-	3	-
CO 5	3	-	3	2	3	3	1	2	-	3	-
CO 6	3	-	2	2	2	3		2	-	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar/project evaluation
- Midterm Exam
- End semester exam 70%

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓		✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

III rd SEMESTER (CUFYUGP) DEGREE EXAMINATIONS 2024
HIS3MN207: EPIDEMICS AND WESTERN MEDICINE IN COLONIAL KERALA

Maximum Time:2hrs Maximum Marks:70

SECTION A

(Answer all.Each question carries 3marks)

(Ceiling:24)

1. British East India company
2. Mortality
3. Malaria
4. Palace dispensary in Travancore
5. Rockfeller foundation
6. Asylum
7. LMS
8. Bombay system of vaccination
9. Basel mission in Malabar
10. CMS

SECTION B

(Answer all. Each question carries 6 marks)

(Ceiling :36)

11. Explain the British colonialism in Malabar and chellengesAnalyse the epidemics in Malabar
12. Discuss the Bombay system of vaccination
13. Explain about mental and lepor asylums in Malabar and Travancore
14. Explain western medicine and medical institutions inMalabar
15. Discuss about the activities of Church mission society in Travancore
16. Explain malaria eradication
17. Analyse the preventive policies and vaccination in Travancore and Malabar
18. What were the main contributions of Jesuit missionaries to healthcare and education in post-colonial Malabar?

SECTION C

(Answer any one. Each questions carries 10 marks) (1 X 10=10)

19. Explain the advent of western medicine and epidemic resistances in Malabar and Travancore
20. .Expain the role of princely states in the eradication of Cholera and Malaria

GROUP 8
FOOD HISTORY
HIS1MN108Food: A Global Perspective

Course Description: Food is more than sustenance; it is a lens through which we can explore the past, understand cultures, and trace the evolution of societies. In this undergraduate course, ‑Food in World History,‖ we will examine the fascinating journey of food across time and continents. From ancient civilizations to modern global food systems, we‘ll uncover the stories behind what we eat. The five units that make up this course cover the basic ideas of food history and the significance of food in ancient, medieval, and modern world history. Through engaging lectures, readings, and discussions, we will explore the role of food in shaping human civilization.

Programme	BA History Honours				
CourseCode	HIS1MN108				
CourseTitle	Food: A Global Perspective				
TypeofCourse	Minor				
Semester	1				
AcademicLevel	100 – 199				
CourseDetails	Credit	Lecture perweek	Tutorial perweek	Practical perweek	TotalHours
	4	4	-	-	60

CourseOutcomes (CO):

CO	COStatement	Cognitive Level*	Knowledge Category#	Evaluation Toolsused
CO1	Recalltheimportantsources,methods,andapproachesusedinfoodhistory.	R	F	Multiplechoicequiz
CO2	Describe the major turning points in thehistory of food, from the NeolithicRevolutionto the Globalization	U	F	SeminarPresentation
CO3	Illustratetheconcept of howfoodandcultureareinterrelatedandhowfoodshapesidentity.	AP	C	Short AnswerQuestions

CO4	Explore various ancient culinarytraditionsanditsexchangeth roughtraderoutes	An	C	GroupDiscussion
CO5	Assess the knowledge of how theCrusades,the Black Death,andtheColumbianExchan geaffectedfoodandhealthintheme dieval world	E	P	Presentation/Essay
CO6	Communicateeffectivelyaboutet hicalandenvironmentalimplicati onsof contemporaryfoodculture.	C	M	PosterMaking/ ShortVideo
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)MetacognitiveKnowledge(M)			

Module	**Unit**	**CONTENT**	**Hrs 60**	**Marks 70**
1	**INTRODUCTIONTOFOODHISTORY**		**13**	16
	1	Food and Food Studies-Significance of Food History	2	
	2	Sources–Archaeological,Literary,Cookbooks	3	
	3	Methods–Historical,Ethnography,Oralhistory	3	
	4	Approaches–Culinary, Dietary, Nutritional, Dining and Manners,FoodStuffs	2	
	5	Food and Culture–Food and Identity	2	
	6	FoodandPpolitics	1	
		Readings 1. Miller, J., & Deutsch, J. (2009). *Food studies: An introduction to researchmethods.*Bloomsbury Academic. 2. Pilcher, J. M. (Ed.). (2012). *The Oxford handbook of food history*. OxfordUniversityPress. 3. Montanari,M.(2004).*Food:Aculinaryhistory*.ColumbiaUniversityPress. 4. Macbeth, H., &MacClancy, G. (2014). *Researching Food Habits: Method andProblems.*BerghahnBooks. *5.* Anderson, E. N. (2005). *Everyone eats:*		

		Understanding food and culture. NewYorkUniversityPress. 6. Counihan,C.,&Esterik,P V.(2017).*Foodandculture:AReader*. Routledge. 7. Klein,J.(2016).*Handbookoffoodandanthropology*.BloomsburyAcademic. 8. https://www.rachellaudan.com/getting-started-in-food-history		
II	**FOODIN ANCIENTWORLD**		**12**	18
	7	Evolution of Culinary Practices - From Hunting and Gathering toAgriculturalRevolution	**3**	
	8	DomesticationofAnimal-ImpactofCooking	**2**	
	9	Culinary Traditions in Ancient Egypt, Mesopotamia, Greece andRome	**3**	
	10	Early Trade Routes and Food Exchange	**3**	
	11	FoodinancientChina	**1**	
		Readings 1. Albala,K.(2013).*Food:Aculturalculinaryhistory*. TheTeachingCompany. 2. Tannahill,R. (1995).Food in history.BroadwayBooks. 3. FernándezArmesto, F. (2003). *Near a thousand tables: A history of food*. FreePress. 4. Bottéro, J. (1995). *Mesopotamia: Writing, reasoning, and the origins ofcivilization*.UniversityofChicagoPress. 5. Faas,P. (2009).*AroundtheRomantable: Food andFeastinginAncientRome*, ChicagoUniversalPress. 6. Dalby,A. (2013).*FoodintheancientworldfromAtoZ*. Routledge. 7. Kelley,L.(2009). *TheSilkRoadGourmet*.IUniverse		
III	**FOODIN MEDIEVAL WORLD**		**13**	16
	12	Food Practices under Byzantine Empire	**2**	
	13	Islam and the Transformation of Mediterranean Cuisine	**3**	
	14	Impact of Crusades and Black Death on Food and Health	**3**	

	15	The Columbian Exchange and the Introduction of NewWorld Crops	**3**	
	16	Food during the Renaissance period	**2**	
		Readings 1. FernándezArmesto, F. (1995). Millennium: *A history of the last thousand years*.Scribner. 2. Adamson,M. W.(2004).*Food inmedievaltimes*. GreenwoodPress. 3. Krondl, M. (2007). *The taste of conquest: The rise and fall of the three greatcitiesofspice*.BallantineBooks. 4. Mann, C. C. (2012). 1493: Uncovering the new world Columbus created.VintageBooks. 5. Mintz, S.W (1986). Sweetness and Power: The Place of Sugar in ModernHistory,PenguinBooks		
IV	**FOODIN THEMODERNWORLD**		**11**	20
	17	Impact of Colonialism and Imperialism on Food Culture	**2**	
	18	Industrial Revolution and the Rise of Processed Foods	**2**	
	19	Food and Globalization	**2**	
	20	Environmental consequences of Food Culture	**2**	
	21	Food and Health issues	**2**	
	22	Food and Diaspora	**1**	
		Readings 1. Schlosser, E. (2012). *Fast food nation: The dark side of the all-American*,MarinerBooks Classics. 2. Freedman,P.(Ed.).(2019).*Food:The history of taste*. ThamesandHudson Ltd. 3. Pollan,M.(2007).Omnivore‘sdilemma:An aturalhistoryoffourmeals.PenguinBooks. *4.* Holland,M.(2015).*Theedibleatlas:Aroundtheworldinthirty-ninecuisines.* CanongateBooks. 5. Patel,R.(2008).*Stuffedandstarved:Markets,politics,andthehiddenbattlefortheworld‘s food system*.MelvilleHouse. 6. Helstosky,C.F.(2008).Pizza:Aglobal history(Edible). ReaktionBooks. 7. Parasecoli, F., &Scholliers, P. (Eds.). (2012). A		

		cultural history of food (Vols. 1-6).BergPublishers		
V		**OpenEnded:** Prepare a presentation on the evolution of a particular Worlddish, tracing its history from ancient times to the present day.The presentation should include historical references,influences overtime, and its current status.	**12**	
		• The Evolution of Pizza:(Example) • From ancient to Present day:Identify how popular and beloved pizzais world wide. • Discuss the early beginning of Pizza and explore the historic references to pizza-like dishes.		
		• Evolution and influence over time: Discuss the influence of the Mediterranean region on the development of Pizza.Analyse the impact of Italian immigration on the global spread of pizza. Explore the globalization of Pizza chains and their impact on local culinary traditions • Activity:Pizza toppings through time Divide students into small groups and assign each a specific historical period in the evolution of Pizza. Ask the groups to research and create a poster or presentation showcasing the types of toppings used during that period. Encourage creative and critical thinking by having students explain the cultural influences behind chosen toppings *Have students should choose a specific region or country knownfor its unique pizza and the students should include information about the ingredients,preparation methods and cultural significance of the chosen style. *Provide students with a basic pizza recipe and ask them to analyse the ingredients and preparation methods. Ask students to research the historical origins and cultural influence of each ingredient used in the recipe and presents their findings to the class,discussing how the ingredients and technics have changed over time. Assessment *Group Presentation:Evaluate students group presentations based on their ability to effectively		

		communicate the evolutionand influences of pizza, as well as their understanding of the historical references. *Group Research Project: Assign a group project where students are required write an essay analysing the cultural significance ofpizza in a specific country or region of their choice. Assess the essay based on the students_research,critical thinking and ability to articulate their findings effectively		

Note:The course is divided into five modules, with four having total 22 fixed units and oneopen-ended module with a variable number of units. There are total 48 instructional hours forthe fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam,however, covers onlythe 22 units from the fixed modules.

MappingofCOswithPSOsandPOs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO3	PO 4	PO 5	PO 6	PO 7
CO1	**3**	**1**	**2**	**1**	**1**	**2**	**1**	**1**	**1**	**2**	**-**	**1**
CO2	**3**	**1**	**2**	**2**	**2**	**3**	**1**	**1**	**1**	**3**	**-**	**1**
CO3	**3**	**2**	**3**	**3**	**3**	**2**	**2**	**1**	**1**	**3**	**1**	**1**
CO4	**3**	**1**	**2**	**2**	**2**	**2**	**1**	**1**	**1**	**3**	**-**	**1**
CO5	**3**	**1**	**2**	**2**	**2**	**3**	**1**	**1**	**1**	**3**	**1**	**1**
CO6	**3**	**1**	**2**	**2**	**2**	**3**	**1**	**1**	**1**	**3**	**1**	**1**
CO7	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**2**	**1**	**3**	**1**	**1**

CorrelationLevels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz/ Assignment/Quiz/ Discussion/ Seminar
- MidtermExam
- FinalExam(70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	ProjectEvaluation	EndSemesterExaminations
CO1	✓			✓
CO2		✓		✓
CO3	✓			✓
CO4		✓		✓
CO5	✓			✓
CO6		✓		✓

Readings

1. Miller, J., & Deutsch, J. (2009). *Food studies: An introduction to research methods*.Bloomsbury Academic.
2. Pilcher, J. M. (Ed.). (2012). *The Oxford handbook of food history*. Oxford UniversityPress.
3. Montanari,M.(2004).*Food:Aculinaryhistory*.ColumbiaUniversityPress.
4. Macbeth, H., &MacClancy, G. (2014). *Researching Food Habits: Method and Problems*.BerghahnBooks.
5. Anderson, E. N. (2005). *Everyone eats: Understanding food and culture.* New YorkUniversityPress.
6. Counihan,C.,&Esterik,P V.(2017).*Foodandculture:AReader.* Routledge.
7. Klein,J.(2016).*Handbook offoodandanthropology*.BloomsburyAcademic.
8. WebLink:https://www.rachellaudan.com/getting-started-in-food-history

I Semester B.A (CUFYUGP) Degree ExaminationsOctober2024
HIS1MN108 Food: A Global Perspective
Credits:4

MaximumTime: 2hours Maximum Marks: 70

Section A

[Answer All. Eachquestion carries 3marks]

(Ceiling:24Marks)

1. What is food history and why is it important to study?
2. How does food shape and reflectone‘s identity and culture?
3. Identify some of the sources of food during the Stone Age?
4. Briefly explain the culinary traditions in ancient Egypt?
5. Describe the characteristics of Byzantine dietary practices
6. Examine the Significance of Columbian exchange on Food habits
7. Trace out the impacts of colonialism and imperialism on food?
8. Write in a paragraph about the implications of globalization on food?
9. How did potatoes influence Europe in the modern period?
10. Summarize some of the environmental consequences of food culture in the modern world.

Section B

[Answer All. Each question carries 6marks]

(Ceiling: 36Marks)

11. Explain how cookbooks can reveal information about the culture, society, and economy of a certain period orregion.
12. What are some of the factors that influence food choices and preferences in Different cultures?
13. Demonstrate how trade routes enabled the diffusion and adaptation of food Cultures and cuisines across geographical and cultural boundaries.
14. Describe how cooking revolutionized human life in ancient period.
15. Assess the significance and legacy of the culinary traditions in ancient Rome for the history and culture of food and gastronomy.
16. Investigate how the Crusades influenced the trade, exchange, and diffusion of food products and knowledge between different regions and civilizations.
17. Explore how the industrial revolution impacted the environment, economy, and society in relation to food and agriculture.
18. Explain how food and politics are interconnected and interdependent?

SectionC

[Answer anyone.Each question carries 10marks] (1x10=10 marks)

19. Analyse the different methods used in food history research and critique their strengths and weaknesses.
20. DiscusshowIslamshapedtheMediterraneancuisineandFoodCulture

Course 2
HIS2MN108History of Indian Food Culture

Course Description: This course explores the rich and diverse culinary history of India. From the ancient harappan civilization to the modern era, we will look into how food practices have evolved, shaped society, and been influenced by various factors such as trade, invasions, colonialism, and globalization

Programme	BA History Honours				
Course Code	HIS2MN108				
Course Title	History of Indian Food Culture				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will be able to recall and describe the food practices of ancient Indian cultures, including the Harappancivilization, Vedic age, and Ayurveda traditions.	R	F	Multiple choice or short answer questions
CO2	Students will be able to explain the influence of Islam on Indian food during the medieval period, including the dietary practices under the Delhi Sultanate and the culinary traditions of the Mughal Empire.	U	F	Essay or discussion questions
CO3	Students will be able to apply their knowledge of colonial influence on Indian food to understand the introduction of new world crops, the impact of British influence on Indian cuisine, and the evolution of Anglo-Indian cuisine.	AP	P	Group presentation
CO4	Students will be able to analyse the impact of post-independence food policies, the Green Revolution, and street food culture in shaping the modern food culture of India.	An	P	Case study

CO5	Students will be able to evaluate the role of regional cuisines in modern India, including the diversity of ingredients, cooking techniques, and cultural significance.	E	P	Evaluation exercise
CO6	Students will be able to create a traditional Indian recipe that incorporates historical influences, modern ingredients, and their own culinary creativity.	C	M	Recipe development project
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	**Unit**	**CONTENT**	**Hrs 60**	**Marks 70**
1	**EARLY INDIAN FOOD CULTURE**		**13**	**19**
	1	Sources	2	
	2	Food Practices in Prehistoric India	2	
	3	The Harappan Diet	2	
	4	Ritual Food Practices in Vedic Age	2	
	5	The emergence of vegetarianism	2	
	6	Food and Ayurveda	1	
	7	Food in Ancient South India	2	
		Readings 1. Prakash, O. (1961). *Food and drinks in ancient India: From earliest times to B.C. 1200 A.D.*Munshi Ram Manohar Lal. 2. Achaya, K. T. (1994). *Indian food: A historical companion*. Oxford University Press. *3.* Achaya, K. T. (2000). *The story of our food. Universities Press.* 4. *Se*n, C. T. (2014). *Feast and fasts: A history of food in India*. Reaktion Books. *5. Shabkar. (2008), Food of Bodhisattvas (Buddist Teachings on Abstaining from Meat), Shechen Publication*		
II	**FOOD AND LITERATURE IN INDIA. CE 12TH TO 16TH**		**12**	**17**
	8	Emergence of Regional Cuisines – Manasolassa and Lokopakara	**3**	

	9	Dietary Practices under Delhi Sultanate – Ni'matnama	**2**	
	10	Mughal Culinary Traditions – Ain-i- Akbari	**3**	
	11	Food in the Vijayanagara Empire - Supa Shastra	**2**	
	12	Culinary Equipments–Ksemakutuhalam	**2**	
		Readings 1. Banerji, C. (2007). *Eating India: An odyssey into the food and culture of the land of spices*. Bloomsbury. 2. Husain, S. (2019). *The Mughal feast: Recipes from the kitchen of Emperor Shah Jahan.*Roli Books. 3. Collingham, L. (2007). *Curry: A tale of cooks and conquerors.* Oxford University Press. 4. *Se*n, C. T. (2014). *Feast and fasts: A history of food in India*. Reaktion Books. 5. Titley, N. (2005),*TheNimatnama Manuscript ofbthe Sultans of Mandu- The Sultan' s Book of Delights,* Routledge Curzon. 6. Narayanan, D. (2015). *Cultures of food and Gastronomy in Mughal and Post- Mughal India,* Heidelberg		
III	**COLONIAL INFLUENCE ON INDIAN FOOD**		**12**	**18**
	13	Introduction of New World Crops	**3**	
	14	British Influence on Indian Cuisine – Bread and Cake	**3**	
	15	Food during Famine in British India	**2**	
	16	Evolution of Anglo Indian Cuisine – Curry	**2**	
	17	Tea and Coffee Plantations in India	**2**	
		Readings 1. Burton, D. (1994). The Raj at table. Faber & Faber. 2. Leong-Salobir, C. (2011). *Food culture in colonial Asia: A taste of empire*. Routledge. 3. Ray, U. (2015). *Culinary culture in colonial India: A cosmopolitan platter and the middle class*. Cambridge University Press. 4. Mukhejee, A. (2019), *A Cultural History of Famine: Food Security and the Environment in India and Britain,* Routledge		
IV	**FOOD CULTURE IN MODERN INDIA**		**11**	**16**
	18	Post-Independence Food Policies	**2**	
	19	Green Revolution and its Impact	**2**	
	20	Regional Cuisines in Modern India	**2**	

	21	Growth of Street Food Culture	**2**
	22	Food and Indian Diaspora	**2**
	23	Food at Festivals	**1**
		Readings 1. Narain, S. (2017). *First food: Culture of taste*. Centre for Science and Environment. 2. Achaya, K.T, (2002), A Historical Dictionary of Indian Food, Oxford University Press. 3. Appadurai, A (1988), Hoe to Make a National Cusine; Cookbooks in Contemporary India, In comparative Studiesnin Society and History, Vol.30. 4. Ray, K. (2007). *Indian American food.* In A. F. Smith (Ed.), *The Oxford companion to American food and drink,* Oxford University Press. 5. Vairavan, A. (2011). Chettinad kitchen: Food and flavours from South India. Westland. 6. Vijayendra, B.R., Raviprasad, B.V., &Khatua,N. (2017). *Anthropology of Traditional Indian Food*. Aayu Publications	
V	**Open Ended** "Curating a Culinary Museum Exhibit‖ Students will design a virtual or physical museum exhibit that showcases the evolution of Indian food culture from ancient times to the modern era, reflecting the influences and changes highlighted in the four units of the course.		**12**
		Activity 1: Research and Curation Students will work in groups to research different time periods. They will select key food items, cooking methods, and cultural practices to include in their exhibit.	
		Activity 2: Exhibit Design Each group will create a layout for their exhibit, deciding how to visually represent the progression of Indian food culture. They can use drawings, digital designs, or physical models to bring their exhibit to life.	
		Activity 3: Exhibit Presentation and Walkthrough Groups will present their exhibits to the class, explaining the significance of each item and its place in the historical timeline. They will also provide a walkthrough of the exhibit, either virtually or using their physical models. **Assessment** **Exhibit Portfolio:**	

		Students will submit a portfolio that includes their research, exhibit design, and explanations for each item. Assessment criteria will focus on historical accuracy, creativity, and depth of analysis. **Presentation Evaluation** Students will be assessed on their presentation skills, ability to engage the audience, and the clarity of their walkthrough. **Peer Feedback** Students will provide feedback on their peers' exhibits, focusing on the educational value and historical representation. This activity encourages students to synthesize information from the entire course, apply critical thinking, and engage in creative expression. It also allows for collaborative learning and peer to peer interaction.	

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	2	2	2	3	2	2	2	3	1	2
CO 2	3	2	2	2	2	3	2	2	2	3	1	2
CO 3	3	3	3	3	3	3	3	2	2	3	2	2
CO 4	3	2	2	2	2	3	2	2	2	3	1	2
CO 5	3	2	2	2	2	3	2	2	2	3	1	2
CO 6	3	3	3	3	3	3	3	3	2	3	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓		✓
CO 5	✓			✓
CO 6			✓	✓

Readings

1. Prakash, O. (1961). *Food and drinks in ancient India: From earliest times to B.C. 1200 A.D.*Munshi Ram Manohar Lal.
2. Achaya, K. T. (1994). *Indian food: A historical companion*. Oxford University Press.
3. Achaya, K. T. (2000). *The story of our food. Universities Press.*
4. *Se*n, C. T. (2014). *Feast and fasts: A history of food in India*. Reaktion Books
5. Banerji, C. (2007). *Eating India: An odyssey into the food and culture of the land of spices*. Bloomsbury.
6. Husain, S. (2019). *The Mughal feast: Recipes from the kitchen of Emperor Shah Jahan.*Roli Books.
7. Collingham, L. (2007). *Curry: A tale of cooks and conquerors.* Oxford University Press.

II ndSemesterBA (CUFYUGP)Degree ExaminationsOctober2024
HIS2MN108History of Indian Food Culture
Credits:4

MaximumTime: 2hoursMaximum Marks: 70

SectionA

[Answer All.Each question carries 3marks] (Ceiling:24Marks)

1. What were the primary components of the Harappan diet?
2. Describe the significance of Ayurveda on the development of early Indian food culture
3. Identify the significance of _Manasolassa‘?
4. Discuss the role of culinary equipment as described in _Ksemakutuhalam‘
5. Examine the evolution of Anglo Indian Cuisine
6. Trace out the impact of the introduction of New World crops on Indian food.
7. Write a paragraph on Green Revolution and its influence Indian food culture.
8. Evaluate the influence of Indian diaspora on our food culture.
9. What were the distinctive features of food culture in ancient South India?
10. Explain the growth of street food culture in modern India

SectionB

[Answer All.Each question carries 6marks]

(Ceiling:36Marks)

11. Describe the aspects of food practices in prehistoric India
12. Examine the circumstances that led to the growth of vegetarianism in the early India.
13. Discuss the dietary practices under the Delhi Sultanate as mentioned in _Ni‘matnama‘.
14. What is _Supa Shastra‘ and how does it reflect the food culture in the medieval Karnataka?
15. Evaluate the food policies and its effects during the famine in British India.
16. Analyse the impact of tea and coffee plantations on the Indian economy and culture
17. How did the regional cuisines shape the food culture in modern India?
18. What were the culinary traditions during the Mughal era as per _Ain-i- Akbari?

Section C

[Answer anyone. Each question carries10marks]

(1x10=10 marks)

19. .Examine the significance of food offerings in Vedic rituals. How did these offerings symbolize devotion and gratitude?
20. Discuss the diversity of food culture observed during major festivals in modern India. How do
these food practices reflect the regional and cultural diversity of the country?

Course 3

HIS3MN208 EVOLUTION OF KERALA FOOD CULTURE

Course Overview

This course explores the historical dimensions of food in Kerala, revealing the complex relationship between regional cuisine and the socio-cultural fabric of the region. Students will explore how the gastronomic practices have changed over time, the impact of historical events on food culture, and the role of food in shaping Kerala‘s history.

Programme	BA History Honours				
Course Code	HIS3MN208				
Course Title	Evolution of Kerala Food Culture				
Type of Course	Minor				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will recognize significant historical events that influenced Kerala‘s food culture.	U	F	Multiple choice or Quiz
CO2	Students will analyse how foreign trade and cultural interactions shaped Kerala‘s culinary practices.	An	P	Seminar Presentation
CO3	Students will assess the impact of Colonialism and globalization on Kerala‘s food habits.	E	C	Essay
CO4	Students will describe traditional and popular Kerala dishes.	AP	P	Group Presentation
CO5	Students will critically reflect on food‘s role in religious rituals, gatherings, and marriages.	E	P	Class Discussion/Essay
CO6	Students will apply food related knowledge to practical scenarios.	AP	P	Case Study

CO7	Students will synthesize cultural insights gained from studying Kerala‘s food culture.	C	M	Poster Making/Portfolio
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Mark 70
1	**TRADITIONAL FOOD CULTURE OF KERALA**		**13**	**17**
	1	Sources	2	
	2	Kerala Geography and its influence on Food Habits	2	
	3	Influence of Social and Cultural Factors – Religion and Migration	2	
	4	Dietary practices in ancient Tamizhakam	2	
	5	Traditional Food – Dietary practices during Karkkidakam	2	
	6	Syncretism in Food Culture	3	
		Readings 1. Sivadas, S., &Gopalakrishnan, D. (2021). *Kerala BhakshanaCharitram*. DC Books. 2. Radhakrishna, S. (2022). *Paachakam: Heritage Cuisine of Kerala*. PramodKapoor. 3. Bhaskaranunni, P. (2019). *PathompathamNoottantileKeralam (Malayalam)*. Kerala Sahitya Academy Thrissur. 4. www.goya.in/blog/karkidakam-culinarypractices%3fformat=amp 5. https://know-your-heritage.blogspot.com/2017/06/food-in-sangam-literature-2.html?m=1		
II	**FOREIGN INFLUENCE ON KERALA FOOD**		**12**	**17**
	7	Impact of Indian Ocean Space trade –Greeko- Roman, Arab and Chinese Merchants	**3**	
	8	Portuguese and Changes in Food Culture	**2**	
	9	Influence of British colonialism – Vegetables, Fruits and Sweets	**3**	
	10	Overseas Migration on Food Culture	**3**	
	11	Food and Malayalam Language	**1**	

		Readings 1. Dias., Charles.. (2013). *The Portuguese in Malabar. Manohar*. Publishers and Distributors 2. Riley, K.C. & Paugh, A. L. (2018). *Food and Language: Discourse and Foodways across cultures*. Rutledge 3. Makhdoom, S. Z (213) *FatulMueen (Malayalam Edition),*Educare Printing and Publishing 4. Abraham, T. (2020). *Eating with History: Ancient Trade influenced cuisines of Kerala*. Niyogi Books. 5. Ray, U. (2015). *Culinary culture in colonial India: A cosmopolitan platter and the middle class*. Cambridge University Press. 6. Zachariah.K. C., &IrudayaRajann, S. (2012). *Kerala 'Gulf Connections, 1998-2011: Economic and Social impact of Migration*. Orient Blackswan		
III	**FOOD IN MODERN KERALA**		**13**	**18**
	12	Food as a tool of resistance – Panthibhojanam an Hunger Strike	**2**	
	13	Caste & Untouchability in Food	**3**	
	14	Indian Coffee Houses	**2**	
	15	Food and Religious Rituals	**3**	
	16	Food in Public Spaces – Gatherings and Marriages	**3**	
		Readings 1. Suresh, P. (2017). *Matham Venda Manushyanu-Sahidaran Ayyappan*. Insight Publica. 2. Anderson, E.N. (2014), *Everyone Eats: Understanding Food and Culture*. NYU Press. 3. Panikkar, K. N. (2020), *Caste in Kerala,* Primus Books. 4. Freedman, S. (2017). *The Palaces of Memory: Tales from the Indian Coffee House*. Tasveer/Daube		
IV	**FOOD AS CULTURE IN CONTEMPORARY KERALA**		**11**	**18**
	17	Breakfast – Iddali, Dosa and Pathiri	**2**	
	18	Popular Dishes - Sadhya – Biriyani –Poratta	**2**	
	19	Kerala Desserts – Payasam- Halwa	**2**	
	20	Globalization and Kerala food	**2**	

	21	New Trend – Eating Out	**2**	
	22	Growth of Street Food Culture	**1**	
		Readings 1. The Indian Street Food: A Cultural and Gastronomic Exploration of Indian‘s Street Food – Jagadeesh Pillai 2. Sivadas, S., &Gopalakrishnan, D. (2021). *Kerala BhakshanaCharitram*. DC Books. 3. Radhakrishna, S. (2022). *Paachakam: Heritage Cuisine of Kerala*. Pramod Kapoor. 4. Abdulla, U. (2018), *A Kitchen Full of Stories.*Ummi Abdulla. 5. https://www.sahapedia.org/malabar-cuisine 6. http://journals.rajagiri.edu/index.php/rssJ/article/view/96/86		
V		**Open Ended :** Students will organize and participate in a food festival that showcases the diversity and richness of Kerala cuisine. They will apply their knowledge of the history, culture, and influences of Kerala food from the four units of the course. They will also learn about the preparation, presentation, and consumption of various dishes from different regions and religions in Kerala**.**	**12**	
		• Title: Kerala Food Fest(Example) • Activity 1: Planning the food festival • Students will form groups of four and choose a theme for their food festival stall based on one of the four units of the course. For example, they can choose ‗Traditional Food Culture of Kerala‘, ‗Foreign Influence on Kerala Food‘, ‗Food in Modern Kerala‘, or ‗Food as Culture in Contemporary Kerala‘. • Students will research and select at least four dishes that represent their theme. They will also write a brief introduction and explanation of each dish, including its history, ingredients, preparation, and significance. • Students will prepare a budget and a shopping list for their dishes. They will also decide on the decoration, layout, and presentation of their stall. They will make a poster or a banner that displays their theme and the names of their dishes.		

		Activity 2: Preparing and presenting the food festival Students will cook their dishes at home, following the recipes and safety guidelines. They will also bring their own utensils, plates, napkins, and other necessary items for serving their dishes. Students will set up their stalls in the college or cafeteria, following their plan and design. They will also display their poster or banner and their introduction and explanation of each dish. Students will invite other students, teachers, and guests to visit their stalls and taste their dishes. They will also explain their theme and the dishes to the visitors and answer any questions they may have. They will also collect feedback from the visitors.	
		• Activity 3: Reflecting and evaluating the food festival • Students will write a reflection paper on their experience of organizing and participating in the food festival. They will describe their theme, their dishes, their challenges, their successes, and their learnings. They will also analyse the feedback they received from the visitors and suggest any improvements for future food festivals. • Students will present their reflection paper to the class and share their insights and feedback. They will also listen to and comment on the reflection papers of other groups and appreciate their efforts and achievements. **Assessment: The assessment will be based on the following criteria:** Content: The dishes, the introduction and explanation, and the reflection paper should demonstrate a clear understanding of the history, culture, and influences of Kerala food from the four units of the course. They should also show an awareness of the diversity and richness of Kerala cuisine and its relevance to contemporary society. Creativity: The theme, the decoration, the presentation, and the reflection paper should use original and engaging ways to showcase the Kerala food. They should also use appropriate and relevant visuals, text, and audio to support their points.	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO 1	3	1	2	2	3	3	2	1	1	2	2	2
CO 2	3	2	3	2	3	2	3	2	2	3	2	2
CO 3	3	2	3	2	3	2	2	2	2	3	2	2
CO 4	3	1	2	1	2	2	2	1	1	2	2	1
CO 5	3	2	3	2	3	2	3	2	2	3	3	2
CO 6	2	3	2	2	2	2	2	3	3	2	2	3

Correlation Levels:

Level	**Correlation**
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		✓
CO 3	✓			✓
CO 4		✓		✓
CO 5	✓			✓
CO 6		✓		✓

Readings

1. Sivadas, S., &Gopalakrishnan, D. (2021). *Kerala BhakshanaCharitram*. DC Books.
2. Radhakrishna, S. (2022). *Paachakam: Heritage Cuisine of Kerala*. Pramod Kapoor.
3. Bhaskaranunni, P. (2019). *PathompathamNoottantileKeralam (Malayalam)*. Kerala Sahitya Academy Thrissur.
4. Dias., Charles.. (2013). *The Portuguese in Malabar. Manohar*. Publishers and Distributors
5. Riley, K.C. & Paugh, A. L. (2018). *Food and Language: Discourse and Foodways across cultures*. Rutledge
6. Makhdoom, S. Z (213) *FatulMueen (Malayalam Edition),*Educare Printing and Publishing.
7. Suresh, P. (2017). *Matham Venda Manushyanu- Sahidaran Ayyappan*. Insight Publica.
8. Anderson, E.N. (2014), *Everyone Eats: Understanding Food and Culture*. NYU Press.
9. Panikkar, K. N. (2020), *Caste in Kerala*, Primus Books.
10. Freedman, S. (2017). *The Palaces of Memory: Tales from the Indian Coffee House*. Tasveer/Daube.
11. www.goya.in/blog/karkidakam-culinarypractices%3fformat=amp
12. https://know-your-heritage.blogspot.com/2017/06/food-in-sangam-literature-2.html?m=1.
13. https://www.academia.edu/3390200/Food_Memory_Community_Kerala_as_both_Indian_Ocean_Zone_and_as_Agricultural_Homeland
14. https://www.sahapedia.org/malabar-cuisine.

III SEMESTER BA (CUFYUMAXIMUGP)DEGREE EXAMINATIONS OCTOBER2024

HIS3MN208EVOLUTION OF KERALA FOOD CULTURE
CREDITS:4

MaximumTime:2hours Maximum Marks: 70

SectionA
[Answer All. Each question carries3 marks] (Ceiling:24Marks)

1. What are the sources for studying food culture of Kerala?
2. Examine the benefits of dietary practice during Karkkidakam?
3. What is Panthibhojanam and how did it use food as a tool of resistance?
4. How does the Malayalam vocabulary for food and drink reflect the foreign influence?
5. Describe the impact of Gulf migration on Kerala food culture
6. What role did AK Gopalan pay in the preservation f Indian Coffee house chain?
7. Examine the changes in the Muslim food habits during the Holy Month of ramzan
8. How did street food become popular in Kerala?
9. Write a paragraph on any one of the popular dishes of Kerala?
10. Critically analyse the practice of Eating Out?

SectionB

[Answer All.Each question carries 6marks

(Ceiling:36Marks)

11. Examine the role of Keralageography in shaping its food habits?
12. What are the dietary practices in ancient Tamizhakam?
13. How does food reflect the syncretism in Kerala culture?
14. Describe the effects of overseas migration on Kerala food culture?.
15. How did untouchability affect the food practices in Kerala?
16. Discuss the influence of British colonialism on the food culture of Kerala
17. Analyse the role of food in public spaces in Kerala. How it is used in gatherings and marriages to express social and cultural identity?
18. Trace the evolution of Biriyani? How did it adapt to the local tastes and preferences in Kerala?

Section C

[Answer anyone. Eachquestioncarries10marks]

(1x10=10 marks)

19. Explain the impact of Indian Ocean space trade on the food culture of Kerala. Give examples of the influence of Arab and Chinese merchants
20. Illustrate the diversity and richness of Kerala food culture. How does Kerala food reflect the history, culture and religion of the state?

Group 9
HISTORY OF MARGINALIZED IN KERALA

Course 1 HIS1MN109 : Marginalized in Kerala: Historical Perspectives – up to 15th CE

Programme	BA History Honours				
Course Code	HIS1MN109				
Course Title	Marginalized in Kerala: Historical Perspectives - up to 15th CE				
Typeof Course	Minor				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understanding the historical experiences of marginalized communities in Kerala.	U	F	Seminar Presentation
CO2	To identifying various marginalized communities in Kerala during this period	Ap	P	Seminar/ Group discussion
CO3	To analysing agrarian systems, and the role of labour in perpetuating marginalization, particularly in relation to caste-based occupations.	An	P	Debates/Historical simulations
CO4	To compare the experiences of marginalized communities in Kerala with those in other regions of South Asia, considering similarities, differences, and regional specificities.	C	P	Discussions and debates
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**HISTORICAL VIEW OF MARGINALIZATION**		**10**	**15**
	1	Concept of Marginalization	3	
	2	Historical Roots of Marginalization	3	
	3	Nature and Forms of Marginalization	2	
	4	Causes of Marginalization	2	
		Reading list **1.** Heredia, C.Rudolf, Mobile and Marginalized Peoples: Perspectives from the Past, Manohar Publishers, Delhi,2003 **2.** Atal Yogesh, Changing Indian Society, Rawat Publications, New Delhi, 2006. **3.** Paramjith, S.,Towards Sociology of Dalits, ,Sage Publications, New Delhi, 2014. **4.** Yagat, China, Rao, Dalit Studies A Bibliographical Hand Book, Kanishka Publishers, New Delhi, 2003.		
II	**SOCIAL STRUCTURE AND MARGINALIZATION**		**16**	**20**
	5	Role of castes in social hierarchy	3	
	6	Caste and Agrarian Hierarchy	3	
	7	Marginalized Castes and Tribes	2	
	8	Marginalization of women	2	
	9	Marginalization of Scheduled Castes	2	
	10	Marginalization of Scheduled Tribes	2	
	11	Marginalization of Minorities	2	
		Reading list 1. SuviraJaiswal, Caste, Manohar Publishers, New Delhi, 1998 2. Ganga Prasad Upadhyaya, The Caste System, Reink Books Publishers, Lahore, 1922. 3. G.S Gurye,Caste and Race in India, Popular Prakashan, Bombay, 1932. 4. K.L Sharma ,Caste and Class in India, RawatPublishers,Jaipur,1994		
III	**MARGINAL GROUPS AND THEIR DISCRIMINATION**		**14**	**25**
	12	Forms of discrimination	2	
	13	Racial and Ethnic Discrimination	2	
	14	Occupational Discrimination	2	
	15	EconomicDiscrimination	2	

	16	Religious Discrimination	2	
	17	Political Discrimination	2	
	18	Educational Discrimination	2	
		Reading list 1. Bakshi ,R.K., Dalit and Human Rights,Akhand Publishing House, New Delhi,2010.		
IV		**TRIBAL COMMUNITIES IN KERALA**	**8**	**10**
	19	Socio-Cultural Structure of Tribal Communities	2	
	20	Economic Life of Tribal Communities	2	
	21	Interactions and Exchanges with Non-Tribal Communities	2	
	22	Issues and challenges faced by tribal communities in Kerala	2	
		Reading list 1. Jagan, Karade, Development of Scheduled Castes and Scheduled Tribes in India, Cambridge Publishers, New Delhi,2008 2. Thurston, Edgar&Rangachari, K., Castes and Tribes of Southern India, Vol.VII, Asian Educational Services,Madras, 1909. 3. L.K. AnanthakrishnaIyer, Cochin Tribes and Castes ,Vol.1, Cosmo Publications, Madras, 1909		
V	**OPEN ENDED -EMPOWERMENT AND SOCIAL INCLUSION**		12	
	1	Strategies for empowerment of marginalized communities		
	2	Education, healthcare, and livelihood interventions for marginalized groups in Kerala		
	3	Challenges and opportunities in achieving inclusive development in Kerala		
		Activities and Assessment of Open Ended Conducted a quiz different marginalized communities in kerala abstract the main arguments/concepts/ideas Strategies for empowerment of marginalized communities Assessment *Evaluate the Challenges and opportunities in achieving inclusive development in Kerala Evaluate the Education, healthcare, and livelihood interventions for marginalized groups in Kerala		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (60 marks). The final exam, however, covers only the 22 units from the fixed module

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	3	3	1	2	3	2	2	2
CO 2	3	2	3	3	3	3	-	3	2	2	2	2
CO 3	3	-	3	3	3	3	2	2	3	3	-	1
CO 4	3	1	2	3	-	3	2	2	3	3	1	2
CO 5	3	2	2	2	3	3	1	2	3	1	-	1
CO 6	3	2	2	3	3	3	2	2	2	1	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓✓			✓✓
CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6				

References

1. Atal Yogesh, *Changing Indian Society*, Rawat Publications, New Delhi, 2006.
2. AnandTeltumbde,*Republic of Caste*, Navayana, New Delhi, 2018.
3. AnanthakrishnaIyer, L.K. *Cochin Tribes and Castes*, Vol.1, Cosmo Publications, Madras, 1909.
4. Gail Omvedt, *Understanding Caste, From Buddha to Ambedkar and Beyond*, Orient Blackswan, New Delhi, 2012
5. Ganga Prasad Upadhyaya, *The Caste System*, Reink Books Publishers, Lahore, 1922.
6. Gurye, G S *Caste and Race in India*, Popular Prakashan, Bombay, 1932.
7. Jagan, Karade, *Development of Scheduled Castes and Scheduled Tribes in India*, Cambridge Publishers, New Delhi,2008
8. Nicholas B. Dirks, *Castes of Mind*, Permanent Black, Delhi, 2002.

MODEL QUESTION PAPER
I Semester BA HISTORY (CUFYUGP) Degree Examination October 2024

HIS1MN109: Marginalized in Kerala: Historical Perspectives – up to 15th CE

(credits: 4)
Maximum Time: 2 hours Maximum Marks: 70

Section A
[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define the term Marginalization
2. Role of castes in social hierarchy
3. Caste and Agrarian Hierarchy
4. Marginalized Castes and Tribes
5. Marginalization of women
6. Marginalization of Scheduled Castes
7. Marginalization of Scheduled Tribes
8. Marginalization of Minorities
9. Economic Discrimination
10. Racial and Ethnic Discrimination

Section B
[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain theSocio-Cultural Structure of Tribal Communities
12. Write a note on forms of discrimination
13. Write a note on Historical Roots of Marginalization
14. Analyse the Evolution of the Concept of Marginalization
15. Analyse the Economic Life of Tribal Communities
16. Write a note on Political Discrimination
17. Explain Economic exploitation and social marginalization
18. Briefly explain the Marginalization of women

Section C
[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. .Explain the significance of the Issues and challenges faced by tribal communities in Kerala
20. Briefly explain the Marginalization of Minorities in kerala.

Course 2

HIS2MN109 Marginalized in Kerala: Historical Perspectives-15th CE to 1947

Programme	BA History Honours				
Course Code	HIS2MN109				
Course Title	Marginalized in Kerala: Historical Perspectives– 15th CE to 1947				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understanding the perspectives from academic scholarship, oral histories, and community experiences to develop the marginalization in Kerala	U	F	Seminar Presentation
CO2	To evaluate the Colonialism and its effects on socio-economic structures	E	C	Seminar/ Group discussion
CO3	To Analysing the role of resistance movements and grassroots initiatives in challenging marginalization and advocating for the rights of marginalized communities in Kerala.	An	C	Debates/Historical simulations/ role play activities.
CO4	To understanding the struggle against untouchability and its impact on marginalized communities	U	C	Discussions and debates
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**ROLE OF IDEOLOGY IN MARGINALIZATION**		**18**	**20**
	1	Jyoti Rao Phule,	2	
	2	Babasaheb Dr. B R Ambedkar,	3	
	3	MathatmaGandhiji	3	
	4	E. V. Ramasamy (periyar)	2	
	5	SreeNarayanaguru	2	
	6	Ayyankali	2	
	7	PanditK P Karuppan	2	
	8	Sahodaran Ayyappan	2	
		Reading list 1. Arunpal, Dalit Leaders and Movement in India, Arise Publishers, New Delhi, 2012 2. Krishna, Iyer,V. R., Dr.Ambedkar and the Dalit Future, B R Publications, Delhi, 1990. 3. Mitra,C.R.,Sree Narayana Guru and Social Revolution, National Book Stall, Kottayam, 1979. 4. Pande, Malabika, Gandhi's Vision of Social Transformation,Rawat Publications, New Delhi,2011. 5. Sahadevan, M., Towards Social Justice and Nation Making; A Study of SahodaranAyyappan,Sophia D. G. Publications,Palakkad,1993.		
II	**SOCIAL MOVEMENTS AMONG MARGINALIZED COMMUNITIES**		**10**	**20**
	9	Sadhu Jana ParipalanaSangham (SJPS) in 1907,	2	
	10	PrathyakshaRakshaDaiva Sabha (PRDS in 1909	2	
	11	Cochin PulayarMahajanaSabha(CPMS)in 1913	2	
	12	Kalyanadayini Sabha, (KDS)in 1913,	1	
	13	Travancore CheramarMahajana Sabha (TCMS) in 1921	1	
	14	Women movements	2	
		Reading list 1. Sahadevan, M., Towards Social Justice and Nation Making; A Study of SahodaranAyyappan,Sophia D. G. Publications,Palakkad,1993. 2. T.H.P.Chantharassery,Ayyankali,(Mal.), Thiruvanathapuram, 1989. 3. V.V. K. Vallath, NavakeralaSilpikal,		

		PanditKaruppan, (Mal.), Kerala History Association, Eranakulam,1985. 4. CheraiRamadas,'KochiyeNayichaMulavukadu', (Mal.),Deshabimani Varika,2007,		
III	**SOCIO-ECONOMIC TRANSFORMATION- IMPACT OF BRITISH RULE.**		10	15
	15	Abolition of Slavery	3	
	16	Changes in Occupation	3	
	17	Changes in Education System	2	
	18	Role of Christian Missionaries	2	
		Reading list 1. Ramachandran, Nair,K.K.,Adoor, Slavery in Kerala,Mittal Publications, Delhi, 1986. 2. P. Sanal Mohan, Modernity of Slavery, Oxford University Press, New Delhi, 2015,		
IV		**STRUGGLE AGAINST UNTOUCHABILITY**	10	15
	19	VaikkamSatyagraha	2	
	20	GuruvayoorSatyagraha	2	
	21	Temple Entry Proclamation	2	
	22	KuttamkulamSamaram	2	
	23	PaliyamSatyagraha	2	
		Reading list 1. A.Sreedhara Menon, Kerala Samskaram(Mal.), DC Books Kottayam, 2007. 2. K.K.N.Kuruppu,'GuruvayurSathyagraghavumKeraleeyaSamoohavum', (Mal.),DeshabimaniGuruvayoor Supplement,2001. 3. BalanPayyappili, PaliyamSamaram, (Mal.),Chintha Publications, Thiruvanathapuram, 1988, 4. A.Sreethara Menon, Political History of Modern Kerala,ViswanathanPublications,Madras 1987, 5. E Rajan, KuttamkulamSamaracharithram,Endivaram Booksthrissur,2016		
V	**OPEN ENDED -FROM MARGINALISATION TO INCLUSION**		12	
	1	Community Engagement Strategies		
	2	Creating Safe Spaces		
	3	Promoting Diversity and Inclusion		

		Activities and Assessment of Open Ended Assignments and seminar on Creating Safe Spaces abstract the main arguments/concepts/ideas Promoting Diversity and Inclusion discussion about Community Engagement Strategies **Assessment** *Evaluate the from marginalization to inclusion Evaluate the different policies to Promoting Diversity and Inclusion		

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modul

Mapping of COs with PSOs and POs :

	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO 1	3	-	3	3	3	3	1	2	3	2	2	2
CO 2	3	2	3	3	3	3	-	3	2	2	2	2
CO 3	3	-	3	3	3	3	2	2	3	3	-	1
CO 4	3	1	2	3	-	3	2	2	3	3	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4				

References

1. Ambedkar, Annihilation of Caste, with a Reply to M.K Gandhi,SamyakPrakashan,New Delhi,2000
2. Arunpal, Dalit Leaders and Movement in India, Arise Publishers, New Delhi, 2012
3. BalanPayyappili, PaliyamSamaram, (Mal.),Chintha Publications, Thiruvanathapuram, 1988,
4. Cheriyan, P.J.,(ed) Perspectives on Kerala History, Kerala State Gazetteer, Vol.II, Part II, Thiruvananthapuram, 2000.
5. Chantharassery, T H P,Ayyankali,(Mal.),Thiruvanathapuram, 1989.
6. Christopher, Afferlot, Dr.Ambedkar and Untouchability :Analyzing and Fighting Caste, Permanent Black, New Delhi, 2005
7. CheraiRamadas,'KochiyeNayichaMulavukadu', (Mal.),Deshabimani Varika,2007, August,26.
8. Desai, A. R., Social Background of Indian Nationalism, Popular PrakasanPvt. Ltd, Bombay, 1994.
9. Eva MariyaHardtmann, Dalit Movement in India, Oxford University Press, New Delhi, 2009,
10. GopalaKrishnan, P.K ,KeralathinteSamskarikaCharithram, (Mal.),Kerala BashaInstittute, Thiruvananthapuram,2008.

MODEL QUESTION PAPER
II Semester BA HISTORY (CUFYUGP) Degree Examination October 2024
HIS2MN109 Marginalized in Kerala: Historical Perspectives – 15th CE to 1947

(credits: 4)

Maximum Time: 2 hours **Maximum Marks:**

70 Section A
[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Sadhu Jana ParipalanaSangham (SJPS) in 1907,
2. PrathyakshaRakshaDaiva Sabha (PRDS in 1909
3. Cochin PulayarMahajanaSabha(CPMS)in 1913
4. Kalyanadayini Sabha, (KDS)in 1913,
5. Travancore CheramarMahajana Sabha (TCMS) in 1921
6. Abolition of Slavery
7. Changes in Occupation
8. Changes in Education System
9. Role of Christian Missionaries
10. KuttamkulamSamaram

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the MathatmaGandhiji‘ contribution to marginalised communities
12. Write a note on Vaikkam Satyagraha
13. Write a note on Guruvayoor Satyagraha
14. Analyse the ideology of Jyoti Rao Phule
15. Ayyankali and marginalization
16. Write a note on Paliyam Satyagraha
17. To discuss the Sahodaran Ayyappan and caste system
18. Briefly explain the role of SreeNarayanaguru in kerala society

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Explain the significance of the Ambedkar‘s contribution to marginalised communities
20. Analyse the Socio-Economic Transformation- and Impact of British Rule in Kerala.

Course 3
HIS3MN209 Marginalized in Kerala: Historical Perspectives–from 1947 to the present

Programme	BA History Honours				
Course Code	HIS3MN209				
Course Title	Marginalized in Kerala: Historical Perspectives - from 1947 to the present				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the socio-economic changes among the marginalised groups in Kerala	U	F	Seminar Presentation
CO2	To evaluate the impact of governmental policies, both at the state and national levels, on the socio-economic conditions of marginalized groups in Kerala.	E	C	Seminar/ Group discussion
CO3	To analze the resistance movements and Adivasi struggles for land in Kerala	An	C	Debates/Historical simulations/ role play activities.
CO4	To understand the Legal frameworks and policies for marginalized groups	U	C	Discussions and debates
CO5	To evaluate Land reforms and structural changes among the marginalised groups in Kerala.	E	P	Seminar presentation
CO6	To understand the resistance strategies employed by marginalized groups throughout history.	U	C	Group discussion
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**STRUCTURAL CHANGES IN KERALA**		10	15
	1	Social Changes-Food, Dress, Houses,	2	
	2	Changes in the occupational structure	2	
	3	Changes in Education-School feeding programme,Whole promotion system,Reservation system	3	
	4	Land reforms and structural changes	3	
		Reading list 1. Rao D.Pulla, Human Development and Social Exclusion, Cereals Publishers, New Delhi, 2011. 2. P. Sanal Mohan, Modernity of Slavery, Oxford University Press, New Delhi, 2015. 3. C. Achutha Menon, History of Education in Cochin, Government Press, Ernakulam, 1925 4. SamuvalNellimukal,KeralathileSamoohyaParivarthanam, (Mal.),K.S. Books,Kottayam,2003, 5. T.K.Ommen, A Study of Land Reforms in Kerala, New Delhi, 1975.		
II	**TRIBAL MOVEMENTS IN KERALA.**		**10**	**15**
	5	Chengara Land Struggle	2	
	6	Muthanga Land Struggle	2	
	7	Aralam Farm Protest	2	
	8	Puyamkutti Land Struggle	2	
	9	Perinchamkutty Land Struggle	2	
		Reading list Articles- 1. R. Bijoy and K. Ravi Raman,Muthanga: The Real Story: Adivasi Movement to Recover Land,*Economic and Political Weekly* ,May 17-23, 2003, Vol. 38, No. 20 2. M S Sreerekha,Challenges before Kerala's Landless: The Story of AralamFarm,*Economic and Political Weekly* , May22-28, 2010, Vol. 45, No. 21 3. M S Sreerekha, Illegal Land, Illegal People': The Chengara Land Struggle in Kerala, *Economic and Political Weekly* ,July 28, 2012, Vol. 47, No. 30		
III	**SOCIAL WELFARE SCHEMES**		**8**	**16**
	10	Industrial disputes act	1	
	11	Minimum wages act	1	

	12	Old age pension scheme	1	
	13	National Rural Livelihoods Mission (NRLM)	1	
	14	Scholarship Schemes	1	
	15	Scheduled Caste and Scheduled tribe Development Corporations	1	
	16	Government schemes and tribal welfare programs in Kerala	2	
		Reading list 1. Chalam, K.S., Economic Reforms and Social Exclusion, Sage Publishers, New Delhi, 2011. 2. Padmanabhan,A.,Dalits at the Cross-Roads their Struggle-Past and Present Poompugar Publishers ,Madras,1996. 3. Bakshi ,R.K., Dalit and Human Rights,Akhand Publishing House, New Delhi,2010.		
IV		**LEGAL FRAMEWORKS AND POLICIES FOR MARGINALIZED GROUPS**	**20**	**24**
	17	Constitutional Safeguards:	2	
	18	Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989:	3	
	19	Affirmative Action Programs:	3	
	20	Special Component Plan (SCP) and Tribal Sub-Plan (TSP):	3	
	21	National Commission for Scheduled Castes (NCSC):	3	
	22	Rights of women	3	
	23	Women‘s Reservation Bill	3	
		Reading list 1. Chalam, K.S., Economic Reforms and Social Exclusion, Sage Publishers, New Delhi, 2011. 2. Padmanabhan, A.,Dalits at the Cross-Roads their Struggle-Past and Present Poompugar Publishers ,Madras,1996. 3. Bakshi ,R.K., Dalit and Human Rights,Akhand Publishing House, New Delhi,2010. 4. Charlotte Bunch Women's Rights as Human Rights: Toward a Re-Vision of Human Rights, *Human Rights Quarterly*, Nov., 1990, Vol. 12, No. 4 5. Jogendra K. Das, Reflections On Human Rights and The Position of Indian Women,*The Indian Journal of Political Science*, July-December, 2003, 6. Gertrude Fester ,Women's Rights Are Human Rights *Empowering Women for Gender Equity* , 1994, No. 20,		

V		**Open Ended -Future Directions and Challenges**	12	
	1	Emerging trends and challenges in addressing marginalization in Kerala		
	2	Policy recommendations for promoting social justice and equity in Kerala		
	3	Power structures and political marginalization		
		Activities and Assessment of open ended Assignments and seminar on Power structures and political marginalization abstract the main arguments/concepts/ideas Emerging trends and challenges in addressing marginalization in Kerala **Assessment** *Evaluate the Policy recommendations for promoting social justice and equity in Kerala Evaluate Power structures and political marginalization that have shaped the lives of marginalized groups in Kerala		

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed module

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	O7
CO 1	3	1	3	3	3	3	2	2	3	2	2	2
CO 2	3	2	3	3	3	3	1	3	2	2	2	2
CO 3	3	1	3	3	3	3	2	2	3	3	1	3
CO 4	3	2	2	3	1	3	2	2	3	3	3	2
CO 5	3	2	2	2	3	3	2	2	3	2	1	2
CO6	2	3	2	3	2	2	3	2	3	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

References

Books

1. AchuthaCMenon, History of Education in Cochin, Government Press, Ernakulam, 1925
2. Bakshi ,R.K., Dalit and Human Rights,Akhand Publishing House, New Delhi,2010.
3. Chalam, K.S., Economic Reforms and Social Exclusion, Sage Publishers, New Delhi, 2011.
4. Ommen, T.K.A Study of Land Reforms in Kerala, New Delhi, 1975.

Articles

1. Bijoy and K. Ravi Raman, Muthanga: The Real Story: Adivasi Movement to Recover Land, *Economic and Political Weekly* , May 17-23, 2003, Vol. 38, No. 20
2. Charlotte Bunch Women's Rights as Human Rights: Toward a Re-Vision of Human Rights, *Human Rights Quarterly*, Nov., 1990, Vol. 12, No. 4
3. Gertrude Fester ,Women's Rights Are Human Rights ,*Empowering Women for Gender Equity* , 1994, No. 20,
4. Jogendra K. Das, Reflections On Human Rights and The Position of Indian Women, *The Indian Journal of Political Science*, July-December, 2003,
5. Kunhikrishnan, V. V. Agrarian Reforms, Economic Growth and Social Change in Kerala, *XI South Indian History Congress*, Souvenir, University of Calicut, 1991

MODEL QUESTION PAPER

III Semester BA HISTORY (CUFYUGP) Degree Examination October 2024

HIS3MN209 Marginalized in Kerala: Historical Perspectives– from 1947 to the present

Maximum Time: 2 hours **Maximum Marks: 70**

Section A
[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Rights of women
2. Women‘s Reservation Bill
3. Chengara Land Struggle
4. Muthanga Land Struggle
5. Social Changes-Food, Dress, Houses,
6. Changes in the occupational structure
7. Changes in Education
8. Industrial disputes act
9. Minimum wages act
10. Old age pension scheme

Section B
[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the Land reforms and structural changes
12. Write a note on Aralam Farm Protest
13. Write a note onAffirmative Action Programs
14. Analyse the Changes in the occupational structure
15. Analyse the Government schemes and tribal welfare programs in Kerala
16. Write a note on National Rural Livelihoods Mission (NRLM)
17. Explain Special Component Plan (SCP) and Tribal Sub-Plan (TSP):
18. Briefly explain the Social Changes-Food, Dress, Houses,

Section C
[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain the significance of the Legal frameworks and policies for marginalized groups.
20. Analyse the impact of the governmental policies, both at the state and national levels, on the socio-economic conditions of marginalized groups in Kerala.

Group 10
ENVIRONMENTAL HISTORY

COURSE 1 : HIS1MN110AN INTRODUCTION TO ENVIRONMENTAL HISTORY

Course description: This course will explore the history of the environment and climate on a global scale. We'll delve into key concepts and theories, and analyze important works in the field of environmental history. The course will also address the impacts of global warming and climate change.

Programme	BA History Honours				
Course Code	HIS1MN110				
Course Title	An Introduction to Environmental History				
Type of Course	Minor				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the main basic concepts and theories.	R	F	Seminar Presentation
CO2	Formulate their own informed opinions about the significance of Ozone layer and sustainable development	E	P	Seminar/ Group discussion
CO3	Analyze the objectives and impacts of global initiatives on climate change	An	P	Debates/Historical simulations/ role play activities
CO4	To identify the significant works and key arguments	An	P	Discussions and debates
CO5	Compare and contrast different interpretations on Environmental movements.	An	P	develop a timeline of a historical event
CO6	Define and apply historical terminology like Ecological imperialism, Columbian Exchange etc.	U	P	Quick quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

COURSE OUTCOMES (CO):

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**BASIC CONCEPTS IN ENVIRONMENTAL HISTORY**		**12**	**18**
	1	What is Environmental History?	2	
	2	Interdisciplinary of Environmental History	2	
	3	Ecology and Environment	2	
	4	predators and food Chain	2	
	5	Deep Ecology	2	
	6	Planetary consciousness	2	
II	**GLOBAL CLIMATIC HISTORY**		**12**	**18**
	7	Climate History	2	
	8	Climate History and Environmental History	2	
	9	Climate Prehistory-The rise and decline of Ancient Civilisations.	2	
	10	European Imperialism and Climate.	3	
	11	Anthropocene	3	
		Readings 1. Stuart Schwartz, *Sea of Storms,* Princeton, 2016. *2.* Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field* 3. Morrison, Kathleen. ‑Provincializing the Anthropocene.‖Seminar 637, (2015): 1-7.		
III	**HISTORIOGRAPHY**		**12**	**18**
	12	Alfred W Crosby : Columbian Exchange	2	
	13	Ecological Imperialism : Concept and Debate	2	
	14	The Annales School	3	
	15	Rachael Curzon , *Silent Spring*	2	

	16	William Cronon : *Changes in the Land*	2	
	17	Dipesh Chakravarthy : The Climate of history in the planetary Age	1	
		Readings 1. Burke, Peter., *The French Historical Revolution : The Annales School*, United Kingdom, 2015. 2. Crosby, Alfred W., *Ecological Imperialism: the Biological Expansion of Europe 900-1900*, New York, 1986. 3. Guha, Ramachandra, *Environmentalism : A Global History*, New Delhi, 2016.		
IV	**CLIMATE CHANGE: GLOBAL ENVIRONMENTAL CONCERNS**		**12**	**16**
	18	Ozone Depletion	2	
	19	Global Warming	2	
	20	Issues of Climate change	1	
	21	UNFCCC	2	
	22	Kyoto Protocol	2	
	23	IPCC	2	
	24	Fuel Consumption and Renewable Energy	1	
		Readings 1. Chakrabarthy, Dipeesh, *The Climate of History in the Planatic Age*, New Delhi, 2021. 2. Frankopan, Peter., *The Earth Transformed : An Untold Story*, Bloomsbury, 2023. 3. Singh A K., Global Warming and Climate Change, New Delhi, 2016.		
V		**OPEN ENDED: SUSTAINABLE DEVELOPMENT**	12	
		• Third World Environmentalism: Identify the key environmental issues and its alternatives		
		• Climate Change: The climate friendly alternatives to Global warming. .		
		• UNO and environmental issues: the role of UN to find alternatives to the planter crisis. • Activities and assessment of Open ended *Present biography, documentary-style video, or creative posters on sustaibale development *Choose a specific region or issues related to climatic change or pollution for detailed study		

		*Examine the impact of Global warming and Climate change in Marine Ecosystem. **Assessment** *Evaluate the depth and originality of information about selected environmental issues *Evaluate the understanding of issues related to Global warming *Evaluate the understanding of the threats to marine ecosystem and its impact.		
		Readings 1. Al Gore, *Earth in the Balance*, London, 1992 2. Carson, Rachael, *Silent Spring*, Boston, 2002 3. Chakravarthy, Dipesh ,*The Climate of history in a planetary Age,* Chicago, 2021 4. *Cronon, William. Changes in the Land : Indians, Colonists, and the Ecology of New England. New York, 1983.* 5. Crosby, Alfred W., *Ecological Imperialism: the Biological Expansion of Europe 900-1900,* New York, 1986. 6. Crosby, Alfred W., *The Columbian Exchange; Biological and Cultural Consequences of 1492,* Westport, Conn. :Greenwood Pub. Co., 1972 7. Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988 8. J.F. Richards and R. Tucker, (ed)*World Deforestation in the Twentieth entury*,Durham, 1988 9. .Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992. 10. S. Fernardez and Kulkarni (ed), *Towards a New Forest Policy: Peoples Rights and Environmental Needs.* 11. Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field,*		

Note: The course is divided into five modules, with four having total 24 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 24 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO2	PSO 3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓
C07	✓	✓		✓

I SEMESTER B. A (CUFYUGP) DEGREE EXAMINATIONS, October 2024

HIS1MN110An Introduction to Environmental History

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

(Answer All. Each question carries 3 marks) (Ceiling 24 marks)

1. Environmental History
2. Deep Ecology
3. Food Chain
4. Anthropocene
5. Ecological Imperialism
6. Silent Spring.
7. Global Warming
8. Kyoto Protocol
9. IPCC
10. Ozone Depletion.

Section B

[Answer All. Each question carries 6 marks] (Ceiling 36 marks)

11. Discuss the relationship between climate history and environmental history, highlighting the key similarities and differences between the two fields of study.
12. Define the concept of the Anthropocene and its implications for understanding human-environment interactions throughout history.?
13 Examine the significance of climate prehistory in shaping human societies, discussing how changes in climate influenced early human migration, settlement patterns, and cultural development?
14 Discuss Alfred W. Crosby's concept of the Columbian Exchange and its impact on global ecological systems and human societies?
15 Explain the key ideas of the Annales School of historical thought and its contributions to the study of environmental history?
16 Discuss the causes and effects of ozone depletion, focusing on the historical context of the issue and efforts to address it.?
17 Analyze the concept of global warming, tracing its historical roots and examining its impact on climate patterns and ecosystems. ?
18 Examine the Kyoto Protocol as an international agreement to reduce greenhouse gas emissions, discussing its historical background, implementation, and outcomes.

Section C

[Answer anyone. Each question carries 10 marks] (1x10=10 marks)

19 Evaluate the role and effectiveness of the UNFCCC (United Nations Framework Convention on Climate Change) in addressing global climate issues?
20 Analyze the impact of Rachel Carson's book "Silent Spring" on the environmental movement, focusing on its role in raising awareness about the dangers of pesticides?

Course 2
HIS2MN110 Environmental History of India

Course description: This course discusses about the environmental history of India from Ancient to contemporary period. Through a lens of historiography, colonialism, and environmental movements, this paper delves into the multifaceted layers of India's environmental history. We examine how colonial exploitation reshaped landscapes and communities. This paper also analyzes indigenous environmental knowledge and evolution of environmental movements, from grassroots activism to policy reform.

Programme	BA History Honours				
Course Code	HIS2MN110				
Course Title	Environmental History of India				
Type of Course	Minor				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the important works on environmental history of India	R	F	Seminar Presentation
CO2	Formulate their own arguments on varying historiographical positions.	E	P	Seminar/ Group discussion
CO3	Analyze the concepts related to environmental history	An	P	Debates/Historical simulations/ role play activities
CO4	To identify the ecological impact of European imperialism	An	P	Discussions and debates
CO5	Compare and contrast different environmental movements.	An	P	develop a timeline of a historical event
06	Analyze the role of gender, caste and class in environmental issues.	U	F	Quick quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**HISTORIOGRAPHY**		**11**	**16**
	1	Colonial Officials : Deitrich Brandis, E P Stebbings etc	2	
	2	Ramachandra Guha & Madhav Gadgil : *This Fissured Land*	2	
	3	Mahesh Rangarajan : *India's Wildlife History*	2	
	4	Richard H Grove : *Green Imperialism*	2	
	5	David Arnold *: The Tropics and the Travelling Gaze.*	2	
	6	Irfan Habib : *Man and Environment*	1	
		Readings 1. Guha, Ramachandra, *Environmentalism : A Global History*, New Delhi, 2016. 2. Habib, Irfan, *Man and Environment:The Ecological History of India* ,Aligarh: Tulika 2010 3. Richard H Grove, *Green Imperialism*, OUP, 1995. 4. Upadhyay, Shashi, Bushan, *Historiography in the Modern World*, Oxford, New Delhi,		
II	**ENVIRONMENT PRE MODERN INDIA**		**13**	**20**
	7	Environment and the decline of Harappan Civilization	2	
	8	Forests in Pre modern India	3	
	9	Agriculture and Pastoralism in Pre Modern India	3	
	10	Hydraulic Resources in Pre Modern India	3	
	11	Human and Animal interactions: Transportation, Hunting ..	2	
		Readings 1. Deloche, Jean. Transport and Communication in India Prior to Steam Locomotion, Vol-I, 226-254. Delhi: Oxford University Press, 1993 2. Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992		

		3. Habib, Irfan, *Man and Environment:The Ecological History of India* ,Aligarh:Tulika 2010		
III		**COLONIALISM & ENVIRONMENT.**	**13**	**20**
	12	European invasions: weeds and Animals	3	
	13	Colonial Forest Policy	3	
	14	Plantations in Colonial India	2	
	15	Pastoralism and agriculture in Colonial India	3	
	16	Colonial Forest Policies and Tribal‘s	2	
		Readings 1. Bhattacharya, Neeladri. –Pastoralists in the Colonial World.‖ In Nature, Culture, Imperialism, edited by David Arnold and Ramachandra Guha, 49-85. Delhi: Oxford University Press, 1995 2. Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 3. Peretti, Jonah H. –Nativisim and Nature: Rethinking Biological Invasions.‖ Environmental Value 7, (1998): 183-92.		
IV	**ENVIRONMENTAL MOVEMENTS IN INDIA.**		**11**	**14**
	17	Chipko Movement	2	
	18	Apicco Movements	2	
	19	Narmada BachaoAndholan	3	
	20	MittiBachaoAndolan	1	
	21	Anti Tehri Dam agitation	2	
	22	Eco Feminism	1	
		Readings 1. Amita Baviskar, *In the belly o f the River: Tribal Conflicts over Development in the Narmada Valley,*OUP, New Delhi. 2. Ramachandra Guha, *Environmentalism*, OUP, Delhi. 3. Roy, Dunu. _Environmentalism and Political Economy‘, in Environmental Issues in India: A Reader, Edited by Mahesh Rangarajan, 521-29. Delhi: Pearson, 2007.		
V	**OPEN ENDED:** Climate Change and Indian concerns Students are instructed to read books and article related to climate change and its impact in India. Conduct debates, seminars and quizzes are highly useful for this course.		12	

		Activities and assessment of Open ended *Students are to be familiarized with case studies in Climate change and they are to be trained to formulate research questions on topics like Marine Eco Systems, famine etc *Documentation Strategies : Students are to be familiarized with various documentation methods to archive the digital, newspapers, articles and other documents on climate chnage *Compare and contrast the impact of climate change in agrarian sector **Assessment** *Evaluate the ability of students to identify the issues related with climate change *Evaluate the understanding and critical thinking applied by students. *Evaluate the application of technologies in archiving		
		Readings 1. Al Gore, *Earth in the Balance*, London, 1992 2. Alfred W. Crosby, *Ecological Imperialism: the Biological Expansion of Europe 900-1900*, New York, 1986. 3. Amita Baviskar, (ed.), *Contested Grounds: Essays on Nature, Culture and Power*,New Delhi, 2008. 4. Amita Baviskar, In the belly o f the River: Tribal Conflicts over Development in the Narmada Valley OUP, New Delhi. 5. Arnold, David and Ramachandra Guha,eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*.Delhi: Oxford University Press1995 6. Baviskar, Amita,ed., *Contested Waterscapes*: Delhi, Oxford University Press2008 7. C. R. Bijoy. ‑Kerala‘s Plachimada Struggle: A Narrative on Water and Governance Rights.‖ *Economic and Political Weekly*, vol. 41, no. 41, 2006, pp. 4332–39. 8. Grove, Richard, Vinita Damodaran and Satpal Sangwan,eds., *Nature and the Orient: The Environmental History of South and South East Asia.* Delhi: Oxford University Press. 1998 9. J.F. Richards and R. Tucker, (ed)*World Deforestation in the Twentieth century*,Durham, 1988 10. James Connelly and Graham Smith, Vandana Shiva, *Staying Alive: Women, Ecology and Development*, London, 1989. 11. Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.		

Note: The course is divided into five modules, with four having total **22** fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the **22** units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO 2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

IInd SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS, October 2024
Minor
HIS2MN110 Environmental History of India

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

(Answer All. Each question carries 3 marks)

(Ceiling 24 marks)

1.E P Stebbings
2. The Unquiet Woods
3. The Tropics and The Travelling Gaze
4. Hydraulic Despotism
5. Ecological Imperialism
6. Medha Patkar
7. Kumri
8. Eco Feminism
9. Sunderlal Bahuguna
10. Sardar Sarovar

Section B

[Answer All. Each question carries 6 marks]

(Ceiling 36 marks)

11. Examine the nature and differences in the resource use practices of pre-agricultural and early agricultural societies in India
12. What are the various goods and services provided by a forest eco system?
13. Explain the Grove-Guha debate on environmental conservation
14. Discuss the features of movements against Great Dams in India?
15. Agricultural expansion affects environment Substantiate?
16. What are the debates centered on the environment issues related to the decline of Indus Valley Civilization?
17 Critically examine the nature and ideology of NBA. How Gandhian strategy is is readapted in this movement?
18 Discuss the growth of environmental history of India in the post Unquiet Woods phase

Section C

[Answer anyone. Each question carries 10 marks] (1x10=10 marks)

19. ‗Within the Reach, Beyond the Grasp‖ Explain the concept and debates related to Ecological Imperialism in India.
20. Colonialism was a watershed in the ecological history of India, substantiate?

Course 3
HIS3MN210 Environmental History of Kerala

Course description: This course explores the environmental history of Kerala, delving into its geographical features and environmental conditions in pre-modern India. Examine the changes in the environment brought about by colonial powers and the responses of local communities. Analyze the rise of environmental activism in Kerala and its impact on conservation efforts.

Programme	BA History Honours				
Course Code	HIS3MN210				
Course Title	Environmental History of Kerala.				
Type of Course	Minor				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorialper week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the main features of the Geographical landscape of Kerala from Ancient Period onwards	R	F	Seminar Presentation
CO2	Formulate their own informed opinions about the significance of Environment and Climate in Kerala History.	E	P	Seminar/ Group discussion
CO3	Analyze the role of climate, landscape etc in everyday life	An	P	Debates/Historical simulations/ role play activities
CO4	Understand the various factors led to the transition of Environment in Kerala	An	P	Discussions and debates
CO5	Compare and contrast Environmental changes before and during Colonial rule.	An	P	develop a timeline of a historical event
CO6	Define and analyze various theories on Kerala context	U	P	Quick quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**GEOGRAPHICAL FEATURES**		**10**	**14**
	1	Western Ghats : Mountains, passes.	2	
	2	Monsoons	2	
	3	Rivers, Backwaters and Arabian Sea	2	
	4	Forests, Flora and Fauna	2	
	5	Malanad, Edanad, Theera Desam	1	
		Reading List *1.* Ganesh, K N, *PrakrithiyumManushyanum*, Thrissur, 2021. *2.* K.N.Ganesh: *KeralathinteInnalekal*, Thiruvanathapuram, 2006. 3. Rajan Gurukkal and Raghava Varier, *History of Kerala*, New Delhi, 2017.	1	
II	**PRE MODERN KERALA**		**12**	**16**
	6	Populations, migrations and settlement pattern	2	
	7	Sangam Age: Tinai Concept.	3	
	8	Agriculture : wetland and home gardens	2	
	9	Hydraulic Resources	3	
	10	Pastoralism, and hunting.	2	
		Reading List *1.* K.N.Ganesh: *KeralathinteInnalekal*, Thiruvanathapuram, 2006. 2. RajanGurukkal and Raghavavarier: *Keralacharithram, Vol I&II* *3.* A.Sreedharamenon: *A survey of Kerala History*		
III	**COLONIALISM AND ENVIRONMENT**		**15**	**22**
	11	Portuguese : introduction of new plants	1	
	12	The Dutch : *Hortus Malabaricus*	2	

	13	Colonial Forest Policy in Kerala	2	
	14	Connolly Teak Plantations.	2	
	15	Plantations and Environment : Wayanad and Idukki	2	
	16	Monsoons : Famines and Floods in Colonial Kerala	3	
	17	Forests in Colonial Kerala : Timber, animals and Resources	2	
	18	Epidemics : Malaria	1	
		Reading List 1. Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History,* New York, 1988 2. Joseph, Sebastian, *Cochin Forests and British Techno – Ecological Imperialism in India*, Primus, New Delhi, 2015. 3. Logan, William, *Malabar*, Madras, 1887.		
IV	**ENVIRONMENTAL MOVEMENTS IN KERALA**		**11**	**18**
	19	Save Silent Valley Movement	2	
	20	Anti Endosulfan Movement	2	
	21	Chaliyar Movement	2	
	22	Plachimada Movement	2	
	23	Forest Land issues: Muthanga Struggle.	3	
		Reading List 1. Baviskar, Amita. ‑Ecology and development in india: a field and its future.‖ *Sociological Bulletin*, vol. 46, no. 2, 1997, pp. 193–207. 2. Parameswaran, M. P. ‑Significance of Silent Valley.‖ *Economic and Political Weekly*, vol. 14, no. 27, 1979, pp. 1117–19. Karan, P. P. ‑Environmental Movements in India.‖ *Geographical Review*, vol. 84, no. 1, 1994, pp. 32–41.		
V		**OPEN ENDED: WESTERN GHATS AND CLIMATE CHANGE**	12	
		Activities and assessment of Open ended * Prepare a report on what extent have conservation efforts, as recommended by the Gadgil Report and subsequent reports, been effective in safeguarding the Western Ghats?.		

		* Conduct a detailed study on pollution in a tourist site in Kerala and propose sustainable solutions **Assessment** *Evaluate the understanding of the need for sustainable development *Evaluate the understanding of complex interactions between humans and the environment. *Evaluate the understanding of the impact of climate change in Kerala		
		Reading List 1. Arnold, David, The Tropics and The Travelling Gaze, New Delhi, 2. and Ramachandra Guha,eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*.Delhi: Oxford University Press1995 3. Baviskar, Amita,ed., *Contested Waterscapes*: Delhi, Oxford University Press2008 4. Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988 5. Grove, Richard, Vinita Damodaran and Satpal Sangwan,eds., *Nature and the Orient: The Environmental History of South and South East Asia.* Delhi: Oxford University Press. 1998		

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	2	3	3	3	3	2	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	2	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

III SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS, October 2024
Minor Elective

HIS3MN210: Environmental History of Kerala

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

(Answer All. Each question carries 3 marks) (Ceiling 24 marks)

1. E P Stebbings
2. *The Unquiet Woods*
3. The Tropics and The Travelling Gaze
4. Hydraulic Despotism
5. *Ecological Imperialism*
6. Medha Patkar
7. Plachimada
8. Eco Feminism
9. Plantations
10. Endosulfan issue

Section B

[Answer All. Each question carries 6 marks] (Ceiling 36 marks)

11. Write a critical note on forest policies of colonial India
12. What are the various goods and services provided by a forest eco system?
13. Briefly describe Silent Valley Movement and its significance?
14. Explain the development of Tea plantations in colonial Kerala. ?
15. Discuss about hydraulic resources of pre-modern Kerala?
16 Point out the significance of Chaliyar agitation?
17 How did the colonial forest laws wreck the lifeworld of adivasis in Kerala ?
18 Comment on the European politics of reconfiguring the hill stations.

.

Section C

[Answer anyone. Each question carries 10 marks] (1x10=10 marks)

19. Critically Examine the role of women as champions of environmental movements in Kerala.?
20. Critically examine the linkages between environment and health in view of the endosulfan tragedy in Kerala.?

GROUP 11
KERALA MODEL IN CULTURAL LIFE
COURSE I: HIS1MN111 HISTORY OF MALAYALAM CINEMA

Course description: The course History of Malayalam Cinema provides a thematic and factual account of how a medium described as the ‗most powerful one in the modern era', emerged in Kerala and its subsequent changes. The course enables students to understand, how from a humble origin, cinema assumed distinct Kerala character, in spite of strong influence from English, Hindi and Tamil films. Films, in due course, reflected political, social, economic and cultural issues. Impact of migration, globalization etc. are also evaluated**.**

Programme	BA History Honours					
Course Code	HIS1MN111					
Course Title	History of Malayalam Cinema					
Type of Course	Minor)					
Semester	1					
Academic Level	100-199					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	Total marks
	4	4	-	-	60	70

COURSE OUTCOMES (CO)

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of the historical evolution of Indian Cinema.	U	F	Seminar Presentation
CO2	Analyse the transistion from silent movies to talkies and the impact of colonial modernity on cinema	C	P	Debate
CO3	Describe the transformative period marked by the emergence of studio system , Indoor shooting and the influential role of pioneers of Kerala cinema	U	F	Discussion
CO4	Demonstrate the socio cultural impact of cinema halls	U	F	Seminar
CO5	Evaluate the influence of Tamil and Hindi ciema on Malayalam cinema	An	P	Group discussion

CO6	Analyse the portrayal Nationhood , Sub nationalism in Malayalam cienema	U	F	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CONTENT

Module	Units	Content	Hrs 60	Marks 70
1	**ORIGIN OF CINEMA AS A FORM OF ENTERTAINMENT: HISTORICAL BACKGROUND**		**10**	**15**
	1	Industrial revolution in Europe and technological advancement	2	
	2	Lumiere Brothers and birth of cinema	1	
	3	Colonial modernity and the birth of cinema in India	2	
	4	Silent movies Dadasahib Phalke -Raja Harischanthra- Emergence of takies- Alam Ara	3	
	5	Madras city as a centre of film making in South India	2	
		Reading list 1. Renu Saran, History of Indian Cinema , 2013 . 2. Theodore BhaskarenHistory Through the Lens: Perspectives on South Indian Cinema, Orient Blackswan , 2018. 3. M S SPandian ,The Image Trap: M G Ramachandran in Film and Politics , sage publication , 2015.		
II	**HISTORICAL CONTEXT OF MALAYALAM FILM MAKING**		**13**	**15**
	6	Bioscope and touring theatres in Kerala- Jose kattukkaran	3	
	7	Emergence of studio system and Indoor shooting	2	
	8	Cinema halls as a place to assemble	2	
	9	J C Daniel – Vigathakumaran – talkie movies – Balan and marthandavarma	3	**15**
	10	Influence of Tamil and Hindi cinema- Quest towards a _Kerala‘ film	3	
		Reading list 1. Jayanthi j , DR. J C Daniel: MalayalaCinemayudePithavu,ChinthaPublication, Tiruvanthapuram, 2016		

		2. Gopalakrishnan. R, Broken Dreams : early history of Malayalam films, Book People , Kozhikode, 2020 3. ChelangattGopalakrishnan ,Malayala Cinema: CharithramVichitram , Chinta , 2013		
III	**MALAYALAM CINEMA IN THE FORMATIVE YEARS**		**12**	**15**
	11	National and Social themes – Jeevitha nouka-Neelakkuyil- Chemmen	3	
	12	Cinema representing political -social and economic issues	2	
	13	Adaptations of novels as film stories – Takazhi, Kesava Dev and M T Vasudevan nair	3	
	14	State formation and Malayalam cinema	2	
	15	Myth-oral traditions and cinema-veluthampi - Kunjalimarakkar-movies based on northern ballads	2	
IV	**EMERGENCE OF NEW GENRE OF MALAYALAM MOVIES**		17	25
	16	Migration both internal and international - impact on movies	2	
	17	Film Development Corporation- Break the hold of production and distribution companies- film Society	1	
	18	Avant grade and realism –Jhon Abraham-Adoor Gopalakrishnan – Aravindan- K G George	2	
	19	Middle cinema‘-padmarajan -bharathan	2	
	20	Changing viewership – stardom	2	
	21	Movies and playback songs – evolution of musical tradition	2	
	22	Globalisation- commercial value of movies	2	
	23	Cinema and Feudal nostalgia	1	
	24	Film festivals and IFFK	1	
	25	New trends in Malayalam- Gender perspectives and issues of caste discrimination	2	

		Reading List 1. Rakesh Nath (ed.) Padmarajan: Cinema Orma Padanam, Olive Publications, Kozhikodu, 2013 2. G P Ramachandran, Malayala Cinema: Desham, Bhasha, Samskaram, 2nd edition, Kerala Bhasha Institute, Tiruvanthapuram,2017 3. Jose K Manuel , New Generation Cinema, D C Books, Kottayam,2012 4. K P Jayakumar, *Udalil Kothiya Charitra Smarankal: MalayalaCinemayile Viplava Bhoothakalam*, Mathrubhumi Books, Kozhikodu, 2011 5. Meena .T.Pillai- Women in Malayalam Cinema: Naturalising Gender Hierarchies , 2010.		
V		**OPEN ENDED**	**12**	
		Movies and Propaganda		
		Create a short film		
		Fim as imaginative representation of reality – real life concern		
		Masala movies vs Art movies		

Note: The course is divided into five modules, with four having total 25 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 25 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO 1	3	-	3	3	3	3	1	2	-	1	3	-
CO 2	3	2	3	3	3	3	-	3	-	1	-	2
CO 3	3	-	3	3	3	3	2	2	-	3	-	-
CO 4	3	1	2	3	-	3	-	2	-	3	2	-
CO 5	3	-	2	2	3	3	1	2	-	1	-	2
CO 6	3	1	2	3	3	3	2	2	-	1	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Debate / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	√		✓
CO 4	✓	√		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

1 Semester BA (CUFYUGP) Degree Examination October 2024

HIS1MN111: History of Malayalam Cinema

Maximum Time: 2 hours Maximum Marks: 70

Section A

(Answer all. Each question carries 3 marks)

(Ceiling 24 marks)

1. Lumiere brothers
2. Silent movies
3. Indian Cinematograph Act
4. Bombay Talkies
5. Jos Electrical Bioscope
6. _The Rose event‘
7. *vilichuparachilukar*
8. Touring Talkies
9. *Amma Ariyan*
10. KFDC

Section B

(Answer all. Each question carries 6 marks)

(Ceiling 36 marks)

11. Explain the establishment of early studio system in Kerala
12. Examine the early efforts for the quest of Malayalam cinema
13. Discuss the movies which reflected state formation in Kerala
14. Evaluate the representation northern ballads in Malayalam cinema
15. Briefly Explain the left radical movement and its impact on Malayalam cinema
16. How far Malayalam movies can represent the labour migration into Arab countries.
17. Examine the impact globalisation on Malayalam cinema
18. Assess the Historical development of Malayalam film songs

Section C

(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

19. Vividly examine the development of Malayalam film industry in the pre independence era
20. Critically analyse the *Avant grade* realism and _middle cinema‘ movement in Malayalam cinema

Course 2 HIS2MN111HISTORY OF MALAYALAM DRAMAS

Course description: The course History of Malayalam Dramas provides a comprehensive account of how dramas emerged as religious and art pieces and their changes over time. Early forms were mostly religious in content and character. Changes occurred during colonialism. Students are required to understand these changes and corelate how on the one hand, dramas reflected changed reality and on the other, dramas advocated changes. These are indicated in the themes and their presentation

Programme	BA History Honours					
Course Code	HIS2MN111					
Course Title	History of Malayalam Dramas					
Type of Course	Minor					
Semester	II					
Academic Level	100-199					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	Total marks
	4	4	-	-	60	70

COURSE OUTCOMES (CO)

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	A complete historical survey of the pre existing temple centered artforms before the emergence of modern drama	U	F	Seminar Presentation
CO2	Analyse the reflection national movement and social reform movement on dramas	An	P	Debate
CO3	Evaluate the role of drama as a tool of mobilisation after the establishment of CSP and the Jeeval sahithya movement	E	P	Discussion
CO4	Analyse the role drama in the labour and peasant mobilization	An	P	Seminar
CO5	Evaluate the structural and ideological changes happened in the field dramatic performance after post independent era	E	P	Group discussion
CO6	Understanding the role of KPAC in the dissemination of communist ideology and	U	F	Seminar

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

MODULE	UNITS	CONTENT	HRS 60	MARKS 70
1	**EARLY STAGES OF THE DEVELOPMENT OF MODERN DRAMAS**		**10**	**15**
	1	Traditional temple art forms of Kerala – Kooth - Koodiyattam – Katakali	2	
	2	Shift from traditional artform to theatrical art	1	
	3	Western Education- Colonial modernity- New forms of theatrical culture in Kereala	2	
	4	Western Education- Colonial modernity- New forms of theatrical culture in Kereala	3	
	5	Incorporation of folk elements in Dramas- Kakkarassi dramas – Porattu Dramas and chavittunatakam	2	
		Reading list: 1. P.K Balakrishnan ,*KeralathinteSamskarikaCharithram* Kerala Bhasha Institute , Thiruvananthapuram 1954. 2. Dr. V.S .Sharma , *MalayalaNatakam* 1880-1980 , NBS Kottayam , 1981. 3. G.Sankara Pillai, *Malayala Nataka Sahithya Charithram*, 4th Edition DC Books , 2005 4. M.N. Vijayan (ed.), *NammudeSahithyam, NammudeSamuham*, Kerala Sahitya Akademi, Thrissur. 2000. 5. K.M. George, *AdhunikaMalayala Sahitya CharithramPrasthanangaliloode*, DC Books, Kottayam, Revised edition, 2018		
II	**CHANGES IN THE NATURE AND THEMES OF THE DRAMAS**		13	15
	6	C V Raman Pillai- Historical Dramas and farce- Social criticism	3	
	7	Dramas as propaganda -Deliberate use of visual forms for spreading political messages	2	
	8	Impact of national movement on dramas- Vidwan P Kelunair and MahakaviKuttamath	2	

	9	Social reform movement and dramas- Issues of untouchability and prohibition	3	
	10	Yogakshemasabha and Issues of namboothri women- Dramas of V T, M T, M R Battathiripad	3	
	11	Adaptation of literary production and dramatic presentation – *Thozhilkendathilekku*	1	
		Reading list 1. K.K.N. Kurupp, *Nationalism and Social Change: The Role of Malayalam Literature*, Thrissur 1998 2. M. Achuthan, *SwathanthraSamaravumMalayalaSahityavum*, Kerala Sahitya Akademi, Thrissur, 2002, 3. 3.Ushakumari (ed), *Thozhilkendrathilekku – Nadakam, Charithram, Padanam*, Samatha. Thrissur, 2014 4. Nandi Bhatiya (ed), *Modern Indian Theatre: A Reader*, Oxford University Press, New Delhi,2011		
III	**DRAMAS AND THE SPREAD OF LEFTIST IDEOLOGY IN KERALA**		12	15
	12	Formation of CSP- Progressive literary movement	3	
	13	Dramas and the issues of peasants and the labour class- role of Vayanasala	2	
	14	K Damodaran- Kesav Dev-E V Ramakrishna Pillai – Cherukadu- Idassery Govindan Nair	3	
	15	Formation of IPTA	2	
		Reading list 1. 1.N E Balram ,Communist Party Keralathil (Mal.), Prabhath Book House, Thiruvananthapuram , 1990 2. 2.P.K Gopalakrishnan ,Purogamana Sahithya PrasthanamNizhalumVelichavum 3. Kerala Sahithya Academy, 1987. 4. Dilip M. Menon, Caste, Communism and Nationalism in Colonial South India : Malabar -1900-1948, Cambridge university Press, 1992 5. C.Stephan, *NadakamSamkarikaVyathiyanathinteSakshyapathram*, Trivandrum, 1990 6. M.Rasheed ,Saghavu Damodaran, Poorna , 1980 7. Sudhi Pradhan (ed.) Marxist Cultural Movement in India, National Book Agency, 1960		

IV	**INDEPENDENCE AND ITS ASSOCIATED CHANGES IN DRAMAS**		17	25
	16	_Formation of a new India‘ and changes in themes- Humanism, citizenship and social justice	2	
	17	Leftist Propaganda and Dramas – KPAC	1	
	18	Changes in techniques- Integration of _entertainment‘ and serious topics	2	
	19	Songs and Dramas – O N V – L P R Varma - Vayalar Devarajan and P.Bhaskaran	2	
	20	Thoppil Bhasi – K.T Muhammed – E.Ayamu – Writers and actors and their commitment – Breaking the tradition	2	
	21	Emergence of women actresses – conservative opposition	2	
	22	Modernism‘ changes in dramas - western cultural influences – C J Thomas-Kavalam Narayana Panikkar- G Sankara Pillai	2	
	23	One act plays- street dramas- issues of Dalit and Tribals	1	
	24	*Sangeetha nataka Academy – Promtion of dramas*	*1*	
	25	Visual Sensibilities and New Drama-Television and its negative impact on drama	2	
		Reading list 1. Vallikkavu Mohandas. KPAC yudeCharithram, SPCS, 2002, Kottayam 2. ThoppilBhassi, OlivileOrmakkal, Prabhat Book House, Thiruvananthapuram, 2017 3. Chandrika Sankara Narayanan,VayalarRamavarma: RuthubedhangalkuVarrnamPakarna Kavi, SPCS, Kottayam, 2013 4. Vijaya Raghavan, C.J. Muthal C.N. Vare., DC Books, Kottayam, 1988. 5. Erumeli Parameswaran, MalayalaSahithyamKalaghatangalilude, DC Books , 2009.		
V	**Open Ended**		12	
	*	Entertainment or education		
	*	Create a Skit and perform in class room		
	*	Stagecraft **Activities and assessment of Open**		

		EndedModule **Entertainment or Education -Debate**: Organize a debate on the purpose and aim of dramas **Create a skit film**: Familiarise the student about the performance aspects of dramas and techniques of stage performance. **Stagecraft**- Arrange a discussion about the technicalities of stagecraft **General Reading:** 1. Jane de Gay, Lizbeth Goodman, The Routledge Reader in Politics and Performance, Routledge. 2002. 2. Erin B. Mee , Theatre of RootsRedirecting the Modern Indian Stage, seagull, 2008. 3. Sudhi Pradhan (ed.) Marxist Cultural Movement in India, National Book Agency, 1960 Publications, 2017. 4. Robin Jeffrey, Politics Women and Well Being- How Kerala Became a Model, Palgrave Macmillan, 19 5. K M George, *AdhunikaMalayala Sahitya CharithramPrasthanangaliloode*, DC Books, Kottayam, Revised edition, 2018 6. Matavur Bhasi, Malayala Nataka Sarvaswam , Chaithanya Publications, 1990 7. K.Damodaran Sampoorna krithikal , Prabhat publication Thiruvananthapuram 2011 8. U A Khader ,Kalasham , DC Books , 2004 9. Thoppil Bhasi, NingalenneCommunistakki Prabhath Book House , 1952.		

Note: The course is divided into five modules, with four having total 25 fixed units and one open-ended module with a variable number of units. There are total 39 instructional hours for the fixed modules and 6 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 25 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	3
CO 2	3	2	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3	2	2	-	3	-
CO 4	3	1	2	3	-	3	-	2	-	3	2

CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	1	2	3	3	3	2	2	-	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Debate / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	√		✓
CO 4	✓	√		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

1I Semester BA (CUFYUGP) Degree Examination October 2024
HIS2MN111**History of Malayalam Dramas**

Max.Hours 2 Maximum Marks: 70

Section A
(Answer all. Each question carries 3 marks)
(Ceiling 24 marks)

1. VellariNatakam
2. C V Raman Pillai
3. Vidwan P Kelu Nair
4. Yogakshema Sabha
5. *Pattabakki*
6. Jeeval Sahithyam
7. IPTA
8. Nilambur Ayisha
9. C J Thomas
10. Sangeetha Nataka Academy

Section B
(Answer all. Each question carries 6 marks)
(Ceiling 36 marks)

11. Explain the folk theatrical forms existed pre- drama period in Kerala
12. Examine the impact of Nationalism on the ideology of drama
13. Analyse the role of dramas in the reform movements of Nambootiri women
14. How far congress socialist party used the political dramas to mobilise their ideology
15. Explain the changes occurred in the stagecraft during the post-independence era
16. Critcallyanalyse the impact of _Modernism‘ on Malayalam dramas
17. Briefly explain the Nataka Kalari Movement in 1970.
18. Write a note on the impact of visual sensibilities on modern theatre

Section C
(Answer any one. Each question carries 10 marks)
(1x10=10 marks)

19. KPAC created an ideological atmosphere in Kerala to bring the first communist ministry in power. Critically Evaluate?
20. Examine the role of Malayalam dramas in the political and social movements in colonial India.

Course 3
HIS3MN211: Library and Literacy Movement in Kerala

Course description: This course explores the dynamic history of the Library and Literacy movement in Kerala, delving into its roots, political awakening and the diverse contributions of Print medias, Workers union, Social reformers, Religious organizations and Students unions. The pivotal roles of keralaGranthashalasangham and P N Panicker will be analyzed in the context of the broader literacy movement. It also engages with the historical journey that transformed Kerala into a hub of library and literacy initiatives.

Programme	BA History Honours					
Course Code	HIS3MN211					
Course Title	Library and Literacy Movement in Kerala					
Type of Course	Minor					
Semester	III					
Academic Level	200-299					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	Total marks
	4	4	-	-	60	70

Course Outcomes (CO)

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the historical background of Library movement in Kerala.	U	C	Seminar Presentation
CO2	Demonstrate the diverse contribution made by the Workers union, Social reformers, CSP, Religious organizations and Students union in shaping the Library movement in Kerala.	C	P	Seminar/ Group discussion
CO3	Evaluate the distinctive characteristics and contributions of the Public Libraries in the regions of Travancore Cochin and Malabar.	E	F	Debate
CO4	Analyze the interconnectedness between the Library movement and the broader Literacy movement in Kerala.	An	M	Debate and discussions

CO5	Demonstrate the key organizations behind the Literacy movement in Kerala.	Ap	P	Seminar Presentation
CO6	Analyze critically the achievements and impact of the Literacy movement.	U	C	Seminar presentation
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	Units	Content	Hrs 60	Marks 70
1		**GENESIS OF PUBLIC LIBRARIES IN KERALA**	11	16
	1	Various factors influenced the birth of Libraries in Kerala- Pre-colonial and colonial	1	
	2	Print medias	1	
	3	Literary movement – Progressive literature	2	
	4	Role of different agencies- Workers union, _Karshaka Sangham‘ and Students union	2	
	5	Religious organization and Social Reformers	1	
	6	Political awakening –INC and Congress Socialist Party	2	
	7	Library movement in Travancore, Cochin and Malabar region	2	
		Reading list 1. Dr. Unnikrishnan C, *Granthashalaprasthanamkeralathil*(Mal),KBI,Thiruvananthapuram,2007 2. Panicker P N, *Kerala GranthashalaPrasthanam*, Thiruvananthapuram, 1982 3. Poduval A K, *Vayanashalaprasthanam in KeralathileGranthashalaPrasthanam*(Mal) Ed. Panicker P N, Thiruvananthapuram, 1982 4. Panicker P N, *Library Movement in Kerala: Herald of Library Science*, Thiruvananthapuram, 1974.		
1I	**GROWTH OF LIBRARY MOVEMENT IN KERALA**		10	15
	8	Kerala Granthshala Sangham-origin and activities	2	
	9	Madras Libraries Act of 1948 and Local Library Authorities	1	
	10	Kerala Public Libraries Act 1989	2	
	11	Kerala State Library Council	1	
	12	Digitalization of Libraries	2	
	13	Impact of Library movement in Kerala	2	
		Reading list:		

		1. Krishna kurupMadhuravanam C, *KeralathileGranthashalaPrasthanam* (Mal), Kozhikode, 1946 2. Madhu V K, *Granthashalacharitramezhutapedathaedukal*, KSLC, Thiruvananthapuram, 2022 3. Ramanujan Nair P, *Library Movement in Kerala*, Thiruvananthapuram, 1974 4. Vijayan K P, *Kerala Granthashalaprasthanamennaleinnu*(Mal), Kozhikode, 2009		
III	**LITERACY MOVEMENT IN KERALA**		13	16
	14	Meaning and definition Literacy- Literacy and Education- Origin and historical background of Literacy movement in Kerala	3	
	15	Organizations-UNESCO, National Literacy Mission, Kerala State Literacy Mission and objectives	3	
	16	Key Literacy programs-People‘s education and Literacy campaign, (Kottayam)	1	
	17	Lead kindly Light (Eranakulam campaign)	1	
	18	Akshara keralam project (Total Literacy Campaign)	2	
	19	Post Literacy programs- Tribal Literacy program	1	
	20	Coastal literacy program and Tamil Literacy program	2	
		Reading list: 1. Aravind Chandra and Anupama Sha, *Non-formal Education, An Alternative Approach*, New Delhi, 1987. 2. Govindappa, *Adult Education and Impact of National Literacy Mission*, New Delhi, 1995 3. Kundu C L, *Adult Education Principles, Practice and Prospects*, New Delhi, 1984 4. Sundara Pandyan, *Literacy Campaign in India, New Delhi*, 2000		
IV	**Continuing education programs**		17	23
	21	Objectives- Akshara sangham and Janavidyakendram	3	
	22	New scheme of Continuing Education Program(1998 onwards)	1	
	23	Target specific programs- Equivalency programs	1	
	24	Quality Life Improvement Program, Individual Interest Program	2	
	25	Income generation programs	1	
	26	Implementing agencies- NGOs- KANFED	2	
	27	Kerala shastra sahitya Parishad- Mitra Niketan-Literacy Forum	1	
	28	Role of Government authority- Rural Development and Education department, Local bodies	2	
	29.	Quasi Government bodies- Nehru Yuva Kendra-Kerala State Library Council- State Resource Centre-Universities	2	

	30	Achievements and impact of Literacy movement in Kerala	2	
		Reading list 1. Konni P Jayakumar, *Jankiyasutranavumthudarvidyabhyasavum*(Mal), Thiruvananthapuram,2000 2. Pillai N P, *KANFED and Its Role in Nonformal Education*, Thiruvananthapuram, 1982. 3. Samba Murthy D, *Adult and Continuing Education*, Hyderabad, 1996. *4.* Sadasiva Pillai, *AnoupacharikaVidyabyasaDarshanam* (Mal), Thiruvananthapuram, 2010		
V	**OPEN ENDED**		**12**	
	*	Role of Libraries in promoting Literacy in Kerala		
	*	Digital transformation in Kerala‘s Libraries: A catalyst for Literacy		
	*	Community involvement in the Literacy movement in Kerala **Activities and assessment of Open Ended** Invited talk in the field of Library and literacy movements to share their insights with students. Organize trip to local Libraries and Continuing Education centres to provide practical exposure. Book clubs: Form small groups for regular discussions on key texts related to the Kerala Literacy movement. Assignments: Evaluate students through essays or research papers on relevant topic. Participation: Consider active involvement in discussions, seminars and field visits as part of the overall assessment. **General Reading:** **Reading list** 1. Ganesh K N, *KeralathleInnalekal*(mal), Thiruvananthapuram,1997 *2.* Murali Pirappankode, *KeralathileGranthashalaPrasthanam*(mal), Thiruvananthapuram, 1997. 3. Panicker P N, *Kerala Granthashala Directory*, Thiruvananthapuram, 1964. 4. Pattam G Ramachandran Nair, *P N Panickarude Jeeva Carithram*,(Mal), Thiruvananthapuram, 2004. 5. Akshara keralam, *Kerala Total Literacy Program*, Thiruvananthapuam, 1991 6. Sayed Yusaf, *Studies in Indian Adult Education*, New Delhi, 1999		

Note: The course is divided into five modules, with four having total 30 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for

the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 30 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	3	3	1	2	-	1	2	3
CO 2	3	-	3	3	3	3	-	3	-	1	-	1
CO 3	3	-	3	3	3	3	3	2	-	3	3	-
CO 4	3	1	2	3	-	3	-	2	-	3	-	2
CO 5	3	-	2	2	3	3	2	2	-	1	3	2
CO 6	3	-	2	3	3	3	-	2	-	1	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	√		✓
CO 4	✓	√		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

1II Semester BA (CUFYUGP) Degree Examination October 2024

HIS3MN211: Library and Literacy Movement in Kerala

(Credit: 4)

Maximum Time: 2hours Maximum Marks: 70

Section A

(Answer all. Each question carries 3 marks)

(Ceiling 24 marks)

1. Rajyasamacharam
2. ‗Thozhilali magazine'
3. SNDP Yogam
4. All Travancore Granthashalasngham
5. P N Panicker
6. KANFED
7. NLM
8. People's Education and Literacy Campaign (Kottayam)
9. Janavidyakendram
10. Prerak

Section B

(Answer all. Each question carries 6 marks)

(Ceiling 36 marks)

11. How did the political awakening contribute the growth of Libraries in Kerala?
12. Write a short note on the origin and growth of Library movement in Malabar.
13. Trace the importance of ‒Kerala Grantha Shala Sangham‖.
14. Critically examine the importance of Digitalization of Libraries.
15. Give a brief account on ‗Akshara Keralam Project'.
16. Explain briefly about Post Literacy Programs.
17. List out and explain different Target Specific programs in Literacy movement.
18. Elaborate on the role played by quasi-government bodies in fostering Literacy in Kerala.

Section C

(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

19. Explain briefly the key factors that contribute to the establishment of Libraries in Kerala.
20. Write a short essay on the achievements and impact of Literacy movement in Kerala.

GROUP 12
HISTORY OF MODERN INDIA

Course 1: HIS1MN112 Modern Indian History: 1757-Early Twentieth Century.

Course Overview: This course is designed to make awareness among the students on history of British colonialism in India and how the colonial rule paved the way for the process of impoverisationand skewed modernisation and the growth of national movement. This course also provides the students an idea of different ideological dimensions of national movement.

Programme	BA History Honours				
Course Code	HIS1MN112				
Course Title	**Modern Indian History: 1757- Early Twentieth Century.**				
Type of Course	Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding the concept of colonialism and nationalism.	U	C	short answer or short essay questions
CO2	Appreciating the historical processes involved in the origin and development of nationalism in India.	An	P	Essay or discussion on the topic.
CO3	Understanding thedifferent phases of national movement and its ideological differences.	U	F	Short answer questions or quiz in the class room.
CO4	Appreciating the legacy of socio-religious reform movements in India.	E	P	Case study
CO5	Understanding different levels of resistance against the colonial regime.	U	F	Poster making or short answer questions.
CO6	Evaluating different policies of British in India and its long term impact.	E	P	Preparation of seminar.

	***** - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	**Unit**	**CONTENT**	**Hrs 60**	**Marks 70**
1	**CONSOLIDATION OF BRITISH POWER IN INDIA**		**10**	**15**
	1	Advent of British – battle of Plassey – Battle of Buxar.	2	
	2	Methods of consolidation – Treaties – Alliances – conquests.	2	
	3	Changes in administration – Land revenue – Taxation	2	
	4	Early resistance movements – Sanyasi –Fakir – Santhal – Kurichya revolts -	2	
	5	First war of Independence – causes – results	2	
		Readings 1. SekharaBandyopadhyaya, *From Plassey to Partition: A History of Modern India*, Orient Long Man, New Delhi, 2014. 2. A R Desai.*Social Background of Indian nationalism*, Popular Prakasam, Mumbai,2023. 3. R C Dutt, *Economic History of India under early British rule from the rise of the British power in 1757 to the accession of Queen Victoria in 1837*, Routedlege, 2013. 4. SumitSarkar, *Modern India 1885 – 1947*, Mac Millan,New Delhi,1989. 5. Irfan Habib,*Economic History Under Early British Rule 1757 – 1858,A Peoples history of India*,Vol.25, Tulika,New Delhi,2013.		
II	**SOCIO- RELIGIOUS REFORM MOVEMENTS**		**16**	**22**
	6	Factors – Western Education, Legality, Press, role of intellectuals	**3**	
	7	Brahma Samaj – Rajaram Mohan Roy – Debendranath Tagore – changes.	**2**	
	8	Aryasamaj– revivalism	**3**	
	9	SathyasodakSamaj	**2**	
	10	Aligarh Movement	**2**	
	11	Ramakrishna Mission	**2**	

	12	Impact of the movements	**2**	
		Readings : 1. SekharaBandyopadhyaya, *From Plassey to Partition: A History of Modern India*,Orient Long Man,New Delhi,2014. 2. A R Desai.*Social Background of Indian nationalism*,Popular Prakasam,Mumbai,2023. 3. BipanChandra,Mrudula Mukherjee ,et.al*,India's Struggle for Independence*,Penguin Random House,New Delhi,2000 *4.* Kenneth W,Jones,*Cambridge history of India,Socio-Religious reform movements in India-I* ,Cambridge University Press,Cambridge,2003. 5. Uma Chakravarti, *Rewriting History: The Life and Times of PanditaRamabai*,,Zubban,Kali for women,New Delhi,2013.		
III	**EARLY PHASE OF INDIAN NATIONALISM**		**12**	**18**
	13	Reasons for emergence of nationalism– Press, Western Education, Role of intellectuals.	**3**	
	14	Impact of British Rule – high tax – famine –poverty-commercialisation of agriculture - deindustrialization.	**3**	
	15	Early nationalist organizations – East India Association – Indian Association.	**2**	
	16	Indian National Congress – Conspiracy theory.	**2**	
	17	Moderate phase – leaders – objectives.	**1**	
	18	Analysis of Moderte phase	**1**	
		Readings 1. SekharaBandyopadhyaya, *From Plassey to Partition: A History of Modern India,* Orient Long Man, New Delhi, 2014. 2. A R Desai.*Social Background of Indian nationalism*, Popular Prakasam, Mumbai, 2023. *3.* SumitSarkar,*Modern India 1885 – 1947*,MacMillan,New Delhi,1989. 4. BipanChandra,Mrudula Mukherjee ,et.al*,India's Struggle for Independence*,Penguin Random House,New Delhi,2000. 5. Bipan Chandra, *Nationalism and colonialism in modern India*,OrientLongman,New Delhi,1996		
IV	**INDIAN NATIONALISM – EARLY TWENTIETH CENTURY**		**10**	**15**
	19	Rise of extremist ideology – factors – leaders.	**1**	
	20	Ideology – methodology	**1**	

	21	Partition of Bengal	**2**	
	22	Swedeshi Movement	**2**	
	23	Minto-Morley reforms of 1909 – provisions	**2**	
	24	Home Rule League – Tilak and Annie Besant.	**2**	
		Readings 1. A R Desai.*Social Background of Indian nationalism*, Popular Prakasam, Mumbai, 2023. *2.* Sumit Sarkar, *Modern India 1885 – 1947*,MacMillan,New Delhi,1989. 3. Bipan Chandra,Mrudula Mukherjee ,et.al,*India's Struggle for Independence,*Penguin Random House,New Delhi,2000. *4.*, *Nationalism and colonialism in modern India*, Orient Longman, New Delhi,1996.		
V	**OPEN ENDED:** Students will be able to understand how British impoverished India and how it led to the emergence of Indian nationalism**.** Conduct quiz programmes – Discussions – Poster exhibition		**12**	
		Activity 1: Quiz Programme Conduct quiz programme in their respective class room or collge based on the syllabus.		
		Activity 2: Discussion Conduct a discussion based on the ideologies of the different phases of Indian national movement in association with any of the clubs in the college.		
		Activity 3 : Poster exhibition Organize a poster exhibition on special days. **Assessment** Participation in the above mentioned programme. **Presentation Evaluation** Students will be assessed on their presentation skills, ability to engage the audience, and the involvement in the group activity. **Peer Feedback** Students will provide feedback on their peers' performances, focusing on the educational value and historical representation. This activity encourages students to synthesize information from the entire course, apply critical thinking, and engage in creative expression. It also allows for collaborative learning and peer to peer interaction.		

		Reading List: 1. A R Desai, *Social Background of Indian nationalism,* Popular Prakasam, Mumbai, 2023. 2. Irfan Habib, *Economic History Under Early British Rule 1757 – 1858,A Peoples history of India,Vol.25,*Tulika, New Delhi,2013. 3. Jawaharlal Nehru, *Discovery of India*, Oxford University Press, Oxford, 1994. 4. R C Dutt, *Economic History of India under early British rule from the rise of the British power in 1757 to the accession of Queen Victoria in 1837,* Routedlege, 2013. 5. SekharaBandyopadhyaya, *From Plassey to Partition: A History of Modern India*, Orient Long Man, New Delhi, 2014. 6. Sumit Sarkar, *Modern India 1885 – 1947*, Mac Millan, New Delhi,1989. 7. Kenneth W, Jones, *Cambridge history of India, Socio-Religious reform movements in India-I* , Cambridge University Press,Cambridge,2003. 8. Uma Chakravarti, *Rewriting History: The Life and Times of PanditaRamabai,,Zubban,Kali for women,* New Delhi,2013. 9. Bipan Chandra,Mrudula Mukherjee ,et.al,*India's Struggle for Independence*,Penguin Random House,New Delhi,2000.	

Note: The course is divided into five modules, with four having total 24 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 24 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	3	3	3	3	1	1	2	2	3
CO 2	3	3	3	3	3	3	3	2	2	2	2	3
CO 3	3	3	3	3	3	3	3	2	1	2	2	2
CO 4	3	2	3	3	3	3	3	2	2	1	2	1
CO 5	3	3	3	3	3	3	3	3	2	2	2	2
CO 6	3	2	3	3	3	3	3	3	3	2	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✔		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓		✓
CO 5	✓			✓
CO 6		✓		✓

I SemesterB.A.(CUFYUGP)DegreeExaminationsOctober2024

HIS1MN112 Modern Indian History:1757- Early Twentieth Century

MaximumTime:2hours Maximum Marks: 70

SectionA

[Answer all.Each question carries 3 marks] (Ceiling:24Marks)

1. Delineate main reasons for the 1857 revolt
2. Describe the significance of the Battle of Buxar.
3. Identify the place of Aligarh Movement in the upliftment of Muslim community in India.
4. Discuss the role of Sanyasi rebellion in arousing the national feeling among the Indians.
5. Examine the relevance of western education in the emergence of the socio religious reform movements.
6. Describe the trajectory of the origin of Indian National Congress.
7. Write a note on the ideology of extremist phase of Indian nationalism.
8. Evaluate the Minto- Morley reforms of 1909.
9. What were the distinctive features of the early nationalist organisations?
10. Explain the methodologies of English East India Company to consolidate Indian Territory.

SectionB

[Answer all.Eachquestioncarries6marks](Ceiling: 36Marks)

11. Describe the significance of the Partition of Bengal.
12. Examine the circumstances that led to the establishment of Indian National Congress.
13. Discuss the moderate phase of Indian national movement.
14. Explain the significance of Home Rule Movement.
15. Evaluate the impact of British rule on Indian economy.
16. Analyse the achievements of the moderates.
17. Make a note on extremist leaders.
18. What is Conspiracy Theory?

Section C

[Answer anyone. Eachquestioncarries10marks](1x10=10 marks)

19. Examine the significance of the socio-Religious reform Movements in India.
20. Discuss the factors that led to the emergence of Nationalism in India.

COURSE 2: HIS2MN112 MODERN INDIAN HISTORY: Gandhian Phase of Indian National Movement

Course Description: This course aims to provide an overall understanding of the movements in the Indian freedom struggle from 1916- 1947, popularly described in the history text books as Gandhian phase of Indian national movement. After completing this course students will be able to understand how Gandhian method of struggle changed the base of Indian national movement and how it became a popular movement**.**

Programme	BA History Honours				
Course Code	HIS2MN112				
Course Title	Modern Indian History: Gandhian Phase of Indian National Movement.				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the relevance of Gandhian ideologies in the contemporary world.	U	C	Essays or discussions in the class room.
CO2	Understand the early struggles of Gandhi .	U	F	Essay or discussion questions
CO3	Evaluate the nature of Gandhian movements.	E	P	Debate or Discussion**.**
CO4	Analyse the process of Indian freedom struggle and the need to safeguard the democratic values of the country.	An	P	Case study
CO5	Understand the need to preserve the memories of great leaders and freedom fighters of the Indian freedom struggle.	U	C	Discussion, Poster Exhibition, Celebration of special days.

CO6	Evaluate changes in the Gandhian method of struggles in the Indian National Movement.	E	P	Debate
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
1	**GANDHIAN IDEOLOGY:**		**9**	**14**
	1	Sathyagraha	1	
	2	Ahimsa	1	
	3	Non-cooperation	1	
	4	Sarvodaya	1	
	5	Civil Disobedience	1	
	6	Hind Swaraj	2	
	7	Relevance of Gandhian ideology.	2	
		Readings **1.** A R Desai,*Social Background of Indian nationalism*, Popular Prakasam, Mumbai,2023. **2.** Bipan Chandra, MridulaMukherjee ,et.al,*India's Struggle for independence*,Penguin,New Delhi,2000. **3.**, *Essays on Indian nationalism*,Har-Anand publications,New Delhi,2007. ***4.***,*Nationalism and colonialism in modern India*, Orient Longman, New Delhi, 1996. **5.** RamachandraGuha,*Gandhi Before India*,PenguinBooks,New Delhi,2013. ***6.***,*Makers of Modern India*,Penguin,New Delhi,2010. ***7.***,*Gandhi: The Years That Changed the World, 1914-1948*,Penguin Allane,2018.		
II	**GANDHI"S EARLY SATHYAGRAHAS**		**7**	**14**
	8	Champaran	**2**	
	9	Kheda	**2**	

	10	Ahmedabad Mill Strike	**2**	
	11	Impact of Gandhi's entry into the national politics.	**1**	
		Readings 1. A R Desai. *Social Background of Indian nationalism*, Popular Prakasam, Mumbai , 2023. 2. Rajendra Prasad,*Sathyagraha in Champaran*,OceanBooks,New Delhi,2013. 3. SekharaBandyopadhyaya, *From Plassey to Partition: A History of Modern India*, Orient Long Man, New Delhi, 2014. *4.* Sumit Sarkar,*Modern India 1885 – 1947*,MacMillan,New Delhi,1989. 5. BipanChandra,Mrudula Mukherjee ,et.al,*India's Struggle for Independence*,Penguin Random House,New Delhi,2000. 6. M K Gandhi, *The Story of my Experiment with Truth, MahathmaGandhi, AnAutobiography*, Navajivan,Gujrat. 7. B R Nanda, *MahathmaGandhi*,New Delhi,1958.		
III	**GANDHIAN ERA – FIRST PHASE**		**12**	**20**
	12	The Anarchical and Revolutionary Crimes Act of 1919-JallianWalabagh Massacre – Response.	**2**	
	13	Montague – Chelmsford Reforms of 1919 – Provisions – Response from India.	**2**	
	14	Khilafat - Non- Cooperation Movement – Gandhian leadership – Khilafat Movement - leaders – Non-cooperation – constructive and destructive programmes – Cahuri – Chauri incident – suspension.	**3**	
	15	Response – Swaraj Party – Pro-changers – No Changers.	**2**	
	16	Response - Revolutionary Nationalists – Bhagat Singh – Chandra Sekhar Azad,Surya Sen.	**3**	
		Readings 1. A R Desai. *Social Background of Indian nationalism*, Popular Prakasam, Mumbai , 2023. 2. SekharaBandyopadhyaya, *From Plassey to Partition: A History of Modern India*, Orient Long Man, New Delhi, 2014. *3.* Sumit Sarkar, *Modern India 1885 – 1947*,MacMillan,New Delhi,1989**.** 4. BipanChandra,Mrudula Mukherjee ,et.al,*India's Struggle for Independence*,Penguin Random House,New Delhi,2000 5. Jawaharlal Neru,*An Autobiography*,Bombay,1962.		

IV	**TOWARDS INDEPENDENCE**		**20**	**22**
	17	Nehru Report - Lahore session of INC	**2**	
	18	Civil Disobedience Movement – Gandhi – Irwin Pact	**3**	
	19	Round Table Conferences – Communal Award – Poona Pact.	**2**	
	20	Renewal of Civil Disobedience Movement – End of the movement.	**2**	
	21	Congress Socialist Party.	**2**	
	22	Quit India Movement –Background – Second world war – August Offer – Crips Mission.	**3**	
	23	Course of the movement – Urban – rural – underground activities – leaders – end of the movement.	**2**	
	24	Subash Chandra Bose and INA	**2**	
	25	Cabinet Mission Plan - Mountbatten plan	**1**	
	26	Indian Independence Act	**1**	
		Readings 1. A R Desai. Social Background of Indian nationalism, Popular Prakasam, Mumbai , 2023. 2. SekharaBandyopadhyaya, From Plassey to Partition: A History of Modern India, Orient Long Man, New Delhi, 2014. 3. Sumit Sarkar, Modern India 1885 – 1947,MacMillan,New Delhi,1989. 4. BipanChandra,Mrudula Mukherjee ,et.al,India‘s Struggle for Independence,Penguin Random House,New Delhi,2000.		
V	**OPEN ENDED :** Critically evaluate different streams of movements in Indian freedom struggle. Debate – Discussions – Magazines – Seminar.		**12**	
		Activity 1: Debate Conduct an outreach programme on the topic ‑Relevance of Gandhian Ideology in contemporary India‖.		
		Activity 2: Prepare a magazine or journal Prepare a magazine or journal based on the different alternative movements in Indian freedom struggle.		
		Activity 3: Conduct a discussion based on Indian freedom struggle.		

		Assessment **Exhibit Portfolio:** Students will submit a report on the debate and discussion and exhibit the magazine / journal in the college. Assessment criteria will focus on historical accuracy, creativity, and in-depth analysis of the themes. **Presentation Evaluation** Students will be assessed on their presentation skills, ability to engage in a group and the clarity of their presentations. **Peer Feedback** Students will provide feedback on their peers' exhibits, focusing on the educational value and historical representation. This activity encourages students to synthesize information from the entire course, apply critical thinking, and engage in creative expression. It also allows for collaborative learning and peer to peer interaction. **Readings :** 1. A R Desai. *Social Background of Indian Nationalism*, Popular Prakasam, Mumbai ,2023. 2. Bipan Chandra, MridulaMukherjee , et.al, *India's Struggle for independence*, Penguin, New Delhi,2000. 3. ……. *Essays on Indian nationalism*, Har-Anand publications, New Delhi, 2007. 4. …… ,*Nationalism and colonialism in modern India*, Orient Longman, New Delhi, 1996. 5. SekharBandhopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Long Man, New Delhi, 2014. 6. Sumit Sarkar,*Modern India 1885-1947*,Tulika,2000.	

Note: The course is divided into five modules, with four having total 26 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 26 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	3	3	3	3	2	2	1	3	3	3
CO 2	3	3	2	3	3	3	3	3	1	3	3	3
CO 3	3	3	3	3	3	3	3	2	2	3	3	2
CO 4	3	3	3	3	3		3	3	2	1	2	2
CO 5	3	3	3	3	3		3	3	2	1	2	3
CO 6	3	3	3	3	3		3	3	3	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ debate/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✔		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓		✓
CO 5	✓			✓
CO 6			✓	✓

II nd Semester BA(CUFYUGP)DegreeExaminationsOctober2024
HIS2MN112: Modern Indian History: Gandhian Phase of Indian National Movement.

MaximumTime:2hours Maximum Marks: 70

SectionA

[Answer all.Each question carries 3marks]
(Ceiling:24Marks)

1. Explain the ideology of Sathyagraha.
2. Discuss the impact of JallianwalaBagh Massacre on Indian National Movement.
3. Identify the significance of Round Table Conferences.
4. Critically analyse the relevance of the Lahore session of the India national congress.
5. What is Mountbatten Plan?
6. Explain the provisions in the Indian Independence Act.
7. Write a note on Salt Sathyagraha.
8. Evaluate the ideologies described in HindSwaraj.
9. Make a note on Ahmedabad Mill Strike.
10. Critically evaluate the Chauri- Chaura incident and the suspension of Non-Cooperation Movement.

Section B

[Answer All.Each question carries 6marks]
(Ceiling: 36Marks)

11. Describe the relevance of the Round Table Conferences in the political and social history of India.
12. Examine Government of India Act of 1919.
13. Analyse how the constructive programme of Gandhi influenced the ideology of Indian National Movement.
14. Assess the relevance of Gandhi – Irwin Pact.
15. Make an assessment on Poona Pact.
16. Analyse the course of the Quit India movement.
17. Make a note on Swaraj Party.
18. Discuss the role of Subash Chandra Bose in the Indian freedom struggle?

Section C

[Answer anyone. Each question carries10marks]
(1x10=10 marks)

19. Examine how the activities f the revolutionary nationalists in the Indian freedom struggle?
20. Discuss the Gandhian method of struggle.

COURSE 3
HIS3MN212 Modern Indian History :Post-Independence Era

Course Overview: This course is designed to make awareness among the students on the history of post - independence India. This course also provides the students an idea of how the policies of different governments transformed Indian economy, society and polity.

Programme	BA History Honours				
Course Code	HIS3MN212				
Course Title	**Modern Indian History:Post-Independence Era**				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand different ideologies and processes involved in the partition of India.	U	C	short answer or short essay questions
CO2	Examine how India government dealt with refugee problem and mass misplacement during and after the partition,	An	P	Essay or discussion on the topic.
CO3	Critically evaluate the resurgence of communalism in post-independent India.	E	P	Discussions or case study.
CO4	A historical overview of the communal harmony in India.	E	P	Seminar.
CO5	Analyse the basic structure, values and significance of Indian constitution.	U	F	Poster making or discussion.
CO6	Evaluate the fundamental policies of the Nehru era.	E	M	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
1	**THE PARTITION OF INDIA: TIMES OF VIOLENCE AND DISPLACEMENT**		**10**	**15**
	1	Two Nation Theory.	2	
	2	Causes of partition – different interpretations	2	
	3	Religious Violence during the partition.	2	
	4	Consequences of partition – mass migration – violence and bloodshed – violent displacement. – Ongoing conflict and tension between India and Pakistan – resurgence of communalism – refugee problem.	4	
		Readings 1. BipanChandra, Mridula Mukherjee,et.al., *India Since independence*, Penguin Random House,Haryana,2008. 2. B R Ambedkar,*Pakistan Or the Partition of India*,PrabhatPrakasan, New Delhi,2020 3. Mushirul Hassan (ed.), *India's Partition: Process, Strategy and Mobilisation*, Oxford University Press, New Delhi,1997. 4. UrvasiButalia,*TheOtherside of the silence*,Penguin Random House, Haryana, 2017.		
II	**INDIAN REPUBLIC AND CONSTITUTION**		**9**	**12**
	6	Constituent Assembly – Debates in the constituent Assembly.	**3**	
	7	Features of Indian Constitution – Universal Adult Franchise – Equality before the law – Special privileges for the disadvantaged sections – Federalism – secularism – linguistic and cultural diversity.	**3**	
	8	National Integration and Princely states- Issue of language and formation of linguistic states – different commissions.	**3**	
		Readings - Granville Austin,*The Indian Constitution: Corner stone of a nation*, - PrathapBanuMehta,*Burden of Democracy*,Penguin Books India,Gurgaon,2017. - D DBasu ,*Introduction to the constitution of*		

		Indian, Educational printed,New Delhi,2022. - V P Menon,*Integration of Indian states*,Orient Black Swan,New Delhi,2014. - Bipan Chandra, MrudulaMukherjee,et.al.,*India Since Independence*,Penguin Random House,Haryana,2008.		
III	**INDIAN REPUBLIC – NEHRU ERA**		**12**	**18**
	13	The idea of India – Nationalist legacy	**3**	
	14	Planning Commission -Planning Economy Debates.	**3**	
	15	Mixed economy.	**2**	
	16	Green Revolution	**2**	
	17	Independent Foreign Policy – N A M.	**2**	
		Readings 1. Bipan Chandra, Mrudula Mukherjee,et.al.,*India Since Independence*, Penguin Random House,Haryana,2008. 2....., *India's struggle for Independence*,Penguin RandumHouse,Haryana,2016. 3. SekharaBandyopadhyaya, *From Plassey to Partition: A History of Modern India*, Orient Long Man, New Delhi, 2014. 4. ShasiTharoor,*Nehru:The Invention of India*,PenguinViking,New Delhi.2018, 5. Mani SankarAyyar,*Nehru's India: Essays on the making of a nation*, Speaking Tiger,New Delhi,2011.		
IV	**INDIA AFTER NEHRU**		**17**	**25**
	19	LalbahadurSastri and Indiara Gandhi dispensation	**2**	
	20	J P and Total Revolution.	**2**	
	21	Emergency.	**2**	
	22	Janatha Party – First Non- Congress Dispensation.	**2**	
	23	Caste question and gender inequalities – Mandal Commission.	**2**	
	24	Women's Movements.	**2**	
	25	Ecological conflicts and environmental movements.	**2**	
		disadvantages – economic reforms and social justice.		

		Readings 1. Bipan Chandra,MrudulaMukherjee ,et.al,*India's Struggle for Independence,*Penguin Random House,Haryana,2000. 2....., *Nationalism and colonialism in modern India*, Orient Longman, New Delhi,1996. 3. ,,,,,,,,,,,,,,, ,*India Since Independence,*Penguin Random House,Haryana,2000. 4. C P Chandra Sekhar,JayatiGhosh,*The Market that failed: A decade of new liberal economic reforms in India,*Leftword, New Delhi,2002. 5. PulapreBalakrishnan,*India's economy from Nehru to Modi : A brief History,*Permanent Black, New Delhi,2023. 6. Sathyendra P S, *MandalCommission,*LeftwordBooks,New Delhi,2018. 7. Paul R Brass,ThePoltics of India Since Independence,Cambridge University Press,2003		
V	**OPEN ENDED :** Students will be able to understand the era of mass vilence during the period of partition and how India government dealt the problems of refugees and mass misplacement.Students also		**12**	

		Presentation Evaluation Students will be assessed on their presentation skills, ability to engage the audience, and in the group activity. **Peer Feedback** Students will provide feedback on their peers' performances, focusing on the educational value and historical representation. This activity encourages students to synthesize information from the entire course, apply critical thinking, and engage in creative expression. It also allows for collaborative learning and peer to peer interaction. **Readings** 1. BipanChandra,MridulaMukherjee,et.al., India Since independence, Penguin Random House,Haryana,2008. 2. B R Ambedkar, Pakistan Or the Partition of India,PrabhatPrakasan, New Delhi,2020 3. Mushirul Hassan (ed.),India‘s Partition: Process, Strategy and Mobilisation, Oxford University Press, New Delhi,1997. 4. UrvasiButalia,The Other side of the silence, Penguin Random House, 5. Haryana, 2017. 6. …… ,Partition,The Long Shadow, VKG 2,New Delhi,2015. 7. Sadat HasanManto, Selected stories , Penguin Random House India, New Delhi,2012. 8. Perry Anderson , Indian Ideology,Verso,London,2021. 9. Ayesha Jalal,The Soul Spokesman, Cambridge University Press,2007. 10. Dominique Lapierre , Larry Collins, Freedom at Midnight, Vikas Publishing House, New Delhi,2011	

Note: The course is divided into five modules, with four having total 26 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 26 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	3	3	3	3	3	3	2	2	3	3
CO 2	3	3	3	3	3	3	3	3	2	3	3
CO 3	3	3	3	3	3	3	3	3	1	3	3
CO 4	3	3	3	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3	3	3	3
CO 6	3	3	3	3	3	3	3	3	1	3	3
CO7	3	3	3	3	3	3	3	3	1	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	'	✔		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓		✓
CO 5	✓			✓
CO 6			✓	✓

III rdSemesterBA (CUFYUGP) Degree Examinations,October2024
HIS3MN212: Modern Indian History: Post-Independence Era

MaximumTime:2 hours Maximum Marks: 70

SectionA
[Answer All.Each question carries 3marks]
(Ceiling: 24Marks)

1. Explain the concept Liberalisation.
2. What is mixed economy?
3. Explain the License raj system.
4. Discuss the impact of nationalisation of banks in India.
5. Examinethe refugee problems in India during the period of partition.
6. Describe the two nation theory.
7. Write a note on secularism in India.
8. Assess the Silent Valley movement in Kerala.
9. What were the distinctive features of women movements in post-independent India.
10. Evaluate the economic problems which led to New Economic Reforms in 1991.

SectionB
[Answer All.Each question carries 6marks]
(Ceiling: 36Marks)

11. Assess the Mandal Commission Report.
12. Examine the impact of J P Movement.
13. Discussthe relevance of Green Revolution.
14. Explain the significance of linguistic reorganisation of Indian states.
15. Debate on the causes for the partition of India.
16. Analyse the period of Janatha Party.
17. Discuss how national movement provided a basis to the idea of India a nation.
18. Examine the relevance of N A M.

Section C
[Answer anyone. Each question carries 10marks]
(1x10=10 marks)

19. Examine the consequences of partition of India.
20. Discuss the impact of New Economic Reforms of 1991.

Table C

Minor groups from this table can be offered to students from other disciplines. However, a maximum of one group (three courses) can be offered to students who have chosen History as their major discipline. These courses are distinctly different from major courses offered by the department of history. Higher studies in these subjects are available at various institutes.

GROUP 13

COURSE I: HIS1MN113 HISTORY OF WEST ASIA-1

Course description: This course explores the rich tapestry of West Asia, examining its geography, religions, languages, and ethnicities that have shaped a vibrant yet complex region.

Programme	BA History Honours				
Course Code	HIS1MN113				
Course Title	History of West Asia -1				
Type of Course	Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUT COME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze the physical geography of West Asia, including the major mountain ranges, deserts, rivers, and seas, and explain how these features have shaped the region's history and culture	An	P	Seminar
CO2	.Explain the historical development and core beliefs of the major religions in West Asia, including Zoroastrianism, Judaism, Christianity, and Islam	U	C	Group discussions
CO3	Evaluate the importance of natural resources, such as oil and water, in West Asia and their impact on the region's politics and economy.	E	P	Seminar
CO4	Compare and contrast the major countries	U	F	Group discussions

	of the Arabian Peninsula and the Eastern Mediterranean, considering their geographic features, political systems, and cultural identities			
CO5	Identify the major linguistic groups in West Asia (Arabic, Persian, Turkish, etc.) and discuss the cultural and political significance of language in the region.	U	F	Presentation
CO6	Evaluate the challenges and opportunities of cultural exchange and interfaith dialogue in West Asia	Ap	P	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
1		**OVERVIEW OF THE PHYSICAL GEOGRAPHY OF WEST ASIA**	11	18
	1	West Asia or Middle East	2	
	2	Mountain Ranges and Deserts	2	
	3	Importance of Rivers and Sea	1	
	4	Climate and Weather patterns	1	
	5	Region‘s resources	1	
	6 **7**	Major Countries of the Arabian Peninsula- Saudi Arabia, The Persian Gulf Emirates, Yemen, Iran, Iraq. Major countries of the Eastern Mediterranean- Egypt Turkey, Syria, Lebanon, Israel, Jordan, Palestine. 2	2	
		Reading List: *1.* David S. Sorenson, *An Introduction to the Modern Middle East*: *History, Religion, Political Economy, Politics* *2.* Richard J. Huggett, *Physical Geography*: *the key concepts* *3.* Stephen Longrigg ,*The Geography of the Middle East*		
II		**RELIGION IN THE WEST ASIA**	**11**	18

	6	Zoroastrianism	2	
	7	Judaism	2	
	8	Christianity	2	
	9	Islam	2	
	10	Druze	1	
	11	Baha'i-faith	2	
		Reading *1.* Karen Armstrong, *A history of God: The 4,000 Year Quest of Judaism, Christianity and - Islam* *2.* Karen Armstrong, *Islam A Short History* *3.* Kenneth E. Bowers, *God Speaks Again*: *An Introduction to the Baha'i Faith* *4.* P. Oktor, *An Introduction to Zoroastrianism* *5.* Philip K. Hitti, *The origins of the Druze People and Religion with Extracts from Their Sacred writings*		
III	**LINGUISTIC DIVERSITY OF THE REGION**		12	14
	11	Arabic	2	
	12	Persian (Farsi)	2	
	13	Turkish	2	
	14	Kurdish	2	
	15	Hebrew	2	
	16	Aramaic	2	
		Reading List 1. Bernard Lewis, The Middle East: A Brief History of the Last 2000 Years. *2.* Dan Issac Slobin, *Language in the Middle East: Themes and Variations* *3.* David McDowall, *Modern History of the Kurds* *4.* Frederick E. Grenspahn, *An Introduction to Aramaic*		
IV	**VARIOUS ETHNIC GROUPS AS THE REFLECTION OF THE REGION"S CULTURAL HERITAGE**		14	20
	17	Arabs	2	
	18	Persians	2	
	19	Turks	2	
	20	Kurds	2	
	21	Assyrians	2	
	22	Armenians	2	

	23	Azeris	2	
		Reading ***1.*** Albert Hourani, *A History of the Arab Peoples* ***2.*** David Yaaghoubian, *Ethnicity, Identity and the Development of Nationalism in Iran* ***3.*** Michael Eppel, *The Kurds: A Modern History* ***4.*** Ronald Grigor Suny, *The Armenians: A History*		
V		**Open Ended** - Identify and label various physical features of West Asia in the map provided such as mountain ranges, rivers, deserts and bodies of water. - Religious Site Virtual Tour: Students could explore and virtually visit significant religious sites in Wes Asia, such as the Dom of the Rock in Jerusalem, the Kaa'ba in Mecca, or the Zoroastrian Fire Temples in Iran. They could create virtual tours or presentations to share with their class mates, highlighting the architectural features, religious significance and historical context of each site. - Multimedia Exploration: Watch movies, listen music or read books in different West Asian languages with sub titles or translations. This exposes learners to the natural rhythm and cadence of the language. - Organize a debate or discussion on topics related to ethnicity and identity in West Asia. Encourage students to research different perspectives and engage in respectful dialogue about issues such as cultural assimilation, minority rights and nationalism	12	

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules

Mapping of COs with PSOs and POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	3	3	2	1	2	1
CO2	2	1	1	3	2	2	3	-	1	2	3
CO3	2	1	1	3	2	2	3	-	1	2	3
CO4	2	-	2	3	3	2	-	1	3	2	3
CO5	3	1	1	2	2	2	3	1	2	2	3
CO6	3	1	1	1	2	1	-	1	3	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	'		✓
CO 2	'	✓		✓
CO 3	✓	'		✓
CO 4	'	✓		✓
CO 5	✓			✓
CO 6		✓		✓

Ist Semester B A (CUFYUGP) Degree Examination 2024

HIS1MN113 History of West Asia -1

Maximum Time: 2hours Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks) (Ceiling: 24 Marks)

1. Briefly explain why West Asia is also known as the Middle East.
2. Identify two major mountain ranges in West Asia and their significance.
3. Describe the importance of rivers and seas for the region's development.
4. What is the dominant climate pattern in West Asia?
5. Differentiate between two Arabian Peninsula countries based on a geographical feature
6. What is the central belief of Zoroastrianism?
7. Briefly explain the concept of monotheism in Judaism, Christianity, and Islam.
8. Describe the origin and core beliefs of the Druze faith.
9. What is the significance of the Baha'i faith in the region?
10. Choose one ethnic group (Assyrians, Armenians, Azeris) and explain their historical contribution to West Asia's cultural heritage

Section B

(Answer All. Each Question carries 6 marks) (Ceiling: 36 Marks)

11. Discuss how the physical features of West Asia (mountains, deserts, rivers) have shaped the way people live and interact with the environment.
12. Analyze the potential challenges and opportunities presented by the region's climate and weather patterns.
13. Explain the impact of natural resources (oil, water) on political and economic dynamics in West Asia.
14. Discuss the role of religion in shaping social structures and cultural expressions in West Asia.
15. Analyze the potential for interfaith dialogue and its challenges in the context of West Asia's religious diversity.
16. Describe the significance of language (Arabic, Persian, Turkish) in shaping cultural identity within West Asia.
17. Explain the concept of ethnicity and how different ethnic groups (Arabs, Kurds, Armenians) contribute to the region's cultural heritage.
18. Discuss the challenges and opportunities for cultural exchange among the diverse ethnic groups in West Asia

Section C

(Answer Anyone. Each Question carries 10 marks)(1x10)

19. Analyze the major factors that have contributed to the complex political landscape of West Asia. Consider the role of geography, religion, ethnicity, and natural resources in your explanation.
20. Discuss the potential for future cooperation and development in West Asia. What are the key challenges to overcome, and how can the region's diverse population work towards a more peaceful and prosperous future?

COURSE II

HIS2MN113 History of West Asia -2

Course description: This course aims to provide students with a comprehensive understanding of the rise, expansion, and decline of Islamic civilization, along with the rise of modern Turkey and the formation of the state of Israel.

Programme	BA History Honours				
Course Code	HIS2MN113				
Course Title	History of West Asia -2				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUT COME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the territorial expansions under the Pious Caliphs (Rashidun Caliphate) and the administrative structures of the Umayyad and Abbasid Caliphates	U	C	Seminar
CO2	Discuss the rise and decline of the Ottoman Empire, including the reigns of key figures like Muhammed II, Suleiman I, and Mustafa Kemal Pasha (Ataturk)..	U	C	Group discussions
CO3	Analyze the impact of European colonialism on West Asia, including the construction of the Suez Canal, the British occupation of Egypt, and the aftermath of World War I.	An	P	Seminar
CO4	Explain the process leading to the formation of the state of Israel and the ongoing Arab-Israeli conflict.	U	F	Group discussions
CO5	Explain the ideology of Zionism and the role of Theodor Herzl in the movement	U	F	Presentation

CO6	Analyze the factors leading to Jewish immigration to Palestine and the significance of the Balfour Declaration.	Ap	P	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
1	**THE RISE AND EXPANSION OF ISLAMIC CIVILIZATION**		**12**	**18**
	1	Islamic State in Medina	2	
	2	The Concept of Khilafat and its social implications	2	
	3	Territorial expansions under the Pious Caliphs	2	
	4	Post-Khilafat Administration- Umayyads and Abbasids	2	
	5	Harun al-Rashid	2	
	6	al-Ma'mun - *Bait al-Hikmah* (House of Wisdom	2	
		Reading List: 1. Amira Bennison, *The Great Caliphs: The golden Age of the Abbasid Empire* 2. Jim Al—Khalili, *—The House of Wisdom*‖: *How Arabic Science Saved Ancient Knowledge and Gave Us the Renaissance.* 3. Hugh Kennedy, *The Rise of Islam* 4. Hugh Kennedy, *The Abbasid Revolution* 5. William Muir, *The Caliphate: Its Rise, Decline and Fall*		
II	**THE DYNAMICS OF OTTOMAN SOCIETY AND ADMINISTRATION**		**14**	**18**
	7	Ottoman origins	2	
	8	The Apogee of Ottoman Power- The Reign of Muhammed II and the Conquest of Constantinople	2	
	9	The Peak of Ottoman Splendour: Suleiman I The Magnificent	2	
	10	Ottoman Institutions and Society: the Ruling Class, the Subject Class and the Sultan as the Centre of the Ottoman System.	2	
	11	The Era of the Young Turks - Young Turk Revolution of 1908	2	
	12	World War I and the end of the Ottoman Order	2	
	13	Authoritarian Reforms in Turkey under Mustafa Kamal Pasha(*Ataturk*)- *Kamalism*	2	
		Reading List: 1. Andrew Mango, *Ataturk: The Biography of the Founder of Modern Turkey*		
		2. M. Sukru Hanioglu, *Preparation of a Revolution:*		

		The Young Turks, 1902-1908 3. Mehran Kamrava, *The Modern Middle East*: *A Political History Since the First World -War* 4. Stanford Shaw, *History of the Ottoman Empire and Modern Turkey*(Vol.I) 5. Ugur Umit, *The Making of Modern Turkey: Nation and State in Eastern Anatolia,*1913-1950		
III	**EUROPEAN HEGEMONY OVER WEST ASIAN COUNTRIES**		**10**	**14**
	14	European Colonial interests in West Asia	2	
	15	Construction of Suez Canal	2	
	16	British occupation of Egypt- Ahmed Urabi Pasha's Revolt	2	
	17	First World War and West Asia	2	
	18	Mandates System in the Fertile Crescent	2	
		Reading List 1. Charles River, *The Suez Canal: The History and Legacy of the World's Most Famous Waterway* 2. Haim Gerber (ed.), *Imperialism and colonialism in the Middle East* 3. Marian Kent(ed.),*The Great powers and the End of the Ottoman Empire* 4. Mehran Kamrava, *The Modern Middle East*: *A Political History Since the First World -War*		
IV	**FORMATION OF THE STATE OF ISRAEL**		**12**	**20**
	19	Zionism- Ideology	2	
	20	Theodor Herzl- *Der Judenstaat*	2	
	21	Jewish Immigration in to Palestine	2	
	22	Balfour Declaration	2	
	23	Early Arab resistance to Zionist political ambitions in Palestine- Hajj Amin al-Husseini	2	
	24	The Palestine Mandate and the Birth of the State of Israel	2	
	Reading List	1. 2. Jonathan Schneer, *The Balfour Declaration*: *The Origins of the Arab-Israeli conflict* 3. Ilan Pappe, *Ten Myths About Israel* 4. Martin Gilbert, *Israel*: *A History* 5. Roger Garaudy,*The Case of Israel*: *A Study of Political Zionism* 6. Theodore Herzl, *The Jewish State* 7. Walter Laqueur, *A History of Zionism*: *From the French Revolution to the Establishment of the State of Israel*		
V		**Open Ended** - Timeline Creation**:** Create a timeline highlighting the major events and developments related to Khilafat**,** starting from the Rashidun Caliphate to	12	

		the end of the Ottoman Caliphate. It should be included key dates, rulers, and significant decisions that shaped the concept of Khilafat over time. - Prepare a research paper analyzing the impact of religious diversity on Ottoman society and governance, considering the co existence of Muslims, Christians and Jews within the empire. - Organize a debate where students argue for or against the proposition that European hegemony had a net positive or negative impact on West Asian countries. Encourage students to use historical evidence and critical analysis to support their argument. - Documentary Analysis: have students watch documentaries or films that depict the formation of Israel, such as —Exodus (1960) or — Israel: Birth of a Nation(1996). Afterward facilitate a discussion where students analyze the portrayal of historical event, characters, and themes, and evaluate the accuracy and bias of the film/documentary.		

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules

Mapping of COs with PSOs and POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	3	3	2	1	2	1
CO2	2	1	1	3	2	2	3	-	1	2	3
CO3	2	1	1	3	2	2	3	-	1	2	3
CO4	2	-	2	3	3	2	-	1	3	2	3
CO5	3	1	1	2	2	2	3	1	2	2	3
CO6	3	1	1	1	2	1	-	1	3	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		✓
CO 3	✓			✓
CO 4		✓		✓
CO 5	✓			✓
CO 6		✓		✓

II nd Semester B A (CUFYUGP) Degree Examination 2024

HIS2MN113 History of West Asia -2

Maximum Time: 2hours Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks) (Ceiling: 24 Marks)

1. Who were the Pious Caliphs and what role did they play in Islamic expansion?
2. What were the social implications of the concept of Khilafat in the early Islamic world?
3. When was the House of Wisdom (Bait al-Hikmah) established, and how did it contribute to the Abbasid Golden Age?
4. Why did the Ottoman Empire decline after reaching its peak in the 16th century?
5. Where did the Ottoman Empire originate, and how did its location influence its expansion?
6. What were the key achievements of Suleiman I the Magnificent during his reign?
7. How did the Young Turk Revolution attempt to modernize the Ottoman Empire in the early 20th century?
8. When and why did World War I mark the end of the Ottoman order?
9. Examine the historical context and motivations behind the rise of Zionism in the late 19th century.
10. Discuss the ongoing challenges and potential solutions for resolving the Arab-Israeli conflict.

Section B

(Answer All. Each Question carries 6 marks) (Ceiling: 36 Marks)

11. Analyze the factors that contributed to the rapid territorial expansion of the Islamic world under the first four caliphs.
12. Compare and contrast the leadership styles and priorities of the Umayyad and Abbasid dynasties.
13. Explain the significance of the House of Wisdom (Bait al-Hikmah) as a center of learning and translation during the Abbasid Golden Age.
14. Discuss the social and cultural impact of Islamic civilization on the conquered territories.
15. Evaluate the achievements of Suleiman I the Magnificent and his contributions to Ottoman splendor.
16. Explain the significance of the Young Turk Revolution and its impact on the modernization of the Ottoman Empire.
17. Explain the key tenets of Zionism and how they contributed to the rise of Jewish immigration to Palestine.
18. Analyze the impact of the Balfour Declaration on the creation of the State of Israel and the resulting Arab reaction.

Section C

(Answer Anyone. Each Question carries 10 marks) (1x10=10)

19. Discuss the origins and development of Zionism as an ideological movement. How did Zionist ideology influence the Jewish quest for a national homeland?
20. Discuss the causes and consequences of the British occupation of Egypt in 1882, with a focus on Ahmed Urabi Pasha‘s revolt. How did this occupation affect Egypt‘s political and economic landscape, and what were the implications for British imperial strategy in the region?

COURSE III

HIS3MN213 History of West Asia -3

Course description: This course explores the historical and political landscape of the Middle East from the 18th century to the present day.

Programme	BA History Honours				
Course Code	**HIS3MN213**				
Course Title	History of West Asia -3				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4			60

COURSE OUT COME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explore key ideas like Wahhabism, Pan-Islamism, and Arab Nationalism that shaped the modern Middle East.	U	P	Seminar
CO2	Examine the thoughts and actions of leaders like Nasser and thinkers like Aflaq to understand their impact on the region	U	C	Group discussions
CO3	Explore key events like modernization struggles, oil nationalization, revolution, and foreign policy that shaped modern Iran	U	F	Seminar
CO4	Analyze how power changed hands and how Iranians responded in the 20th century (dynasties, oil, revolution).	An	P	Group discussions
CO5	Evaluate the impact of regional and global powers on the Middle East, including the United States, Russia, and Iran.	E	P	Presentation
CO6	Analyze the causes and consequences of key events in the Middle East, such as the rise of anti-colonial movements, the Iranian Revolution, and the ongoing Israeli-Palestinian conflict	An	P	Seminar

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
1	**REFORMS, POLITICAL MOVEMENTS AND RESISTANCE**		**13**	**18**
	1	Wahabi Movement	2	
	2	Jamal –al Din Afghani and Pan-Islamism	2	
	3	Rashid Rida- Muhammad Abduh	1	
	4	Arab Nationalism	2	
	5	The Ba'ath Ideology and Practice- Michel Aflaq	2	
	6	Gamal Abdel Nasser – Egyptian Revolution of 1952	2	
	7	Suez Canal Crisis	2	
		Reading List: 1. David Commins, *The Wahhabi Mission and Saudi Arabia* 2. Hugh Thomas, *The Suez Crisis* 3. Mai Yamani, *Rashid Rida: A Muslim Intellectual in the Age of Empire* 4. Nikki R. Keddie, *An Islamic Response to Imperialism: Political and Religious Writings of Sayyid Jamal ad-Din —al-Afghani‖* 5. Patrick Seale, *Michel Aflaq: Founder of Arab Nationalism* 6. Sa'id K. Aburish, *Nasser: The Last Arab* 7. Syria Youssef, *Muhammad Abduh: A Biography*		
II	**IRAN FROM QAJAR DYNASTY TO THE ISLAMIC REPUBLIC**		**12**	18
	8	Qajar and Pahlavi Dynasties	2	
	9	Modernizing Iran under Reza Shah Pahlavi	2	
	10	Nationalization of Iranian Oil Companies- Muhammad Musaddiq	2	
	11	The Iranian Revolution and the Resurgence of Islam-Ayatollah Khomeini	2	
	12	Iran-Iraq War	2	

	13	Foreign policy of Iran in the post-revolutionary period	2	
		Reading List: 1. Behrooz Moazami, *State, Religion and Revolution in Iran, 1796 to the Present* 2. Dilip Hiro, *The Longest War :The Iran-Iraq Military Conflict* 3. Joanna De Groot, *Religion,Culture and Politics in Iran: from the Qajars to Khomeini* 4. Mohammad AyatollahiTabaar (ed.), *Iran's Foreign Policy: Context, Challenges and Consequences*		
III	**MULTIPLE LARGE-SCALE CONFLICTS IN THE REGION**		**12**	**14**
	14	Arab-Israeli conflicts from 1948 to 1973- *Intifada*	2	
	15	The PLO and Yasser Arafat	2	
	16	Persian Gulf War (1990-91)	2	
	17	US-led intervention in Iraq- Fall of Saddam Hussein	2	
	18	Anti-government uprisings: The Arab Spring – Legacy of the Uprisings	2	
	19	Recent developments in the Israel- Palestine conflict	2	
		Reading List 1. Ali A. Allawi, *The Occupation of Iraq: Winning the War, Losing the Peace* 2. Barry Rubin and Judith Colp Rubin, *Yasser Arafat: A Political Biography* 3. Con Coughlin, *Saddam: His Rise and Fall* 4. Ian J. Bickerton and Carla L. Klausner, *A History of the Arab Israeli Conflict* 5. John L. Esposito, *Islam and Democracy after the Arab Spring* 6. Norman G. Finkelstein, *Gaza: An Inquest into its Martyrdom* 7. TalmizAhmad, *West Asia at War: Repression, Resistance, and Great Power Games* 8. William L. Cleveland, *A History of the Modern Middle East*		
IV	**WEST ASIA AND OUTER WORLD**		**11**	**20**
	20	Arab League	2	
	21	Formation of OAPEC	1	
	22	Gulf Cooperation Council (GCC)	2	
	23	India and the Palestinian Question	2	
	24	Indian Labour force in the Gulf Nations	2	

	25	Gulf migration from Kerala- its impact	2	
		Reading 1. Abdulla M. Al Sayegh, *The Formation of the Gulf Cooperation Council: Strategy, Economic, and Political Aspects* 2. A.G. Noorani, *India and Palestine :A Historical Perspective* 3. K.C. Zachariah and S. Irudaya Rajan (ed.), *Gulf Migration and Kerala Society* 4. Oystein Noreng, *Crude Power*: *Politics and the Oil Market* 5. Robert W. MacDonald, *The League of Arab States*: *A Study in Dynamics of Regional Organization* 6. Talmiz Ahmad and Susanth Sareen (ed.), *India and West Asia*: *Emerging Interactions* 7. Talmiz Ahmad and Adil Rasheed (ed), *India and Palestine*: *Solidarity in a Changing World*		
V		**Open Ended** - Students can express their understanding of Arab Nationalism through a creative Project, such as short film, artwork or poetry. - Task students with prepare a paper comparing and contrasting the political, social and cultural developments during the Pahlavi Dynasty and Islamic Republic of Iran. It should be analyzed the continuity and changes in governance, religious influence, women‘s rights and foreign relations. - Organize a debate where students are divided into groups representing different sides of particular conflict, such as the Arab-Israeli conflict or the Iran-Iraq war. Each group should research and present arguments defending their position. - Documentary film or Podcast: challenge students to create a documentary film or Podcast episode highlighting the experience of Indian migrant workers in the Gulf. They can include interviews with migrant workers, experts, and policy makers, as well as archival footage and data visualizations to illustrate key points.	12	

Note: The course is divided into five modules, with four having total 25 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 25 units from the fixed modules

Mapping of COs with PSOs and POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	3	3	2	1	2	1
CO2	2	1	1	3	2	2	3	-	1	2	3
CO3	2	1	1	3	2	2	3	-	1	2	3
CO4	2	-	2	3	3	2	-	1	3	2	3
CO5	3	1	1	2	2	2	3	1	2	2	3
CO6	3	1	1	1	2	1	-	1	3	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		✓
CO 3	✓			✓
CO 4		✓		✓
CO 5	✓			✓
CO 6		✓		✓

III Semester B A (CUFYUGP) Degree Examination 2024

HIS3MN213 History of West Asia -3

Maximum Time: 2hours Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks) (Ceiling: 24 Marks)

1. Describe the origins, principles, and impact of the Wahhabi Movement on Saudi Arabia.
2. Summarize the contributions of Jamal al-Din Afghani to Pan-Islamism and his influence on Islamic reform.
3. Explain the relationship between Rashid Rida and Muhammad Abduh and their roles in Islamic modernism
4. What are the key features and historical significance of Arab Nationalism?
5. Outline the main tenets of Ba'athist ideology as formulated by Michel Aflaq.
6. Describe Nasser‘s role in the Egyptian Revolution and its outcomes.
7. Briefly explain the causes and consequences of the Suez Canal Crisis of 1956.
8. Highlight the major reforms initiated by Reza Shah Pahlavi to modernize Iran.
9. Discuss the significance of Muhammad Musaddiq‘s nationalization of Iranian oil.
10. Summarize the key events and outcomes of the Iranian Revolution led by Ayatollah Khomeini.

Section B

(Answer All. Each Question carries 6 marks) (Ceiling: 36 Marks)

11. Discuss the historical context and key principles of the Wahhabi Movement, and its influence on contemporary Saudi Arabia.
12. Analyze the contributions of Jamal al-Din Afghani to Pan-Islamism and his impact on Islamic reform movements.
13. Explain the roles of Rashid Rida and Muhammad Abduh in the development of Islamic modernism, and their influence on later Islamic thinkers.
14. Evaluate the emergence and evolution of Arab Nationalism, and its impact on Middle Eastern politics in the 20th century.
15. Discuss the origins, development, and key principles of Ba'athist ideology, and the role of Michel Aflaq in its formulation.
16. Assess the significance of Gamal Abdel Nasser's leadership in the Egyptian Revolution of 1952 and the subsequent political and social changes in Egypt.
17. Examine the causes, major events, and international consequences of the Suez Canal Crisis of 1956.
18. Describe the key reforms undertaken by Reza Shah Pahlavi to modernize Iran, and analyze their long-term effects on Iranian society and politics.

Section C

(Answer Anyone. Each Question carries 10 marks) (1x10=10)

19. Evaluate the impact of European colonial interests on the political and social structures of West Asia in the 19th and early 20th centuries.
20. Analyze the significant conflicts in West Asia from the mid-20th century to the early 21st century, including the Arab-Israeli conflicts, the Persian Gulf War, and the US-led intervention in Iraq.

Group 14
HISTORICAL TOURISM

HIS1MN114 INTRODUCTION TO HISTORICAL TOURISM

Course description: This comprehensive course encompasses fundamental tourism concepts and analyze the historical evolution of the tourism industry. A critical evaluation of diverse tourism typologies, encompassing cultural, religious, and emergent niche forms, is a focal point. The course rigorously examines the economic, socio-cultural, and environmental impacts of tourism, affording students a discerning perspective on both favorable and adverse consequences. The unique context of Kerala, India, is accentuated, and the curriculum culminates in an exploration of specialized tourism categories and a meticulous analysis of mitigating negative impacts

Programme	BA History Honours				
Course Code	HIS1MN114				
Course Title	Introduction to Historical Tourism				
Type of Course	Minor				
Semester	1				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of the basic concepts of tourism, including the definition of tour and tourism, classification of tourism (international, domestic, inbound, outbound), and the key elements of tourism.	R	F	Assignment
CO2	Analyze the historical evolution of the tourism industry, tracing its origins from ancient times to the modern era. This includes understanding early forms of travel, the impact of geographical explorations, and significant developments such as the Industrial Revolution and the emergence of mass tourism.	E	C	Seminar Presentation

CO3	Explore the intricate relationship between history and tourism, examining how historical events, explorations, and cultural developments have shaped travel motivations. They will analyze early travelers to India and their contributions, as well as the impact of historical milestones on the tourism industry.	An	C	Seminar Presentation
CO4	Critically evaluate different tourism typologies, including cultural tourism, heritage tourism, religious tourism, and emerging concepts such as niche and gastronomic tourism. They will assess the positive and negative impacts of tourism on economic, socio-cultural, and environmental aspects	An	C	Discussions and debates
CO5	Apply understanding of historical tourism concepts to the specific context of Kerala.Analyze the challenges and opportunities in the Kerala tourism industry, considering its unique cultural, historical, and geographical features. Additionally, it will explore and present the scope of various types of tourism in India, with a special focus on Kerala	An	P	Group Discussion
CO6	Evaluate the economic impact of tourism, including the multiplier effect, foreign exchange generation, balance of payment implications, employment generation, and infrastructure development. Analyze the role of tourism in the economic development of regions and countries	U	P	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**TOURISM - TERMS AND CONCEPTS**		**9**	**15**
	1	Basic Concepts of tourism - Definition of tour and tourism – Excursion and Tour	2	
	2	Classification of Tourism: - International and Domestic - Inbound and Outbound	2	
	3	Elements of Tourism	1	
	4	Travel Motivators	1	
	5	Relationship between History and Tourism	2	
	6	Key Players and Stakeholders in Tourism	1	
		Readings: 1. K. Kundu, (2018), "Tourism: Principles and Practice," Himalaya Publishing House, Mumbai, India. 2. Manoj Dixit and Rahul Choudhary, (2015), "Introduction to Tourism," Oxford University Press, New Delhi, India. 3. Debashree Dattaray, (2008), "Tourism and Cultural Heritage of India," Aavishkar Publishers Distributor, Jaipur, India.		
II	**HISTORICAL EVOLUTION OF TOURISM INDUSTRY**		**15**	**15**
	7	Origin and evolution of travel-Travel in Ancient-Travel in Roman Empire - Dark Era of Tourism – The era of Grand Tour	**3**	
	8	Early Travels – Religious, Trade, Exploration, Expedition, Education	**3**	
	9	Early travellers to India: Faxian, Xuanzang, Al-Biruni, Ibn Battutta, Marco Polo, Bernier	**4**	
	10	Geographical Explorations and their impact on travel.	**2**	
	11	Industrial Revolution and the development of Modern Travel-Thomas Cook-Mass Tourism-20th century developments in transport-	**3**	
		Readings: 1. D. S. Bhardwaj, (2007), "Indian Travel Narratives," Aadi Publications, Delhi, India. 2. Subrata Dasgupta, (2001), "Travel in Ancient India," Oxford University Press, New Delhi, India. 3. Saurabh Mishra, (2017), "The Grand Tour:		

		Travelling the 18th Century World," Oxford University Press, New Delhi, India.		
III	**TOURISM TYPOLOGY – CHALLENGES AND OPPORTUNITIES IN KERALA**		**15**	**20**
	12	Cultural Tourism vs. Heritage Tourism	**2**	
	13	Religious Tourism and Pilgrimages	**2**	
	14	New Concepts: Niche tourism, Gastronomic Tourism	**2**	
	15	MICE-Business Tourism	**2**	
	16	Dark Tourism	**1**	
	17	Health Tourism – Challenges and Scope, Kerala Perspective	**2**	
	18	Eco-tourism and Responsible Tourism	**2**	
	19	Adventure Tourism- Beach Tourism – Wildlife Tourism	**2**	
		Readings: 1. John R. Walker and Josielyn T. Walker, (2018), "Tourism: Concepts and Practices," Pearson, Boston, USA. 2. M. S. Gill, (2013), "Cultural Tourism: A Strategic Guide for Policy and Planning," Aavishkar Publishers Distributor, Jaipur, India. 3. Stephen Wearing and John Neil, (2017), "Ecotourism: Impacts, Potentials, and Possibilities," Routledge, Abingdon, United Kingdom. 4. Harold Goodwin, (2011), "Responsible Tourism: Using Tourism for Sustainable Development," Routledge, Abingdon, United Kingdom.		
IV	**POSITIVE AND NEGATIVE IM@PACT OF TOURISM**		**9**	**20**
	20	Economic Impact: Multiplier Effect - Foreign exchange-Balance of Payment -Employment - Generation-Infrastructure Development	**3**	
	21	Socio-cultural Impact: Guest host relations-Demonstration Effect-Negative Impacts	**3**	
	22	Environmental Impact: Environmental Pollution-Depletion of Natural Resources-Threat To Natural Habitats-Traffic Congestion-Garbage	**3**	

		Trails-Positive Impacts on Environment.		
		Readings: 1. Richard Sharpley, (2014), "Tourism and Development: Concepts and Issues," Channel View Publications, Bristol, United Kingdom. 2. Donald E. Lundberg, (2013), "The Tourism Society's Dictionary for the Tourism Industry," CABI, Wallingford, United Kingdom.		
V		**Open Ended:** –Integrated Tourism Project‖ Study, Research, Debate and Discuss about various types of tours and its impact. The focus of the study and discussion will be the Indian context with special reference to Kerala	**12**	
		Activity 1: Prepare and submit PPT on typology of Tourism		
		Activity 2: Student‘s Seminar Presentation on typology of tourism		
		Activity 3: Debate on Positive and Negative impact of tourism		
		Activity 4: Story telling about early travellers and their travel experience		
		Assessment 1. PPT Presentation (40%) - Each group/individual will present their integrated tourism project to the class. - Evaluation criteria include content, creativity, and presentation skills. 2. Project Report (30%): - A detailed written report covering all aspects of the integrated tourism project. - Evaluation based on depth of analysis, clarity, and coherence. 3. Group Collaboration (20%): - Assessment of teamwork, communication, and collaborative efforts within the group. 4. Q&A Session (10%): - Students will engage in a Q&A session following their presentation to address questions from both the instructor and classmates.		

		Readings 1. John R. Walker and Josielyn T. Walker, (2018), "Tourism: Concepts and Practices," Pearson, Boston, USA. 2. M. S. Gill, (2013), "Cultural Tourism: A Strategic Guide for Policy and Planning," Aavishkar Publishers Distributor, Jaipur, India. 3. U.C. Panda, (2019), "Niche Tourism: Contemporary Issues, Trends and Cases," Routledge, Abingdon, United Kingdom. 4. Stephen Wearing and John Neil, (2017), "Ecotourism: Impacts, Potentials, and Possibilities," Routledge, Abingdon, United Kingdom. 5. Harold Goodwin, (2011), "Responsible Tourism: Using Tourism for Sustainable Development," Routledge, Abingdon, United Kingdom. 6. D. S. Bhardwaj, (2007), "Indian Travel Narratives," Aadi Publications, Delhi, India. 7. Subrata Dasgupta, (2001), "Travel in Ancient India," Oxford University Press, New Delhi, India.	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-
CO7	3	-	1	3	3	3		2	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Debate/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Model Question Paper

I SemesterB.A CUFYUGP) Degree Examinations October2024

HIS1MN114**Introduction to Historical Tourism**

Maximum Time: 2 hours Maximum Marks 70

Section –A

(Answer all .Each Question carries 3 marks)

(Ceiling 24 Marks)

1. Domestic Tourism
2. Ibn Battuta
3. The Era of Grand Tour
4. Mass Tourism
5. MICE
6. Beach Tourism
7. Dark Tourism
8. Heritage Tourism
9. Dark Era of Tourism
10. Excursion and Tour

Section –B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. ExplainRelationship between History and Tourism
12. Who are the Key Players in the Tourism industry?
13. Distinguish betweenInbound and Outbound Tourism
14. Highlight the role of Thomas Cookin the development modern Tourism
15. Briefly discuss gastronomic Tourism
16. Examine the different type of health Tourism
17. Discuss the relevance of studying guest –host relationship
18. Discuss the basic concepts of Tourism

Section –C

Answer any one of the one of the following questions.

Each Question carries 10 marks(1x10=10)

19. Analyse the impact of Geographical Exploration on travel
20. Evaluate the environmental impact of Tourism

Course 2
HIS2MN114Entrepreneurship in Historical Tourism

Course description: This comprehensive program explores the fundamental concepts, classifications, and intrinsic ties between history and tourism. In the entrepreneurial realm, the course meticulously equips students with practical skills, fostering an entrepreneurial mindset to identify opportunities, navigate legal frameworks, and develop effective marketing and financial strategies tailored to historical tourism ventures. The acquisition of essential tour guiding skills, including effective communication, cultural sensitivity, and the art of storytelling, is a focal point. Students will also teach organizational and planning skills to create well-structured tourist packages.

Programme	BA History Honours				
Course Code	HIS2MN114				
Course Title	Entrepreneurship in Historical Tourism				
Type of Course	Minor				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze the historical evolution of tourism, developing the ability to critically assess key historical eras and understand the significance of historical tourism in cultural preservation	R	F	Seminar Presentation
CO2	Cultivate entrepreneurial skills in identifying opportunities, addressing challenges, and formulating effective marketing, branding, and financial management strategies tailored to historical tourism ventures	E	C	Seminar/ Group discussion
CO3	Develop effective communication, presentation, and technological skills essential for successful tour guiding. Cultivate a historical sense, research aptitude, and cultural sensitivity for an enhanced visitor experience	Ap	P	Debates/Discussion

CO4	Acquire storytelling skills to engage and captivate tourists, enhancing the ability to convey historical narratives in a compelling manner	Ap	C	Discussions and debates
CO5	Develop organizational and planning skills to create well-structured inbound and outbound tourist packages. Enhance customer relationship management skills and continuously evaluate and enhance tour packages	Ap	P	Preparation of Itinerary
CO6	Investigate future prospects and innovations in historical tourism, fostering research skills and an understanding of emerging trends and challenges in the evolving landscape of the tourism industry	U	P	Discussion/Practical
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

	Entrepreneurship in Historical Tourism			
Module	**Unit**	**CONTENT**	**Hrs 60**	**Mark 70**
I	**CHALLENGES AND FUTURE PROSPECTS IN HISTORICAL TOURISM**		**09**	**15**
	1	Overview of Historical Tourism	2	
	2	Addressing Challenges in Historical Tourism	2	
	3	Sustainable Practices in Historical Tourism	2	
	4	Future Prospects, Innovations and Scope in the tourism industry	2	
	5	Significance of Historical Tourism in Cultural Preservation	1	
		Readings 1. K. Channa Prakashan, (2010)."*Historical Tourism in India*," Kanishka Publishers, New Delhi 2. S. C. Bhatt and Gopal K. Singh, (2004). "*Tourism: Principles and Practices*," Anmol Publications Pvt. Ltd., New Delhi *3.* Arun Srivastava, (2009). "*Cultural Heritage*		

		and Tourism in India," Indian Institute of Advanced Study, Shimla		
II	**STARTING A HISTORICAL TOURISM BUSINESS**		**12**	
	6	Introduction to Entrepreneurship in Tourism	2	**15**
	7	Starting a Tourism Business: Opportunities and Challenges	2	
	8	Marketing and Branding Strategies for Historical Tourism	2	
	9	Financial Management in Tourism Ventures	2	
	10	Identifying Business Opportunities in Historical Tourism	1	
	11	Overcoming Challenges and Risks in Tourism Entrepreneurship	2	
	12	Legal and Regulatory Framework for Tourism Business	1	
		Readings: 1. Donald F. Kuratko, (2019), "Entrepreneurship: Theory, Process, and Practice," Cengage Learning, Boston, USA. 2. Michael C. Hall, (2019), "Tourism and Regional Development: New Pathways," Routledge, Abingdon, United Kingdom. 3. Peter Mason, (2018), "Tourism Impacts, Planning and Management," Routledge, Abingdon, United Kingdom.		
III	**SKILLS FOR TOUR GUIDES**		**17**	
	13	Role and Responsibilities of a Tour Guide	2	25
	14	Communication and Presentation Skills	2	
	15	Interaction with Tourists and Handling Queries	1	
	16	Role of technology for being a good guide	2	
	14	Importance of historical sense and research aptitude	2	
	15	Cultural Sensitivity – Flexibility – adaptability	2	
	16	Leadership Quality – Problem Solving	2	
	17	Adaptability – Navigation Skills – Time Management – First Aid Skills	2	
	18	The art of story telling	2	
		Reading		

		1. Brendan R. Palsgrove, (2014), "Tour Guiding Research: Insights, Issues and Implications," Channel View Publications, Bristol, United Kingdom. 2. DK Publishing, (2016), "The Tour Guide Book: A Manual for Tour Guides," DK, London, United Kingdom. 3. . William R. McIntosh and George L. Rogers, (2014), "Communication in Tourism and Hospitality: Concepts and Cases," Cognella Academic Publishing, San Diego, USA.		
IV	**ORGANIZING TOURIST PACKAGES AND ITINERARY PREPARATION**		**10**	**15**
	19	Planning Inbound and Outbound Tourist Packages	2	
	20	Itinerary Preparation and Logistics	3	
	21	Customer Relationship Management in Tourism	3	
	22	**Evaluation and Enhancement of Tour Packages** 1. S. C. Bhatt and Gopal K. Singh, (2004). "Tourism: Principles and Practices," Anmol Publications Pvt. Ltd., New Delhi 2. John R. Walker and Josielyn T. Walker, (2018), "Tourism: Concepts and Practices," Pearson, Boston, USA. 3. Tony Rogers, (2014), "Tourism: An Introduction," Routledge, Abingdon, United Kingdom. 4. K. Bhatia, "Tourism in India: A Comprehensive Guide," Sterling Publishers Pvt. Ltd., New Delhi, 2018.	2	
V		**Open Ended: Historical Tourism Business Simulation** The objective of this activity is to provide students with a practical, hands-on experience in simulating the process of starting and managing a historical tourism business. This comprehensive simulation spans various aspects covered in the syllabus, from entrepreneurship to tour guiding skills, marketing strategies, financial management, and customer relationship management. 1. At the end of the activity, each team presents their business plan and experiences. Reflective discussions focus on lessons learned, challenges faced, and innovative solutions,	12hrs	

		enhancing both individual and group learning experiences **Activity 1: Introduction and Business Planning** - Overview of Historical Tourism Business Simulation. - Forming small groups (entrepreneurial teams). - Each team selects a historical destination/theme for their business.- Teams develop a detailed business plan, including the identification of opportunities and challenges. - Discuss and decide on marketing and branding strategies for their historical tourism venture. **Activity 2:Tour Guiding and Customer Interaction** - Simulated training on tour guide skills, communication, and presentation techniques. - Role-playing exercises for handling tourist queries and showcasing historical knowledge. **Activity 3: Itinerary Preparation and Logistics** - Teams create detailed tourist packages and plan itineraries for their historical tourism business. - Address logistical challenges and plan for smooth operations **Activity 4: Customer Relationship Management and Evaluation** - Teams focus on customer relationship management strategies. - Evaluate and enhance their tour packages based on feedback and market trends. **Assesment Method:** Teams will be assessed based on the skills developed in the area: - Business Plan - Marketing and Branding Presentation - Tour Guide Skills Demonstration - Customer Relationship Management - Overall Simulation Performance - creativity and classroom engagement		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar/Practical Works
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Readings:

1. K. Channa Prakashan, (2010)."Historical Tourism in India," Kanishka Publishers, New Delhi
2. M. H. Syed, (2005)."Cultural Tourism in India: Museums, Monuments, and Arts," A.P.H. Publishing Corporation, New Delhi
3. S. C. Bhatt and Gopal K. Singh,(2004). "Tourism: Principles and Practices," Anmol Publications Pvt. Ltd., New Delhi
4. P. Parameswaran,(2016). "Sustainable Tourism Development in India: Towards a New Tourism Policy," Northern Book Centre, New Delhi
5. Arun Srivastava,(2009). "Cultural Heritage and Tourism in India," Indian Institute of Advanced Study, Shimla

Model Question Paper

II SemesterB.A CUFYUGP) Degree Examinations October2024

HIS2MN114Entrepreneurship in Historical Tourism

Maximum Time: 2 hours Maximum Marks 70

Section –A

(Answer all .Each Question carries 3 marks)

(Ceiling 24 Marks)

1. What is historical tourism and why is it important?
2. What are the primary challenges faced in historical tourism ?
3. What are some sustainable practices in historical tourism and their benefits?
4. What are the future prospects and innovations in the historical tourism industry?
5. How does historical tourism contribute to cultural preservation?
6. What are the key opportunities and challenges when starting a tourism business?
7. What are effective marketing and branding strategies for historical tourism?
8. What are the essential aspects of financial management in tourism ventures?
9. What are the main roles and responsibilities of a tour guide?
10. Why is storytelling important in tourism and how does it enhance the tourist experience?

Section –B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. Discuss the major challenges in preserving historical sites and how they can be addressed.
12. Analyze the role of sustainable practices in historical tourism and their long-term benefits.
13. Explain the importance of cultural sensitivity and adaptability for tour guides.
14. Evaluate the impact of modern technology on historical tourism.
15. Discuss the potential future innovations in the tourism industry and their impact on historical tourism.
16. Describe the legal and regulatory framework for starting a tourism business.
17. Explain the role of customer relationship management (CRM) in tourism.
18. Discuss the significance of itinerary preparation and logistics in organizing tourist packages.

Section –C

Answer any one of the one of the following questions.

Each Question carries 10 marks(1x10=10)

19. Analyze the contributions of historical tourism to cultural preservation and economic development. Provide examples from different regions in India.
20. Evaluate the challenges and opportunities of starting a historical tourism business in India.

Course 3 HIS3MN214BEST PRACTICES IN HISTORICAL TOURISM

Course description: The Course is designed to explore the important best practices and innovations within the tourism industry. This academic endeavorexplores the preservation of cultural legacies, emphasizing heritage trails, digital storytelling, and culinary experiences. Students will explore the art of crafting immersive solo and group travel experiences, including cycle tours and autorickshaw challenges. The course navigates the intricate landscape of heritage preservation, indigenous community engagement, and the orchestration of themed events and festivals. Unveil the secrets of effective logistics in heritage walks, acquire skills in route planning, and delve into the legal nuances of patenting and branding within the tourism context. With a focus on technology, students will harness digital storytelling, mobile applications, and virtual reality experiences. This course amalgamates theoretical insights with practical expertise, fostering adept professionals prepared to lead in the dynamic field of heritage tourism.

Programme	BA History Honours				
Course Code	HIS3MN214				
Course Title	Best Practices in historical Tourism				
Type of Course	Minor				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Grasp the pivotal role of preserving cultural heritage and fostering innovative approaches in tourism.	R	F	Assignment/Seminar
CO2	Proficiency in developing heritage trails, incorporating crowdsourced stories, and creating night tours and light shows. Acquire the skills needed to plan and execute engaging and thematic heritage trails.	E	P	Seminar/ Group discussion
CO3	Knowledge and skills related to the			Assignment/Se

	preservation of indigenous heritage, emphasizing responsible tourism practices.	An	P	minar
CO4	Mastery in digital storytelling, mobile applications for self-guided tours, and virtual reality experiences. harness technology for enhancing heritage tourism narratives and engagement.	An	P	Assignment and Presentation
CO5	Understanding legal aspects such as patenting, trademarking, and brand creation for heritage tourism. equipped with knowledge to protect and promote heritage tourism initiatives.	An	P	Seminar
CO6	Proficiency in social media marketing basics and managing cultural events. adept at leveraging social media for promoting heritage tourism and organizing cultural festivals.	U	C	Assignment/Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**BEST PRACTICES IN HISTORICAL TOURISM**		**10**	**15**
	1	Introduction – importance of best practices and Innovations in Tourism Industry	1	
	2	Developing Heritage Trails - Crowdsourced Story Collection	2	
	3	Night Tours and Light Shows - Culinary Heritage Experiences - Food Streets	2	
	4	Preservation of Indigenous Heritage	1	
	5	Community Preservation Projects – Themed Events and Festivals	2	
	6	Cycle Touring – Autorickshaw Challenge	1	
	7	Solo Female Travel Experiences - _She Packing‘ – Scope and Challenges	1	
		Readings: 1. "Tourism Management: New Research" by Luiz Moutinho (Published: 2018, Routledge)		

		2. "Innovations in Hospitality and Tourism" by M. Kozak, K. Gnoth, & S. Andreu (Published: 2013, Routledge) 3. "Best Practices in Sustainable Tourism: Case Studies from India, China, South Africa, and Brazil" by Sharad Kesari & Dilip B. Mutum (Published: 2014, Springer)		
II	**INTRODUCTION TO HERITAGE WALKS**		**14**	**20**
	8	Definition and Significance of Heritage Walks		
	10	Historical and Cultural Value of Exploring Heritage on Foot		
	11	Route Planning and Mapping - Inclusion of Significant Historical Sites - Integration of Local Stories and Anecdotes		
	12	Customization of Itinerary for Heritage Walks - Identifying Target Audiences - Incorporating Interactive Elements		
	13	Theming Heritage Walks (e.g., Cultural, Architectural, Religious)		
	14	Logistics in Heritage Walks - Permits and Permissions - Coordination with Local Authorities and Stakeholders - Safety Measures and Emergency Protocols		
	15	Overcoming Challenges in Heritage Walk Management		
		Reading: 1. "Heritage Walks: A Guide to Historic Cities in India" by Ambika Sirkar (2009, India Book House Pvt. Ltd.) 2. "Walking the Indian Streets" by Arun K. Thittai (Published: 2014, Notion Press) 3. "Heritage Tourism: Concepts, Methodologies, Tools, and Applications" edited by Information Resources Management Association (Published: 2017, IGI Global) 4. "The Heritage Game: Economics, Policy, and Practice" by Michael A. Bond (Published: 2019, Oxford University Press)		
III	**DIGITAL MARKETING AND BRANDING**		**12**	**15**
	16	Being Digital -the concept of Digital Storytelling	2	
	17	Mobile Application for self-guided tours	2	
	18	Digital Reality Tourism - Virtual Reality and Augmented Reality Experiences - Use of AI	2	

	19	Branding – Patent and trademarking	2	
	20	Basics of Digital Marketing – features of Heritage Website – Blogging and Vlogging - Social Media Marketing	3	
		Reading List 1. Dave Chaffey and Fiona Ellis, Digital Marketing: Strategy, Implementation and Practice" (2019,Pearson) 2. www.storycenter.org/ 3. https://tourbuddy.net/ 4. www.xrforbusiness.io/ 5. https://www.wipo.int/		
IV	**SELECTED CASE STUDIES**		**12**	**20**
	21	Golden Triangle Tour - Rajasthan Heritage Circuit - Varanasi and Khajuraho Temples Journey - Ajanta and Ellora Caves Expedition - Kolkata Cultural Walk - South India Temple Trail - Himalayan Heritage Tour - Khumbh Mela Spiritual Journey	4	
	22	Muziris Heritage Trail - Kerala Backwaters and Cultural Experience –Calicut Heritage Walk - Art and Craft Villages of Kerala – Mattanchery Trails - Cultural Sojourn in North Malabar	5	
	23	CochiBinale–Literature Festivals - MalabarMaholsavam– Grand Kerala Shopping Festival	3	
		Readings: 1. Swati Mitra, (2017)."Golden Triangle: Delhi, Agra &Jaipur,"Lonely Planet, Delhi 2. George Michell, "The Majesty of Mysuru: The Intriguing Palaces and Temples of South India," Niyogi Books, New Delhi (2017). 3. www.incredibleindia.org 4. www.keralatourism.org 5. www.kochimuzirisbiennale.org.		
V	**Open Ended Module: A practical approach towards heritage tourism and heritage walk** Analyse the problems and challenges of kerala tourism development – case study, assignment, presentation		12	
		Activities and assessment of Open ended • Data collection, digital document and social media document preparation: Creation of Short Videos, Reels, Photo Collections of your region		
		*Conduct a heritage walk - Preparation of		

		Itinerary and practical plan for starting a heritage walk in your locality		
		Assessment *Evaluate the qualntity and quality of the work Practical value Content creation Active involvement		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Readings

1. Swati Mitra, (2017)."Golden Triangle: Delhi, Agra &Jaipur,"Lonely Planet, Delhi
2. George Michell, "The Majesty of Mysuru: The Intriguing Palaces and Temples of South India," Niyogi Books, New Delhi (2017).
3. Swati Mitra, "Golden Triangle: Delhi, Agra & Jaipur," Lonely Planet, Delhi (2017).
4. Shobita Punja, "Varanasi: A Pilgrimage to Light," Rupa Publications, New Delhi (2018).
5. Digital Marketing: Strategy, Implementation and Practice" by Dave Chaffey and Fiona Ellis-Chadwick (Published: 2019, Pearson)
6. Soumitra Das, "Calcutta: A Cultural and Literary History," Signal Books, Oxford (2015).
7. https://tourbuddy.net/
8. www.xrforbusiness.io/
9. www.incredibleindia.org

10. www.keralatourism.org
11. www.kochimuzirisbiennale.org

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar/Digital Content Creation
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Model Question Paper

III SemesterB.A CUFYUGP) Degree Examinations October2024

HIS3MN214BEST PRACTICES IN HISTORICAL TOURISM

Maximum Time: 2 hours Maximum Marks 70

Section –A

(Answer all .Each Question carries 3 marks)

(Ceiling 24 Marks)

1. Why are best practices and innovations important in the tourism industry?
2. What is the role of crowd sourced story collection in developing heritage trails?
3.How do night tours, light shows, and culinary heritage experiences enhance historical tourism?
4. What are the key methods for preserving indigenous heritage in the context of tourism?
5. How do community preservation projects and themed events contribute to historical tourism?
6. What are the benefits and challenges of promoting cycle touring and autorickshaw challenges in historical tourism?
7. What is ‗She Packing' and what are the scope and challenges of promoting solo female travel experiences?
8.What are heritage walks and why are they significant?
9. What factors should be considered in route planning and mapping for heritage walks?
10. How are virtual reality, augmented reality, and AI transforming digital reality tourism?

Section –B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. Discuss the importance of best practices and innovations in the tourism industry and provide examples of successful implementations.
12. Analyze the impact of culinary heritage experiences and food streets on historical tourism.
13. Evaluate the role of community preservation projects and themed events in promoting historical tourism.
14. Explain the significance of route planning and mapping in heritage walks and its impact on tourist experience.
15. Discuss the challenges and benefits of promoting cycle touring and autorickshaw challenges in historical tourism.
16. What are the essential skills and strategies for successful digital marketing and branding in heritage tourism?
17. Analyze the significance of permits, permissions, and safety measures in organizing heritage walks.
18. Discuss the role of virtual reality and augmented reality in enhancing tourist experiences in historical tourism..

Section –C

Answer any one of the one of the following questions.

Each Question carries 10 marks(1x10=10)

19. Evaluate the contributions of heritage tourism to cultural preservation and economic development, using case studies from different regions in India.
20. Discuss the challenges and opportunities in starting a historical tourism business in India, focusing on marketing strategies, financial management, and overcoming legal and regulatory hurdles.

Group 15
GENDER STUDIES
Course 1: HIS1MN115Gender History

Course description: This course offers a comprehensive introduction to Women's Studies and Gender, exploring key concepts, historical developments, and contemporary issues. Students will engage with foundational texts and theories, analyze various gender identities, and examine the construction and politics of gender roles. The course is structured into four modules, each focusing on distinct yet interrelated aspects of gender studies.

Programme	BA History Honours				
Course Code	HIS1MN115				
Course Title	GENDER HISTORY				
Type of Course	MINOR				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Completion of Higher Secondary Education in any stream				

Course Outcomes (COs):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of key concepts and terminology in Women's Studies and Gender Studies	U	F	Multiple Choice Quizzes &Assignments
CO2	Critically analyze and apply various feminist ideologies and theoretical frameworks to contemporary issues	An & Ap	C	Case study presentations
CO3	Assess the social construction of gender roles and the effects of gender socialization and stereotyping	E	C	Discussions/Debates
CO4	Evaluate the historical development and societal impact of matriarchal and patriarchal systems.	E	C	Take-home exams, Reflection papers
CO5	Understand the evolution and significance of Women's Studies as an academic discipline, particularly its growth and impact in India.	U	C	Written Reports, presentations
CO6	Analyze the contributions and impact of women's movements on social reforms and policy changes.	An	P	Group Projects, literature reviews

CO7	Develop and articulate informed perspectives on gender issues, demonstrating enhanced critical thinking and analytical skills.	C	M	Presentations, Portfolio assessment

***Cognitive Level** -Remember(R), Understand(U), Apply (Ap), Analyze (An), Evaluate(E), Create(C)

#Knowledge Category - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	**Unit**	**CONTENT**	**Hrs 60**	**Marks 70**
I	**INTRODUCTION TO WOMEN"S STUDIES AND GENDER**		**11**	**17**
	1	Women's studies and the question of Gender-women studies meaning and concept-.	2	
	2	Definitions of Gender-Simon de Beauvoir - _The Second Sex'	1	
	3	Types of gender-Agender-Androgyne-Bigender-Cisgender-Transgender.	2	
	4	Gender Roles-Gender Socialization and Stereotyping -Sex versus Gender	2	
	5	Femininity and Masculinity - construction of Femininity - politics of masculinity of power - Anthropological study of Margaret Mead	2	
	6	Concept and history of Matriarchy and Patriarchy- Matrilineal system in Kerala - Patriarchal system and Sylvia Walby	2	
	Reading List: 1. Kamala Bhasin, *What is Patriarchy*, Kali for Women, 1993 2. Mary.E. John, *Women's Studies in India; A Reader*, Penguin India, 2008 3. V Geetha, *Patriarchy*, Stree and Samya Books, 2007 4. Jane Pilcher and Imelda Whelehan, *Key Concepts in Gender Studies*, Sage Publications, 2016 5. Gerda Lerner, *The Creation of Patriarchy*, Oxford University Press, USA, 1998 6. Richard Ekins and Dave King, *Blending Genders: Social Aspects of Cross Dressing and Sex Changing*, Routledge, 1995 7. Fedwa Malti-Douglas ed., *Encyclopaedia of Sex and Gender*, Vol. I – IV., Macmillan, 2007 8. Simon de Beauvoir, *The Second Sex*, Vintage, 2011 (First published in 1953)			
II	**FEMINISM AND WOMEN"S RIGHTS**		**12**	**18**

	7	Women‘s Rights as Human Rights -Sarah Moore Grimke - Angelina Emily Grimke Weld	2	
	8	Liberal Feminism-Equal opportunity-freedom from discrimination- Mary Wollstonecraft	2	
	9	Marxist Feminism-Sexual Division of Labour-_Origin of Family Private Property and State‘	2	
	10	Radical Feminism-Politics of Reproduction and Motherhood - sexual politics and roots of oppression	2	
	11	Ecofeminism- nature and women- Vandana Shiva	2	
	12	Early Indian Feminists- Savitribai Phule-Pandita Ramabai-	2	
	Reading List: 1. Ivy Pinchbeck, *Women workers and the Industrial Revolution 1750-1850*, George Routledge, 1930 2. Margaret Walters, *Feminism: A Very Short Introduction*, OUP, 2006 3. Sara Gamble ed., *The Routledge Companion to Feminism and Post Feminism*, Routledge, 2001 4. **Uma Chakravarti, *Gendering Caste Through a Feminist Lens,* Sage Publications, 2018** 5. **Ann Oakley, *Sex Gender and Society*, Routledge,1991** 6. **Sneja Marina Gunew, *A Reader in Feminist Knowledge*, Routledge,1991** 7. **Vandana Shiva, *Staying Alive; Women Ecology and Development*, Zed Books,2002**			
III	**EMERGENCE OF WOMEN‟S STUDIES AS AN ACADEMIC DISCIPLINE**		**8**	**15**
	13	Growth of women‘s Studies in India and its impact	1	
	14	Pioneers of women‘s studies in India-Neera Desai-Vina Mazumdar	2	
	15	First Women‘s Studies Centre in India-SNDT Women‘s University Mumbai-	1	
	16	Paradigm shift from women‘s studies to Gender Studies-Women‘s Studies vs Gender studies- Changing studies on Men and Masculinity	2	
	17	Towards Equality Report (1974-75) -Women‘s Education-Women‘s Right	2	
	Reading List: 1. Maithreyi Krishna Raj, *Women Studies in India: Some Perspectives*, Popular Prakashan, Bombay,1986.			

	2. Veena Majumdar, *Towards Equality: Report of the Committee on the Status of Women in India*, Pearson India, 2011 3. .Suryakumari(ed.)*Women's Studies: An Emerging Academic Discipline*, Gyan Publishing House,2006. 4. Bhatia Manjeet et.al. *Women's Studies in India: A Journey of 25 years*, Rawat Publications, New Delhi,2014			
IV	**WOMEN AND SOCIAL MOVEMENTS**		**17**	**20**
	18	The Global Rise of Women's Movements-UN and Women's Human Right- Convention on the elimination of all Forms of discrimination against Women (1979)	3	
	19	Women's struggle for education- Muslim Women's education—Begum Rokeya Sakhawat-Fatima Sheikh	3	
	20	Women and Social reform movements in colonial India-Self - Respect Movement in Tamil Nadu - E.V. Ramasamy – Maharani of Travancore	3	
	21	National Movement and women's rights- Forms of participation- Role of Mahatma Gandhi	3	
	22	Dalit Movement and the question of gender-Swathy Margaret Maddela	2	
	23	Women's participation in Agrarian Movement-Telangana-Malabar-North Malabar	2	
	24	Women's Participation in 1970's and 1980's -Anti-Sati -Roop Kanwar 1988-Anti dowry Movements-Anti Rape Movements	3	
	Reading List 1. Asgharali Engineer, *The Rights of Women in Islam*, Sterling Publishers, 2008 2. Bharati Ray (ed.), *Women of India: Colonial and post-Colonial*, Sage, 2005 3. Sumit Sarkar and Tanika Sarkar(ed). *Women and Social Reform in Modern India*, Vol. I & II, Indiana University Press, 2008 4. Nivedita Menon, *Gender and Politics in India*, OUP India, 2001 5. T.K.Anandi, *JanakeeyaSamarangalilMalabarintePenpathakal*(Mal.), KSP, 2006. 6. Shamshad Hussain K. T., *MalabarKalapathinteVamozhiParamparyam*, KSPS, 2020 7. Sreevidhya.V, *VadakkemalabarileKarshakasamarangalumSthreekalum*, (Mal.) Chintha, Trivandrum, 2023. 8. C.S.Chandrika,Keralathinte*Sthreecharithrangal*, *SthreeMunnettangal*, (Mal.) DC, 2016. 9. Lalitha.K, Vasantha Kannabiran, et.al, *We Were Making History; Life Stories of Women in the Telangana People's Struggle*, Kali for Women,1989. *10*. Anup Taneja, *Gandhi Women and the National Movement – 1920-*			

	1947,Har- Anand Publications, 2005 11. Bharathi Ray, *Early Feminists of Colonial India*, OUP, 2002 *12*. Sushila Nayar, Kamla Mankekkar, (ed.) *Women Pioneers in India's Renaissance; As I Remember Her*, NBT, 2003. 13. Geraldine Forbes, *Women in Modern India*, Cambridge University Press, 2009. 14. Gopal Guru and Sundar Sarukkai, *The Cracked Mirror; An Indian Debate on Experience and Theory*, OUP, 2009. 15. Sharmila Rege *Writing Caste, Writing Gender; Reading Dalit Testimonies*, Zubaan, New Delhi, 2006 16. F. Mernissi, Fathima *Beyond the Veil*, John Wiley &Sons, New York,1975 17. Cook, Rebecca.J, *Human Rights of Women; National and International Perspectives*, University of Pennsylvania,1994.		
V	**Open Ended Module :** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:	**12hrs**	
	Gender and Social Media: Discuss the influence of social media on gender identity and expression. Case Study: Analyze the impact of a viral social media campaign (e.g., #MeToo) on gender awareness and activism		
	MeToo Movement: Explore the origins and effects of the MeToo movement. Case Study: Examine a high-profile MeToo case and its implications for workplace policies and societal attitudes towards sexual harassment.		
	Gender Pay Gap: Investigate the factors contributing to the gender pay gap. Case Study: Discuss recent data and reports on the gender pay gap in various industries and regions, and evaluate strategies to address it.		
	Transgender Rights: Examine the legal and social challenges faced by transgender individuals. Case Study: Analyze a recent legal case or policy change affecting transgender rights (e.g., bathroom bills, military service).		
	Representation in Media: Analyze how different genders are portrayed in media. Case Study: Critically evaluate a recent film, TV show, or advertisement for its representation of gender and its impact on public perceptions.		
	Violence Against Women: Investigate incidents of violence against women and societal responses.		

	Case Study: Discuss a recent high-profile case of violence against women (e.g., domestic violence, femicide) and examine the effectiveness of the legal and support systems in place.	
	Activities and Assessment for the open-ended module For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:	
	Discussion Groups: **Activity:** Divide the class into small groups to discuss the topic of the day. Each group will analyze a specific aspect of the issue and present their findings to the class. **Assessment:** Participation and quality of contributions during group discussions and presentations.	
	Case Study Analysis: **Activity:** Assign a real-world case study related to the issue being discussed. Students will work individually or in groups to analyze the case and propose solutions or responses. **Assessment:** Written case study reports and group presentations, evaluated based on depth of analysis, understanding of the issue, and creativity in proposed solutions.	
	Debates: **Activity:** Organize debates on controversial gender-related topics. Students will be divided into pro and con teams and will prepare arguments to present and defend their positions. **Assessment:** Performance in debates, including the quality of arguments, rebuttals, and overall engagement.	
	Media Analysis: **Activity:** Have students select a piece of media (e.g., article, film, advertisement) related to the issue. They will analyze the media's portrayal of gender and its impact on public perceptions**.** **Assessment:** Media analysis papers and presentations, evaluated based on critical thinking, analysis, and presentation skills.	
	Guest Speaker Q&A: **Activity:** Invite a guest speaker (e.g., activist, expert, or scholar) to discuss a relevant gender issue. Students will prepare questions in advance and engage in a Q&A session. **Assessment:** Quality and relevance of questions prepared, and participation during the Q&A session.	

	Role-Playing Exercises: **Activity:** Conduct role-playing exercises where students take on different perspectives related to the issue (e.g., policymaker, activist, affected individual). This helps them understand diverse viewpoints and develop empathy. **Assessment:** Performance during role-playing, including understanding of the role, engagement, and ability to articulate the perspective.	
	Reflection Journals: **Activity:** Students will maintain a reflection journal throughout the module, where they record their thoughts, insights, and reactions to the discussions and activities. **Assessment:** Regular review of journals, evaluating depth of reflection, personal insights, and critical engagement with the issues.	

Note: The course is divided into five modules, with four having minimum 22 units and one open-ended module with a variable number of units. There is total 48instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

Mapping of COs with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	2	1	3	2	2	3	2
CO2	3	3	2	2	3	3	2	3	2	3	3	3
CO3	3	3	2	2	3	3	2	3	2	3	3	3
CO4	3	2	2	1	3	3	2	3	2	3	3	3
CO5	3	2	2	1	2	2	1	3	2	2	3	3
CO6	3	3	2	1	3	3	2	3	2	3	3	3
CO7	3	3	2	2	3	2	2	3	2	3	3	3

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Debates/Discussion/Seminar/Case study presentations/Projects
- Midterm Exam
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Assignment	Discussion /Debates	Reflection Paper	Seminar/ Projects	End Semester Examinations
CO1	✓	✓				✓
CO2	✓				✓	✓
CO3	✓		✓			✓
CO4	✓			✓	✓	✓
CO5	✓				✓	✓
CO6	✓	✓			✓	✓
CO7	✓	✓			✓	✓

Format of the Question Paper

I Semester B.A. (CUFYUGP) Degree Examinations
HIS1MN115 Gender History
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Simone de Beauvoir
2. Non-binary
3. Feminism
4. Patriarchy
5. Ecofeminism
6. Gender socialization
7. Matrilineal
8. Sexual division of labor
9. Neera Desai
10. Black Feminism

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Discuss the meaning and concept of Women's Studies and how it addresses the question of gender.
12. Analyze Simone de Beauvoir's contributions to feminist theory with reference to her work 'The Second Sex
13. Explain the various types of gender identities such as agender, androgyne, bigender, cisgender, and transgender
14. Evaluate the differences between sex and gender, and discuss the role of gender socialization and stereotyping in shaping gender roles.
15. Examine the construction of femininity and the politics of masculinity. How do these concepts influence power dynamics in society?
16. Discuss the concept and history of matriarchy and patriarchy. How do these systems operate in different cultures, specifically with examples like the matrilineal system in Kerala and patriarchal systems globally?
17. 1Critically assess the main tenets of Liberal Feminism and Marxist Feminism. How do these ideologies address issues of gender inequality?
18. Describe the role and impact of early Indian feminists such as Savitribai Phule and Pandita Ramabai in the women's rights movement in India.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically analyze the impact of feminist ideologies on contemporary gender issues.

20. Examine the historical development and societal impact of matriarchal and patriarchal systems, with a focus on the matrilineal system in Kerala and the patriarchal systems discussed by Sylvia Walby.

Course 2: HIS2MN115 HISTORY OF SEXUALITY

Course description:This comprehensive course delves into the multifaceted history of sexuality, examining its theoretical, social, and cultural dimensions across different epochs and societies. Through an interdisciplinary lens, students will explore the evolution of sexual norms, identities, and practices, as well as the influence of religion, industrialization, colonialism, and modernity on sexual discourse.

Programme	BA History Honours				
Course Code	HIS2MN115				
Course Title	HISTORY OF SEXUALITY				
Type of Course	MINOR				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Completion of Higher Secondary Education in any stream				

Course Outcomes (COs):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze and critique key theories of sexuality by Freud, Lacan, and feminist scholars.	An	C	Group Discussion
CO2	Describe the historical evolution of sexual norms from the Industrial Revolution to modern times and assess their impacts.	U & E	C	Seminars
CO3	Compare perspectives on gender and sexuality across Islam, Christianity, Hinduism, and Buddhism.	An	C	Debates/ Assignments
CO4	Understand the influence of early feminist movements on workplace equality and women's suffrage	U	F & C	Seminars
CO5	Evaluate the construction of gendered identities and changing attitudes towards LGBTQIA+ communities.	E	C	Multi-media presentations
CO6	Identify legal protections for sexual minorities and understand the role of organizations advocating for their rights	R & U	F& C	Assignments/ Seminars

***Cognitive Level** -Remember(R), Understand(U), Apply (Ap), Analyze (An), Evaluate(E), Create(C)
#Knowledge Category - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**INTRODUCTION TO THE HISTORY OF SEXUALITY**		**12**	**18**
	1	Theories of Sex and Sexuality; Sigmund Freud and the Psychoanalytic Conceptions-Female Sexuality in Freudian Theory	3	
	2	Psychoanalysis and Feminism-Kate Millet-Nancy Chodorow	3	
	3	Jacques Lacan and Psychoanalysis	2	
	4	Lacanian Feminist theorists-Julliet Mitchelle and Jacqueline Rose	2	
	5	Michel Foucault - the disciplining of the Female body-	2	
	Reading List: 1. Michel Foucault, *The History of Sexuality*, Pantheon Books, New York, 1978 2. Michael Kimmel and the Stony Brook Sexualities Research Group, *Sexualities: Identities, Behaviors, and Society*, Oxford University Press, 2014 (2nd edition) 3. Sigmund Freud, *Three Essays on the Theory of Sexuality*, Martino Fine Books, 2011, https://www.sas.upenn.edu/~cavitch/pdf-library/Freud_SE_Three_Essays_complete.pdf 4. Lisa Michelle Diamond, *Sexual Fluidity: Understanding Women's Love and Desire*, Harvard University Press, 2009 5. Veronique Mottier, *Sexuality: A Very Short Introduction*, OUP, 2008 6. Niveditha Menon, (ed.), *Sexualities -Issues in Contemporary Indian Feminism*, Zed Books Limited, 2007		
II	**GENDER, RELIGION AND SEXUALITY**		**12**	**18**
	6	Religious Communities and Multiple patriarchies-overlapping patriarchies	2	
	7	Gender and sexuality in Islam-Wasatiyyah Perspective	2	
	8	Gender and sexuality in Christianity	2	
	9	Female Sexuality and Hinduism	2	
	10	Protection of Female Purity-Leela Dube's concept of seed and earth	2	
	11	Buddhism and sexuality	2	
	Reading List: 1. **Mark Masterson, Nancy Sorkin Rabinowitz and James Robson(ed.),**			

	***Sex in Antiquity: Exploring Gender and Sexuality in the Ancient World,* Routledge, 2018** 2. Mark D. Jordan, *The Ethics of Sex*, Wiley Blackwell, 2002 3. Sharyn Graham Davies, _Islam, Sexuality, and Gender Identity', in W.R. Thompson (ed) *Oxford Research Encyclopaedias,* OUP, https://doi.org/10.1093/acrefore/9780190228637.013.1255 4. The Reverend Patrick J. Ryan, S.J., Sexuality, _Spirituality, and the Love of God: Jewish, Christian, and Muslim Insights' https://www.library.fordham.edu/crctranscripts/mcgspirng.pdf 5. Leela Dube, _On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly,* Vol. 23, No.18, April 30, 1998, https://www.jstor.org/stable/4378429 6. Leila Ahmed, *Women & Gender in Islam – Historical Roots of a Modern Debate*, Yale University Press, 1993		
III	**SEXUALITY, INDUSTRIAL REVOLUTION, COLONIALISM**		**12**	**17**
	12	Impact of industrialization on Family	2	
	13	Industrial Revolution and the transformation of women's economic role	2	
	14	Women in the work force -weakening of social customs and gender norms -Women's response to working conditions	2	
	15	Industrialization and early Feminist Movements-work place equality- Suffrage movement	2	
	16	Colonialism and Modern Sexuality-Michael Foucault and Bio-power	2	
	17	Victorian Morality-Moral values-Laws-construction of sexual norms	2	
	Reading List: 5. Ivy Pinchbeck, *Women Workers and the Industrial Revolution 1750-1850,*Augustus M Kelley, New York, 1969 6. Michel Foucault, *The History of Sexuality*, Pantheon Books, New York, 1978 7. Elisa J. Sobo and Sandra Bell(ed.) *Celibacy, Culture, and Society: The Anthropology of Sexual Abstinence*, University of Wisconsin, 2001 8. Judith Walkowitz, Sex and the Industrial Revolution 9. Cynthia Eagle Russett, Sexual Science: The Victorian Construction of Womanhood, Harvard University Press, 1991 10. Andrew H. Miller and James Eli Adams(ed.) *Sexualities in Victorian Britain*, Indiana University Press, 1996 11. Chelesa Schields and Dagmar Herzog, *The Routledge Companion to Sexuality and Colonialism,* Routledge, 2021 12. Sally Mitchell, *Daily Life in Victorian England,* Greenwood Press, 1996 13. Mary Wilson Carpenter, *Health, Medicine and Society in Victorian England*, Praeger Publications Inc, 2009			

IV	**MODERNITY AND SELF IN THE HISTORY OF SEXUALITY**		**12**	**17**
	18	Construction of Gendered identities -Gendered bodies-body image	3	
	19	LGBTQIA+- changing attitude	2	
	20	Intersectionality and study of Sexuality	2	
	21	Organizations and Movements for sexual minorities	2	
	22	Laws for protecting sexual minorities	3	
	Reading List 18. Marianne Blidon and Stanley D Brunn (ed.), Mapping LGBT Spaces and Places, Springer, 2022.https://www.researchgate.net/profile/Jaime-Barrientos/publication/361917204_Measuring_Global_Attitudes_Toward_Homosexuality_A_Critical_Review_of_LGBT_Indexes/links/633fd4399cb4fe44f30c435f/Measuring-Global-Attitudes-Toward-Homosexuality-A-Critical-Review-of-LGBT-Indexes.pdf 19. Lisa M Stulberg, *LGBTQ Social Movements*, Polity, 2017 20. Deana F Morrow and Lori Messinger, *Sexual Orientation and Gender Expression in social Work Practice: Working with Gay, Lesbian, bisexual and Transgender People*, Columbia University Press, 2006 21. Patricia Hill Collins and Sirma Bilge, *Intersectionality*, (2nd Edition), Polity, 2020 22. Michele Tracy Berger and Kathleen Guidroz, (ed.), *The Intersectional Approach: Transforming the Academy through Race, Class, and Gender*, University of North Carolina Press, 2010 *23.* Tim Tate, *Pride: The Unlikely story of the True Heroes of the Miner's strike,* John Blake Publishing Ltd., 2017 24. Scott Barclay, Mary Bernstein and Anna-Maria Marshall, (ed.*), Queer Mobilizations: LGBT Activists Confront the Law*, New York University Press, 2009 25. Duchess Harris and Martha Lundin, *LGBTQ Rights and The Law*, Essential Library, 2019 *26.* Nan D. Hunter, Sharon McGowan and Courtney G. Joslin, *The Rights of Lesbians, Gay Men, Bisexuals, and Transgender People: The Authoritative ACLU Guide to a Lesbian, Gay, Bisexual, or Transgender Person's Rights*, NYU Press, 2004			
V	**Open Ended Module :** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:		**12hrs**	
	Sexuality in Media: How sexuality is portrayed in films, TV shows, literature, and social media **Discussion Media's influence on public views of sexuality and gender norms**			
	Global views on sexuality: Different cultural perspectives on sexuality			

	worldwide. **Comparative Analysis:** Comparing non-Western and Western views on sexuality.	
	Sexuality and Public Health: The link between sexuality and public health, including sex education and STIs. **Policy Discussion:**How effective public health policies are in addressing sexual health issues.	
	Sexuality and Art: How sexuality has been depicted and expressed through various art forms throughout history**.** **Case Studies:** Examining specific works of art that challenge or redefine sexual norms and identities**.**	
	Sexuality and the Law: Important legal cases and laws affecting sexual rights. **Current Issues:** Modern legal challenges like consent, sex work, and LGBTQIA+ rights.	
	Intersectionality in Sexuality: How sexuality intersects with race, class, disability, and age. **Impact Analysis:** The effect of intersecting identities on sexual experiences and discrimination.	
	Activities and Assessment for the open-ended module For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:	
	Activities: **Media Analysis:** Students select a film, TV show, or social media campaign to analyze its portrayal of sexuality and present their findings in class. **Group Discussion:** Small group discussions on how media influences perceptions of sexuality, followed by a class-wide debrief. **Assessment:** **Presentation:** Evaluate students on the depth of their media analysis and their ability to articulate findings. **Participation:** Assess participation in group discussions and the insights contributed	
	Activities: **Comparative Essays:** Students write essays comparing sexual norms and practices between two different cultures. **Guest Lecture:** Invite a guest speaker with expertise in non-Western perspectives on sexuality to provide additional insights.	

	Assessment: **Essay:** Grade essays on the quality of comparison, use of sources, and depth of analysis. **Reflection Paper:** Assess understanding and personal reflection on the guest lecture.	
	Activities: **Case Studies:** Analyze case studies on sexual health initiatives from different countries, focusing on their success and challenges. **Debate:** Organize a debate on the effectiveness of various public health policies related to sexual health. **Assessment:** **Case Study Report:** Evaluate the thoroughness and critical thinking demonstrated in case study reports. **Debate Performance:** Assess students on their argumentation skills, evidence use, and engagement in the debate.	
	Activities: **Art Exhibit Visit:** Organize a visit to a local art exhibit or museum with relevant pieces, followed by a reflective discussion. **Creative Project:** Students create their own art pieces that express themes of sexuality and present them in a class exhibit. **Assessment:** **Reflection Paper:** Grade reflections on the art exhibit visit for depth of analysis and personal insights. **Art Project:** Evaluate creative projects based on originality, relevance to course themes, and presentation skills.	
	Activities: **Mock Trial:** Conduct a mock trial based on a historical legal case related to sexual rights. **Policy Analysis:** Students write policy analysis papers on contemporary legal issues affecting sexual minorities. **Assessment:** **Mock Trial Participation:** Assess students on their roles in the mock trial, understanding of the case, and effectiveness of their arguments. **Policy Paper:** Grade policy papers on research quality, clarity of argument, and practical recommendations.	

	Activities: **Intersectionality Workshops:** Conduct workshops where students explore how different identities intersect and impact sexual experiences. **Panel Discussion:** Organize a panel discussion with activists or scholars specializing in intersectionality and sexuality. **Assessment:** **Workshop Report:** Evaluate students' reports on workshop activities for insightfulness and application of intersectional concepts. **Panel Reflection:** Grade reflections on the panel discussion, focusing on understanding and personal engagement with the topics discussed.	

Note: The course is divided into five modules, with four having minimum 22 units and one open-ended module with a variable number of units. There is total 48instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

Mapping of COs with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	1	-	3	2	-	3	2	3	-	-
CO2	3	3	1	-	3	1	-	2	3	3	-	-
CO3	3	2	2	1	3	1	1	3	1	3	-	2
CO4	3	3	2	-	2	1	2	-	3	3	2	-
CO5	3	3	2	1	3	3	1	3	2	3	1	2
CO6	3	3	2	-	3	2	-	2	3	3	-	2

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Debates/Discussion/Seminar/Multi-media presentations
- Midterm Exam
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Assignment	Discussion /Debates	Multi-media presentations	Seminar/ Projects	End Semester Examinations
CO1	✓		✓			✓
CO2	✓				✓	✓
CO3	✓	✓	✓			✓
CO4	✓				✓	✓
CO5	✓			✓		✓
CO6	✓	✓			✓	✓

Format of the Question Paper

II Semester B.A. (CUFYUGP) Degree Examinations
HIS2MN115 History of Sexuality
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Freud
2. Kate Millet
3. Patriarchy
4. Wasatiyyah
5. Leela Dube
6. Industrial Revolution
7. Suffrage
8. Victorian Morality
9. Intersectionality
10. Foucault

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Discuss the impact of Sigmund Freud's psychoanalytic theory on the understanding of female sexuality.
12. Analyze the relationship between psychoanalysis and feminism as proposed by Kate Millet and Nancy Chodorow.
13. Evaluate Jacques Lacan's contributions to psychoanalytic theory and their implications for feminist thought.
14. Examine Michel Foucault‘s ideas about the disciplining of the female body and its impact on gender norms
15. Compare and contrast the perspectives on gender and sexuality in Islam and Christianity.
16. Discuss the concept of female purity in Hinduism, focusing on Leela Dube‘s ideas of seed and earth
17. Assess the effects of industrialization on women's economic roles and gender norms during the Industrial Revolution.
18. Evaluate the influence of Victorian morality on the construction of sexual norms and laws.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Examine the influence of Michel Foucault‘s concept of bio-power on modern understandings of sexuality and gender.

20. Analyze the intersectionality of sexuality with other social identities (such as race, class, and disability) and its impact on individuals‘ experiences and societal treatment.

Course 3
HIS3MN215 Women in Public Sphere

Course description: This course explores the dynamic intersections of gender within public and private spheres, focusing on historical and contemporary women's movements, educational reforms, and economic empowerment. Through an interdisciplinary approach, students will critically analyze key concepts, policies, and social changes that have shaped gender roles and contributed to the advancement of women's rights globally and locally.

Programme	BA History Honours				
Course Code	HIS3MN215				
Course Title	Women in Public Sphere				
Type of Course	Minor				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	**Critical Understanding of Public and Private Spheres**: Students will develop a critical understanding of the distinctions between the public and private spheres, exploring gender segregation, the portrayal of women in media, and the impact of industrialization on public spaces.	U &An	C	Debates/ Discussion
CO2	**Historical and Contemporary Women‟s Movements**: Students will analyze the historical and contemporary contributions of women to electoral rights and labour movements, both in the Western context and in India, understanding key organizations and figures, and the challenges faced by women workers.	U, An & E	F & C	Seminar/ Quiz
CO3	**Evolution of Women‟s Education**: Students will gain insights into the evolution of women‘s education, from philosophical foundations laid by Mary Wollstonecraft to 19th-century reforms, the role of missionaries and social reformers in India, and the specific case of	R, U & An	F & C	Assignments/ Debates

	women's education in Kerala.			
CO4	**Economic Empowerment and Development**: Students will evaluate the role of women in economic development, understanding theoretical perspectives on gender and development, global and Indian gender disparities, and the impact of international initiatives and policies aimed at women's empowerment	U & E	C	Policy Analysis/ debates
CO5	**Policy and Advocacy for Gender Equality**: Students will critically assess the feminist standpoint on development policies, the role of NGOs, and the significance of women's organizations in advocacy and networking for gender equality and economic rights	An, E & C	C & P	Simulations
CO6	**Application of Theoretical Knowledge**: Students will apply theoretical knowledge to real-world scenarios, developing strategies for managing public spaces, addressing workplace issues faced by women, and implementing educational and economic reforms to promote gender equality	Ap & C	P & M	Assignments/ Presentations and peer review
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**INTRODUCTION TO PUBLIC SPHERE**		**7**	**14**
	1	Definition of Public Sphere and Private Sphere- Habermas	2	
	2	Gender Segregation - Stereotyping of women in public media- Pornography	2	
	3	Provision and management of Public Space-access-agency of control	2	
	4	Industrialization and public sphere	1	
	REFERENCE 1. Craig J Calhoun, *Habermas and the Public Sphere*, 1992, https://calhoun.faculty.asu.edu/sites/default/files/publications/articles/habermas_and_the_public_sphere.pdf 2. Ann Brooks, *Women, Politics and Public Sphere*, Policy Press, 2019 3. Janice Delaney, Mary Jane Lupton and Emily Toth, *The Curse, A Cultural History of Menstruation*, University of Illinois press, 1988 4. David Brick, *Widows under Hindu Law*, OUP, 2023			

	5. Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, Vintage Books, 2010 6. Michael S. Kimmel, *The Gendered Society,* OUP, 2016 7. Christine Stansell, *The Feminist Promise: 1792 to the Present*, Modern Library Inc, 2011			
II	**WOMEN ELECTORAL RIGHTS AND LABOUR MOVEMENT**		**14**	**19**
	5	National Women Suffrage Association (NWSA) – Elizabeth Cady Stanton- Susan B. Anthony	3	
	6	Labour Movement Feminism- Clara Lemlich-Mary Harris	2	
	7	Women‘s Trade Union League of America (WTUL)-International Ladies Garment Workers Union (ILGWU)	3	
	8	Women‘s Trade Union Movement in India – Women‘s Trade Union League 1903- Self Employed Women‘s Associations (SEWA)	3	
	9	Problems of Women workers – Wage differentiation – lack of training – Harassment at work place	2	
	10	Women workers and Glass Ceiling effect	1	
	REFERENCE 1. Sally Roesch Wagner, *The Women‘s Suffrage Movement,* Penguin Classics, 2019 2. Joan Marie Johnson, *The Woman Suffrage Movement in the United States*, Routledge, 2022 *3.*Sophia A Van Wingerden, *The Women‘s Suffrage Movement in Britain 1866-1928*, Palgrave Macmillan, 1999 4. Shane Mountjoy, *The Women‘s Rights Movement: Moving Toward Equality(Social and Political Reform Movements in American history*, Chelsea House Publishers, 2007 5. Suzanne Staggenborg, *Gender, Family and Social Movements*, Pine Forge, 1997 6. Amy M Damico, *Women in Media*, ABC-CLIO, 2022 *7.* Nighat Said Khan, *Gender, Power and Politics in South Asia*			
III	**WOMEN AND EDUCATION**		**13**	**18**
	11	Educational philosophy of Mary Wollstonecraft	2	
	12	_A Vindication of the Rights of Women‘ – Impact on Feminist movement	2	
	13	Education reforms in the 19th century	2	
	14	Victorian Education	2	
	15	Women‘s education in India and the Role of Missionaries and Social reformers	2	
	16	Women‘s education in Kerala – Dakshayani Velayudhan	3	
	REFERENCE			

	1. Michael A Genovese and Janie S Steckenrider, *Women as Political Leaders: Studies in Gender and Governing*, Routledge, 2013 2. Melzer, Sara E, Rabine and Lestle W, *RebelDaughters: Women and the French Revolution*, OUP, 1993 3. Barbara B Oberg, *Women in the American Revolution: Gender, Politics and the Domestic World*, University of Virginia Press, 2019 4. Ivy Pinchbeck, *Women Workers and the Industrial Revolution 1750-1850* Routledge, 1930 *5.* Kay Ann Johnson and Joan Judge,*Women and the Chinese Revolution* *6.* Hilda L. Smith, *The Women of the English Revolution* 7. Londa Schiebinger, *Gendered Innovations in Science and Engineering* Stanford University Press, 2008 8. Sue V. Rosser, *Breaking into the Lab: Engineering Progress for Women in Science*, New York University Press, 2012 *9.* Oto-Peralías, Daniel and Driessen, Julia, *The Gendered World of Work in Asia*			
IV	**ECONOMIC DEVELOPMENT THROUGH WOMEN"S ECONOMIC RIGHTS**		**14**	**19**
	17	Theoretical Perspectives of Gender and Development	2	
	18	Gender Disparity-Global and Indian Scenario	2	
	19	International initiatives on Women's Development-Copenhagen Conference-Nairobi Conference-Beijing Conference	3	
	20	Gender and Development (GAD)-Women in Development (WID)-Women Empowerment	2	
	21	Feminist Standpoint of Development Policy-Role of NGOs in Development Initiatives	3	
	22	Role of Women's Organizations in mobilizing and net working	2	
	REFERENCE 1. Neera Dasai, *Women in Modern India*, Asia Book, 1977 2. Sumit Sarkar, *Women and Social Reform in Modern India: A Reader*, Indiana University Press 2008 *3.* Ammu Joseph, *Framing Women: Changing Frames of Representation of Women in Indian English-Language Press* *4.* Indu Agnihotri, *Visible Work, Invisible Women: Women and Domestic Work in India* *5.* J. Devika and Binitha V. Thampi ,ed., *Women, Media and Indian Society: A Critical Exploration* *6.* Jasbir Jain, *Indian Women Novelists and the Politics of Gender* *7.* M. Madhava Prasad, *Women in Indian Cinema: Identity, Power, and Fantasy* *8.* Savitha, *Freedom Fighters and Social Activists of India* *9.* Ajit K. Chakraborty, *Women Who Fought: Forgotten Rebels of 1857* **10.** Susie Tharu and K. Lalita, *Women Writing in India: 600 B.C. to the Present*, The Feminist Press at CUNY, 1993**.**			

	https://archive.org/details/womenwritinginin00thar		
V	**Open Ended Module :** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:	**12**	
	Gender and Public Policy: Explore how public policies are formulated, implemented, and their impact on gender equality. Examine case studies of successful gender-sensitive policies. **Suggested Activities**: Policy analysis projects, guest lectures from policymakers, role-playing exercises in policy formulation.		
	Gender and Technology: Analyze the intersection of gender and technology, focusing on digital activism, representation in tech industries, and the gendered digital divide. **Suggested Activities**: Research projects on gender disparities in technology, debates on digital feminism, workshops on digital literacy and empowerment.		
	Work-Life Balance and Family Dynamics: Investigate contemporary issues related to work-life balance, parenting roles, and family dynamics from a gender perspective. **Suggested Activities**: Surveys on work-life balance, comparative studies of family policies, role-playing scenarios exploring different family structures.		
	Global Perspectives on Gender Equality: Compare and contrast gender equality issues across different cultural and geopolitical contexts. Study international movements and policies promoting gender equality. **Suggested Activities**: Comparative essays, cross-cultural interviews, analysis of international gender equality reports.		
	Women and Leadership: Examine the challenges and successes of women in leadership roles across various sectors such as politics, business, and non-profits. **Suggested Activities**: Case studies of female leaders, leadership workshops, guest lectures from women in leadership positions		
	Gender and Economic Empowerment: Discuss the economic aspects of gender equality, focusing on women's economic rights, microfinance, and entrepreneurship. **Suggested Activities**: Analysis of economic empowerment programs, interviews with female entrepreneurs, projects on economic policy impacts.		
	Activities and Assessment for the open-ended module: For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics		
	Guest Lectures: Invite experts from various fields such as academia, activism, and policy-making to speak on contemporary gender issues. **Assessment:** **Reflective Essay:** Students will write a reflective essay on the guest lecture, discussing key insights, their relevance to course topics, and personal reflections		

	Workshops: Conduct workshops on relevant topics like digital activism, intersectionality, or leadership skills for women. **Assessment:** **Workshop Participation and Practical Assignments:** Students will be assessed on their participation during the workshops and will complete a practical assignment or project based on the workshop topic	
	Field Trips: Organize visits to local organizations, NGOs, or community centers working on gender issues. **Assessment:** **Field Trip Reports:** Students will write a report detailing their observations, the work of the organization, and how it relates to course themes	
	Panel Discussion: Host panel discussions featuring scholars, activists, and professionals who address various aspects of gender studies. **Assessment:** **Panel Discussion Review:** Students will write a review of the panel discussion, summarizing key points, analyzing different perspectives, and reflecting on their implications.	
	Film Screenings and Discussions: Screen relevant documentaries or films followed by guided discussions and critical analysis. **Assessment:** **Film Analysis Essays:** Students will write an analysis essay on the screened film, discussing its themes, portrayal of gender issues, and its impact on their understanding of the topic.	
	Student-Led Seminars: Allow students to choose topics and lead seminars, fostering peer-to-peer learning and collaboration. **Assessment:** **Seminar Presentations and Peer Evaluations:** Students will be assessed on their seminar presentation skills, including content, delivery, and engagement. Additionally, peer evaluations will be conducted to provide feedback.	
	Debates: Students will participate in structured debates on controversial issues related to gender studies, defending their positions with evidence-based arguments. **Assessment:** **Debate Performance and Written Arguments**: Students will be assessed on their performance in the debate, including the clarity and strength of their arguments, as well as a written summary of their debate position and supporting evidence.	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	2	1	3	2	2	1	3	2	1
CO 2	3	3	3	2	2	3	3	2	1	3	3	2
CO 3	3	2	3	2	1	3	2	2	1	3	2	1
CO 4	3	3	3	2	2	3	3	2	1	3	3	2
CO 5	3	3	3	2	3	3	3	3	2	3	3	3
CO 6	3	3	3	2	3	3	3	3	3	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar	Discussion/ Debate	End Semester Examinations
CO 1	✓			✓	✓
CO 2	✓		✓		✓
CO 3	✓	✓		✓	✓
CO 4	✓			✓	✓
CO 5	✓		✓		✓
CO 6	✓	✓		✓	✓

Format of the Question Paper

II Semester B.A. (CUFYUGP) Degree Examinations
HIS3MN215 Women in Public Sphere
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Habermas
2. Clara Lamelich
3. International Women‘s Development Initiatives in 1995
4. Self Employed Women‘s Association
5. Mary Wollstonecraft
6. GAD
7. Suffrage
8. What is the main focus of WTUL in America
9. Industrialization and public sphere
10. Glass Ceiling effect

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Explain the concept of the Public Sphere as formulated by Habermas. How does it relate to the Private Sphere?
12. Discuss the impact of gender segregation and stereotyping of women in public media. Provide examples to support your points
13. Analyze the role of the National Women Suffrage Association (NWSA) in the women's suffrage movement in the United States
14. Evaluate the contributions of Clara Lemlich and Mary Harris to the labour movement feminism
15. Discuss the significance of Mary Wollstonecraft's 'A Vindication of the Rights of Women' on the feminist movement
16. Examine the challenges faced by women workers in terms of wage differentiation, lack of training, and workplace harassment.
17. Analyze the impact of educational reforms in the 19th century on the status of women in Victorian England
18. Discuss the theoretical perspectives of Gender and Development (GAD) and Women in Development (WID). How do they contribute to women's economic empowerment?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Critically evaluate the impact of industrialization on the public sphere. How did it contribute to changes in gender roles and public space management? Include historical and contemporary perspectives in your analysis.

20. Analyze the role and effectiveness of international initiatives on women's development, such as the Copenhagen, Nairobi, and Beijing Conferences. How have these initiatives shaped global and local gender equality policies? Provide specific examples to illustrate their impact.

VOCATIONAL MINOR COURSES

GROUP 1

CULTURAL STUDIES AND HERITAGE MANAGEMENT

Course 1: HIS1VN101 Museology

COURSE DESCRIPTION

The course aims to familiarize the students about museums and its functions. The course includes the scope and social relevance of museums. The course helps the students to understand different types of museums and to recognize museums as a profession. Museums and its functions help the students to understand the culture and heritage of a society. The course also aims to familiarize the laws regarding the protection of heritage sites.

Programme	BA History Honours				
Course Code	HIS1VN101				
Course Title	Museology				
Type of Course	Vocational Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the term museum and museology	U	F	Seminar Presentation/Assignment
CO2	To detail the scope of museology	E	C	Seminar/ Group discussion
CO3	To detail the different types of museums	An	P	Quizzes
CO4	To explain the functions of museums	An	P	Discussions and presentations
CO5	To explain new museum trends and its social relevance	E	F	Debate/seminar
CO6	understand the national and international laws regarding the museums	U	F	Quick quizzes/ Group discussions/

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**INTRODUCTION TO MUSEOLOGY**		**9**	**10**
	1	Meaning, definition and concepts of museums, community museums, virtual museums	2	
	2	Museology: Conventional museology, New museology, museography	2	
	3	History and development of museums in global context	3	
	4	History of Museum development in India	2	
		Reading list:- 1. Agrawal, Usha., *Museums in India-A brief directory* 2. Balakrishna., *Bibliography on Museology* 3. Basu, J N .,*Indian Museums and movement* 4. Baxi,S J.& Dwivedi, V P .,*Modern Museums*		
II	**SCOPE AND FUNCTIONS OF MUSEUMS**		**9**	**10**
	5	Scope of museology	2	
	6	Functions of museums(a)collection(b)Identification(c)preservation(d) Documentation(e)presentation(f)Research(g)educational activities	3	
	7	Functions and role of museums	2	
	8	Changing role and social relevance of museums	2	
		Reading list 1. Bhatnagar, Anupama*: Museums, Museology and New museology* 2. Ghosh,D P:*Studies in Museology* 3. Gilman, Benjamin: *Museums ideals of purpose and method*		
III	**TYPES OF MUSEUMS AND ORGANIZATIONS**		**12**	**15**
	9	Classification and Types of museums	**3**	
	10	National and international professional organizations, Museum Association of India, UNESCO, ICOM etc	**2**	
	11	Museums and its governing body and scope	**2**	
	12	Open air museums-Inclusive museums-community centre ,interpretation centre	**3**	

	13	Galleries-Virtual museums	**2**	
		Reading list *1.* Morley,Grace:*Museums today* *2.* Morkham,S F and Hargreaoves,H:*Museums of India* *3.* Nigam,M L:*Museums in India*		
IV	**MUSEUMS, COLLECTION, DOCUMENTATION AND EXHIBITIONS**		**18**	**15**
	14	Scope and purposes of collection	**2**	
	15	Tangible and intangible collections, collection policy	**2**	
	16	Methods of collecting tangible and intangible heritage	**2**	
	17	Collection holding areas for tangible and intangible collections	**2**	
	18	Documenting museum collections, documentation policy and procedures	**2**	
	19	Museum Exhibitions, exhibition policy ,ethics of exhibitions	**2**	
	20	Components of exhibitions, exhibition text, planning and designing exhibitions	**2**	
	21	Museums and lifelong learning, barriers to learning in museums	**2**	
	22	Legislations concerning museums	**2**	
		Reading list: *1.* Gilman ,Benjamin: *Museums ideals of purpose and method* *2.* Nigam, M L:*Museums in India* *3.* Nigam, M L:*Fundamentals of Museology* *4. Key concepts of Museology*. ICOM Publication (online		
V		**OPEN ENDED**	**12**	
		practical-Visit to museums-study/evaluation of any one museum on given parameters-presentation of the given case study		
		Various learning activities such as guides tours, lectures, talks, storytelling, workbooks, workshops, digital methods for different target groups.		
		Activities and assessment of Open ended *Prepare reports on National museums * Examine and present Museum collections *Examine different types of museums and make videos *Assess the museums in our locality and make documentary **Assessment** *****Evaluate the concepts of museology, museography and museum		

		*Evaluate the types of museums and documentation *Evaluate the museums on the basis of museum collections	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	-	-	3	1	2	3	1	2
CO 2	3	-	3	3	2	2	2	3	2	-	-=2
CO 3	3	-	3	3	3	3		3	-	3	-
CO 4	2	3	2	2	-	3	3	2	-	3	-
CO 5	3	-	3	2	3	3	1	2	-	3	-
CO 6	3	-	2	2	2	31		2	-	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar/project evaluation
- Midterm Exam
- End semester exam 70%

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✔		✓
CO 2	✓	✔		✓
CO 3	✓		✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

MODEL QUESTION PAPER FOR VOCATIONAL MINOR COURSE I st SEMESTER I (CUFYUGP) DEGREE EXAMINATIONS 2024

HIS1VN101 MUSEOLOGY

Maximum Time:2hrs Maximum Marks:70

SECTION A

(Answer all. Each question carries 3marks)

(Ceiling:24)

1. Concept of Museum
2. New Museology
3. Museography
4. Preservation
5. Documentation
6. Collection
7. Museum Association
8. Exihibition
9. Virtual Museums
10. UNESCO

SECTION B

(Answer all. Each question carries 6 marks)

(ceiling :36)

11. Explain definitions and concepts of museums.
12. Analyse the history and development of museums in global context.
13. Discuss the functions and roles of museums.
14. Explain classification and types of museums.
15. Elucidate the methods of collecting tangible and intangible heritage.
16. Explain documenting museum collections.
17. Discuss about the components of exhibition.
18. Explain National and international legislations concerning museums.

SECTION C

(Answer any one. Each questions carries 10 marks)

(1 X 10=10)

19. Explain the concept and the scope of museology.
20. Expain the purposes of museum collection and collection policy.

Course 2 (Group I)
HIS2VN101Archival Studies

Course Description: This course aims to impart knowledge on the practice of archiving and its global progression. It further elucidates the metamorphosis of archival methods in the digital era. The curriculum is designed to equip students with the understanding of critically examining archival data and the significance of preserving such documents to foster democratic values and inclusivity.

Programme	BA History Honpurs				
Course Code	HIS2VN101				
Course Title	Archival Studies				
Type of Course	Vocational Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the evolution of the archival system in the world	R	F	Seminar Presentation
CO2	Understand the importance of archives in history writing	E	P	Seminar/ Group discussion
CO3	Examine the importance of critiquing archival data	An	P	Debates/Historical simulations/ role play activities
CO5	Compare and contrast different archival practices.	An	P	develop a timeline of a historical event
CO6	Define and apply the importance of digitizing archival data	U	C	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**ARCHIVES: HISTORY AND CONCEPTS**		**13**	**20**
	1	Introduction to Archives	3	
	2	Archives as a source of information	2	
	3	Archives in Ancient Greece and Rome	3	
	4	Evolution of archives in history	1	
	5	Key developments in the field of archival science	2	
	6	Archival Consciousness in Pre-modern India	2	
		Reading Material 1. Caroline Brown, *Archives and Recordkeeping: Theory into Practice*, 2. Dr. S. N. Sen, *The National Archives of India: An Overview* 3. S. R. Bakshi, *Archives in India: Historical and Administrative Development* 4. Cook, Terry. "What is Past is Prologue: A History of Archival Ideas since 1898." *In Archives and the Public Good: Accountability and Records in Modern Society*, edited by Richard J. Cox. Westport, CT: Quorum Books, 2002. 5. Foscarini, Fiorella. "The Role of Provenance in the Formation of Archives." *Journal of the American Society for Information Science and Technology 62, no. 10* (2011): 1873-1883.		
II	**ARCHIVES IN MODERN INDIA**		**8**	**15**
	7	Overview of archival institutions in India – British period	**2**	
	8	National Archives of India and the growth of regional archives	**2**	
	9	Foreign Archival Repositories and its reflections in Indian history	**2**	
	10	Folklore Archives, Institutional Archivesand Private Archives in Kerala	**2**	
		Reading Material 1. Dr. S. N. Sen, *The National Archives of India: An Overview*, 2. S. R. Bakshi, *Archives in India: Historical*		

		and Administrative Development 3. Abdul Majeed, C P., *Archival Science: Past, Present and Future*, SPCS, Kottayam, 2017. 4. Kelkar, Dhananjay."*Indian Archives: A Historical Survey*." *Indian Archives 28 (1974)*: 50-67. 5. Khan, Ishaq. "Indian Archives: Problems and Progress." *The Indian Journal of Political Science 34, no. 2 (1973)*: 143-154. 6. www.nationalarchives.nic.in		
III	**PRESERVATION OF DOCUMENTS – PRACTICAL TECHNIQUES**		**17**	**20**
	11	Introduction to conservation and preservation of archival materials	**3**	
	12	Atmosphere factors, Microorganisms, and Pests-Structural Factors	**2**	
	13	Bleaching Method – Removal of stain, Full Pasting	**2**	
	14	Tissue Repair and Backing	**3**	
	15	Chiffon Repair – Lamination – Docketing and Guarding	**2**	
	16	Conservation and Restoration	**2**	
	17	Duties of an Archivist	**1**	
	18	Official Archives settings Kerala; Government Archives	**2**	
		Reading Material 1. *EaswaranPuthiyillam*,A *Handbook* on *Archival Studies*,Centre for Heritage Hill Palace, Thripunithara, 2011. 2. Banks, Paul N. "Preservation through Access to Printed Archives in the Digital Context." *Archives and Manuscripts 40, no. 2 (2012)*: 148-160. 3. Kennedy, Stephen. "Preservation Planning: Guidelines for Writing a Plan." *Library Trends 56, no. 1 (2007)*: 212-229. 4. www.nationalarchives.nic.in/content/preservation 5. https://www.keralaarchives.org/record-holding		
IV	**ARCHIVES IN THE DIGITAL AGE:METHODS AND PRACTICE**		**10**	**15**
	19	Methods of Digitising Archival Data	**2**	
	20	Microfilm, Aperture Cards,andthe Microfiche	**2**	
	21	Film Archives, the Sound Archives and Oral	**2**	

		History Archives		
	22	Legal and ethical considerations in digital archiving	**2**	
	23	Future trends in the field of digital archiving - Online archives andWeb Archiving.	**2**	
		Reading Material 1. Elizabeth R. Leggett, *Digitization and Digital Archiving: A Practical Guide for Librarians* Second Edition, Rowman&LittleField, London, 2021. 2. Deegan, Marilyn, and Simon Tanner. "Digital Futures: Strategies for the Information Age." *Library Trends 52, no. 3 (2004)*: 507-528. 3. Gilliland, Anne J. "Setting the Stage." *In Digital Curation: Practice, Promise, and Prospects*, edited by Helen R. Tibbo. Chicago: ALA Editions, 2016.		
V		**OPEN-ENDED:** Students are to be Given Practical Work of Collecting Archival Data, and conduct of exhibitions, and preserving the same in the Museum or Online Platform	**12**	
		Activities and assessment of Open-ended • **Collection of Photographs:** Examine the lives of people in the villages and rural spaces through photographs		
		• **Conduct of Oral History**: Students can be directed to conduct oral history interviews of individual/s as life history or problem-based investigation		
		• **Local History Archives:** Students can be given work to help local communities and families start local/family archives and help them make documents and archival data accessible to research scholars through the digital platform **Assessment** *****Evaluate the skills and critical mind applied by students. *Evaluate the application of digital technology *Evaluate the ability of students in analysing archival data collected		

		General Reading 1. Markus Friedrich Translated by John Noël Dillon, *The Birth of the Archive A History of Knowledge*, University of Michigan Press, 2021 2. Daniel J Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*(2006). 3. Dr. Gregory Hunter,*Developing and Maintaining Practical Archives,* 2nd edition, New York: Neill Schuman Publishers, 2003. 4. Sarah Barber and Corinna M. Peniston Bird, *History Beyond the Text,* New York: Routledge, 2009. 5. Gregory S Hunter, *Developing and Maintaining Practical Archives*, Neal Schuman, 2003. 6. David M. Carmichael, *Organising Archival Records: A Practical Method of Arrangement and Description of Small Archives*, AltaMira Press, 2003. 7. Judith Ellis. *Keeping Archives,* Alta Mira Press, 2003. *8.* State Archives Department. *An Introduction to the Kerala State Archives. Government of Kerala, 1975.* 9. Randall C. Jimerson, *Archives Power: Memory, Accountability, and Social Justice*, 10. Caroline Williams, *Managing Archives: Foundations, Principles and Practice*, 11. Caroline Brown, *Archives and Recordkeeping: Theory into Practice*, 12. Dr. S. N. Sen, *The National Archives of India: An Overview*, 13. S. R. Bakshi, *Archives in India: Historical and Administrative Development*, 14. Geoffrey Yeo, *Record-Making and Record-Keeping in Early Societies*, Routledge, New York, 2021.		

Note: The course is divided into five modules, with four having a total of 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	1	2	2	1	2	1	-	-	1	1	-
CO 2	2	1	3	3	3	3	1	1	1	2	3	1
CO 3	3	3	2	3	3	3	3	2	3	2	2	3
CO 4	3	3	2	3	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3	3	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar/Filed Work
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

II nd SEMESTERB A(CUFYUGP)DEGREEEXAMINATIONS
HIS2VN101: Archival Studies
(Credits:4)

MaximumTime:2hours Maximum Marks: 70

SectionA

[AnswerAll.Eachquestioncarries3marks]

(Ceiling:24Marks)

1. What is an Archive?
2. Why did the British establish archival Record Rooms in India?
3. What is the India Office Library?
4. Examine the characteristics of Folklore Archives?
5. Explain the features of private archives
6. What are the *churuna*documents ?
7. Do you think that a controlled light system is required in an archival room ? Why
8. What is Chiffon Repairing?
9. Give an account of the Sound Archives?
10. What is an Online Archives?

SectionB

[Answer All. Each question carries 6marks]

(Ceiling:36Marks)

11. How did the Sultanate and Mughal rulers manage the preservation of documents and manuscripts?
12. The modern World is indebted to Ancient Greece and Rome for the system of archival practice. Examine
13. Who is an Archivist? What are his duties?
14. How do we transform a paper document into a digital document seen in digital archives?
15. What are the benefits of digital archives?
16. What are the microfilms? Examine its use in preserving archival data
17. Examine the specific features of an archives library
18. What are the disadvantages of centralized archival system in a country?

Section C

[Answer anyone. Each question carries10marks]

(1x10=10 Marks)

19. How did the French Revolution transform the archival system in the World?
20. Elaborate on the environmental elements that can negatively impact the preservation of archival documents. What are some effective strategies to safeguard these documents from deterioration caused by such elements?

Course 3 (Group1)
HIS3VN201 Heritage Management

COURSE DESCRIPTION

The course aims to familiarize the students about Heritage and its management. The course includes the scope and types of heritage. The course helps the students to understand the heritage in national and international level. Heritage management andits functions helps the students to understand the culture and heritage of a society. The course also aims to familiarize the laws regarding the protection of heritage.

Programme	BA History Honours				
Course Code	HIS3VN201				
Course Title	Heritage management				
Type of Course	Vocational Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the term heritage and heritage management	U	F	Seminar Presentation/Assignment
CO2	To detail the scope of heritage studies	E	C	Seminar/ Group discussion
CO3	To detail the different types of heritage	An	C	Quizzes
CO4	To explain the collection and conservation	An	C	Discussions and presentations
CO5	To explain collections and restoration	E	F	Debate/seminar
CO6	Understand the laws on heritage	U	P	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**INTRODUCTION TO HERITAGE STUDIES**		**9**	**10**
	1	Meaning, definition and concepts of heritage	2	
	2	Heritage studies and types cultural, natural, tangible and intangible	2	
	3	Heritage studies in global context	3	
	4	Heritage studies in India	2	
		Reading list 1. Jeyaraj,V.2003,*Manual for the conservation gallery, Government museum* ,Chennai 2. Jeyaraj,V.2005.*Heritage management*. Government museum, Chennai 3. Banerjee, NR.1990. *Museum and Cultural Heritage in India*. Agam kala prakashan, Delhi		
II	**SCOPE AND DIFFERENT TYPES OF HERITAGE**		**9**	10
	5	Scope of Heritage studies Different types of heritage	2	
	6	Tangible, Intangible, Tangible cultural and Tangible natural	3	
	7	The nodal agencies involved in Heritage Cultural Heritage: Archaeological survey of India Natural Heritage: Ministry of environment, forests and wildlife Intangible Heritage: Sangeet Natak Academy	2	
	8	Heritage in the global context: International advisory bodies associated with World Heritage Committee of UNESCO: ICCROM, ICOMOS and IUCN	2	
		Reading list 1. Banerjee, NR. 1990. *Museum and Cultural heritage in India*.Agam kala prakashan, Delhi. *2.* Hussain,S A.: *The National cultural of India,* National book trust, New Delhi,1987 3. Gupta,SP,Lal,K,Bhattacharya,M.*Cultural Tourism in India*(DK Print)		
III	**TYPES OF COLLECTIONS AND CONSERVATION**		**12**	**15**
	9	Types of collections Tangible Cultural- Tangible Natural-Intangible, Immovable (archaeology)and immovable (Museology)	**3**	

	10	Collections of Cultural Heritage-Natural/Organic collections-metals-Inorganic	**2**	
	11	Intangible-OTE: Oral traditions and expressions PA: Performimg arts SRF: Social, ritual and festive events TKNU: Traditional knowledge related to nature and Universe TC: Traditional craftsmanship	**2**	
	12	Conservation-preventive conservation Remedial/Curative conservation	**3**	
	13	Restoration	**2**	
		Reading list 1. Greffe,Xavier;*Managing our Cultural Heritage*; Aryan Books International, New Delhi 2. Allchin,B.,Allchin, F R.et al.(1989)*Conservation of Indian Heritage*, Cosmo Publishers, New Delhi 3. Richard Harrison (ed),*Manual of Heritage Management*, Butterworth Heineman		
IV	**Laws on Heritage**		**18**	**15**
	14	Laws on Cultural Heritage Ancient Monuments and Archeological Sites and Remains Act(AMASR ACT,1958)	**2**	
	15	Antiquities and Art Treasure Act ,1972	**2**	
	16	Laws on Natural Heritage	**2**	
	17	Laws on Intangible Heritage	**2**	
	18	Heritage :International scenario and Issues	**2**	
	19	International charters/conventions regarding cultural Heritage	**2**	
	20	Heritage interpretation for Sites and Museums-Public education and awareness raising	**2**	
	21	Presentation of cultural Heritage	**2**	
	22	Promotion of tangible heritage,Promotion of intangible heritage	**2**	
		Reading list :- 1. BiswasSachindraSekhar, *protecting the cultural heritage. National legislations international conventions*. Aryan books international, New Delhi 1999 2. Nagar S L,Protection,*conservation& preservation of India's monuments*, Aryan books International, New Delhi 1998 *3.* UNESCO& its programmes, *protection of mankind's cultural*		

		*heritage*sites&monuments,UNESCO 1970 4. UNESCO World Heritage Website: https://whc.unesco.org/ 5. Convention concerning the protection of the World Cultural and Natural Heritage(UNESCO 1972)URL:https://whc.unesco.org/en/convention		
V	**Open Ended**		**12**	
		Prepare a project plan including presentation and promotion plan for a monument/heritage building		
		Prepare a draft heritage project plan for a monument/intangible heritage		
		Activities and assessment of Open ended *Prepare reports on any heritage monument *Prepare a project plan including presentation and promotion plan for a monument/heritage building *Examine different types of heritage monuments and make videos *Assess the heritage site in our locality and make documentary **Assessment** *****Evaluate the concepts of Heritage and Heritage management *****Classify the types of natural and cultural heritage *****Evaluate the Laws regarding the Protection of Heritage		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	-	-	3	1	2	3	1	2
CO 2	3	-	3	3	2	2	2	3	2	-	-=2
CO 3	3	-	3	3	3	3		3	-	3	-
CO 4	2	3	2	2	-	3	3	2	-	3	-
CO 5	3	-	3	2	3	3	1	2	-	3	-
CO 6	3	-	2	2	2	3		2	-	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar/project evaluation
- Midterm Exam
- End semester exam 70%

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✔		✓
CO 2	✓	✔	✓	✓
CO 3	✓		✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

MODEL QUESTION PAPER FOR VOCATIONAL MINOR COURSE
III rd SEMESTER (CUFYUGP) DEGREE EXAMINATIONS 2024
HIS3VN201 HERITAGE MANAGEMENT

Maximum Time: 2hrs Maximum Marks:70

SECTION A

(Answer all. Each question carries 3marks)

(Ceiling:24)

1.Concept of Heritage
2.Tangible cultural
3.ASI
4.Preservation
5. Conservation
6.Tangible Natural
7.Collections of cultural Heritage
8.Oral tradition
9.AMASR ACT
10. UNESCO

SECTION B

(Answer all. Each question carries 6 marks)

(Ceiling: 36)

11. Explain definitions and concepts of Heritage
12. Analyse the development of heritage management in global context.
13. Discuss the types of heritage especially tangible and intangible
14.Explain classification of Tangible cultural and Tangible natural
15. Explain International advisory bodies associated with world Heritage Committee of UNESCO
16. Discuss about conservation of Heritage
17.Discuss about the restoration in Heritage
18. Analyse the preventive conservation and curative conservation

SECTION C

(Answer any one. Each questions carries 10 marks)

(1 X 10=10)

19. Explain the national and international laws regarding Heritage
20. Expain the significance of Heritage management in India

COURSE 4(GROUP1)
HIS8VN301 HISTORY OF ARCHAEO-IRON METALLURGY AND MINING IN PRE-MODERN INDIA

Course description: This course offers a comprehensive exploration of the history, techniques, and cultural significance of iron metallurgy and mining in PreModern India. Through a multidisciplinary approach encompassing archaeology, history, and anthropology, students will delve into the origins, development, and socio-economic implications of metalworking in ancient India, with a particular focus on iron technology

Programme	BA History Honours				
Course Code	HIS8VN301				
Course Title	History of Archaeo-Iron metallurgy and Mining in Pre-Modern India				
Type of Course	Vocational Minor				
Semester	VIII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	**Demonstrate Understanding of Metal Technology**: Students will be able to describe the evolution of metalworking techniques and identify key advancements in PreModern iron metallurgy, particularly within the context of the Indian subcontinent.	U	C	Debate
CO2	Critically Analyze Archaeological and Literary Sources: Students will develop the ability to critically evaluate archaeological findings and textual evidence related to archaeo-iron metallurgy, demonstrating proficiency in analyzing primary sources within their historical and cultural contexts.	An	C &P	Seminar
CO3	Evaluate Socio-Economic Implications: Students will be able to assess the socio-economic significance of metal usage in	E	P	Debate

	Pre Modern societies, including its impact on trade networks, economic development, and social stratification.			
CO4	Identify Regional Variations and Cultural Influences: Students will demonstrate an understanding of the geographical and cultural factors influencing iron metallurgy across different regions of the Indian subcontinent, and analyze how these factors contributed to the diversity of technological practices and cultural traditions.	An	C &P	Archaeological field visit
CO5	Apply Terminology and Theoretical Frameworks: Students will apply key terminology and theoretical frameworks used in the study of archaeo-iron metallurgy to analyze and interpret research literature, artifacts, and archaeological sites related to PreModern iron production in India.	Ap	P	Assignments
CO6	Synthesize Technological Advancements: Students will synthesize knowledge of technological advancements in ironmaking processes, including casting, forging, and materials processing, and assess their impact on the technological development and cultural history of PreModern India.	An	P	Local iron industrial visit
	***Cognitive Level** -Remember(R), Understand(U), Apply (Ap), Analyze(An),Evaluate(E), Create(C) **#Knowledge Category** - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	Content	Hours 60	Marks 70
I	**History of Metal and Metallurgy: Meaning and Methodology**		**12**	**18**
	1	Understanding Early Metal Technology: Origin and Evolution	**1**	
	2	Archaeological and Literary Evidences on Archaeometallurgy	**1**	
	3	History of Metal and metallurgy in Africa and Europe	**2**	
	4	Historical Perspectives of Metals and Alloys : Metals in relation to growth of civilization	**2**	
	5	Socio-Economic Implications of Metals	**1**	

	6	Terminology and Theoretical frame work	**1**	
	7	Use of Ethnographic date for smelting techniques	**1**	
	8	Technique and practical methods of metallurgy	**1**	
	9	Source Material for the Study of Ancient Metallurgy	**1**	
	10	Exploratory Data Analysis in Archaeology	**1**	
		Reading List: a. Agrawal, D. P.and J. S. Kharakwal. 2003. *Bronze and Iron Ages in South Asia*. NewDelhi: Aryan Books International. b. Allchin, B. and F. R. Allchin. 1997. *Origins of a Civilization: The Prehistory and EarlyArchaeology of India*. New Delhi: Penguin Books India. c. Banning, E. B. 2002.*The Archaeologist's Laboratory - The Analysis of Archaeological Data.* New York: Kluwer Academic Publishers. *21*. Hodder, I. and S. Hutson. 2003. *Reading the Past – Current Approaches to* *22*. *Interpretation in Archaeology*. Cambridge University Press: Cambridge. *23*. Lowe, T.L., 1989. *Principles of solidification and materials processing*, Vol, 2, Eds.R.. Trivedi, J. A. Sekhar and J. Majumdar, New Delhi, Oxford and 1BH Publishing,		
II	**Introduction to history of Iron Metallurgy in India**		**12**	**18**
	11	Geographical Factors of Indian Sub-continent and its influence on its culture - Pre-Proto historic India-Environmental Settings and Geographic locations	**2**	
	12	Beginnings of Iron Age in India - Iron in Early Buddhist Text - Painted Grey Ware, Northern Black Polished ware and Megalithic Culture	**2**	
	13	Chronology and Distribution	**2**	
	14	Iron technology and cultural development	**2**	
	15	Metal working operation - Traditional Knowledge system-Mining and Metallurgy	**2**	
	16	Historical Development- Advancement of Metal Technology in Medieval Historical Archaeology-Sculptural Art of Iron	**2**	
		Reading List:		

		a. Dhavalikar, M.K. 1999. *Historical Archaeology of India*. Delhi: Books and Books. b. . Ghosh, A. 1989. *An Encyclopaedia of Indian Archaeology*. Vols. I and II. New Delhi:MunshiramManoharlal Publishers Pvt. Ltd. c. Joshi, S.D., 1970. *History of Metal Founding in the Indian Sub-continent Since Ancient Times,* Ranchi d. Krishnan, M.S., 1955. *Iron ores of India*, Calcutta, Association for cultivation of Science. e. Kulkarni, A.D., 1969. *RasatatnaSamucca*, Delhi, Meherchand and Lakshman Das. f. Mahmad, S.J., 1988. *Metal Technology in Medieval India*, New Delhi, Daya Publishing House.		
III	**Early occurrence of Iron Technology in South India**		**12**	**17**
	17	Geographical factors and regional development - Historicity and archaeological evidences related to Iron age	**2**	
	18	Iron Age the second urbanization-Megalithic excavated sites in South India	**2**	
	19	Technological studies of South Indian Protohistoric period - Ethno-Archaeological Evidence on Archaeometallurgy	**2**	
	20	Identification of Raw materials used in iron and steel industry - General qualities of raw material Procurement Mining / quarrying and beginning of pyro technology	**2**	
	21	Concentration of the ore-Isolation of the metal from its concentrated ore, and Purification of the metal - Formation Process; Secondary Formation Process -Technological developments, workshops and tool	**3**	
		Reading List: 1. Bhardwaj, H.0 and Saran S., 1983. *Seminar on metal industries of south India*,Thanjavour. 2. Deo, S.B., and Jamkhedkar, A.P. 1982. *Excavations Naikund*, Bombay. 3. Franklin, J., 1829. *Indian Science and Technology in the 18th century* (1983) byDharampal, Hyderabad, Academy of Gandhian Studies 4. Lecote, R.F., 1980. *Furnaces, Crucibles, and Slags, Coming of the Age of Iron*, T.A. Wertime& J.D. Muhly (eds.) Yale-University Press, New Haven London *5.* Sundara, A., -1975. *The Early Chamber tombs of*		

		South India - A study of the IronAge. Megalithic Ivionuments of North Karnataka, Delhi Univ. Publications. 6. Moorti, U.S., 1994. *Megalithic Culture of South India: Socioeconomic perspectives*,Ganga-Kaveri Publishing House, Varanasi.		
IV	**Origins and development of Iron Making history of Kerala**		**12**	**17**
	22	Geographical background of Kerala - Major geographical divisions: Mountain ranges, River basins, Environment Archaeological sources	**3**	
	23	Robert Bruce Foote- Colonel Colin Mackenzie -Buchanan - Nature of Archaeological Data	**2**	
	24	Archaeological studies of the material remains of Iron Age in Kerala: distribution and their chronology and their connections with adjoining region	**2**	
	25	Expanding Archaeometallurgy- Major Iron artifacts of excavated sites	**2**	
	26	Ore and Minerals for Common Metals: An overview of processes of primary metal production, Historical developments-Current status and Future challenges	**3**	
	Reading List: 1 Buchanan, F.A., 1807**.** *Journey from Madras through the countries of Myore,Canara and Malabar,*London**.** 2. Chakrabrti, Dilip K., 1976. *The beginning of iron in India*', Antiquity L 3. Dutta, A., 1992. *Early Stages of Iron Technology and the Development of Regional Pattern in India, Man and His Culture: A Resurgence*, Peter S. Bellwood (ed.), Delhi 4. Gordon, D.H., 1950. The Early Use of Metals in India and Pakistan, *Journal ofRoyal Anthropological Institute*, No. 80 5. Iyer, Krishna. 1967. *Kerala Megaliths and Their Builders*, University of Madras , 6. Iyer, Krishna. 1948. *Prehistoric Archaeology of Kerala*, Archaeological Survey of India, Bombay		
V	**Open Ended :** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:		**12hrs**	
19.	**Field Survey and Documentation of Iron Ore Deposits:** Undertake a field survey to identify and document iron ore deposits in a specific region, analyzing geological features and historical evidence to understand the significance of these deposits for ancient mining			

	activities.	
20.	**Cultural and Technological Exchange in Iron Metallurgy:** Research and analyze historical evidence of cultural and technological exchanges in iron metallurgy between different regions of the Indian subcontinent and neighbouring civilizations, exploring the impact of these exchanges on metalworking practices.	
21.	**Development of Ironworking Tools and Techniques:** Investigate the development of ironworking tools and techniques over time, examining archaeological evidence and experimental data to understand how innovations in tool design and manufacturing processes contributed to advancements in iron metallurgy	
22.	**Environmental Impact of Ancient Mining Activities:** Study the environmental impact of ancient mining activities, including soil erosion, deforestation, and water pollution, and discuss the implications for sustainability and resource management in PreModern societies	
23.	**Cultural Significance of Iron Artifacts**: Explore the cultural significance of iron artifacts in ancient societies, analyzing their symbolic meanings, religious rituals, and socio-economic value within different cultural contexts.	
24.	**Trade Networks and Exchange of Metal Goods**: Investigate trade networks and the exchange of metal goods between different regions of the Indian subcontinent and beyond, exploring the economic and cultural implications of long-distance trade in PreModern times	
25.	**Interact with the Local Iron Craft Community and Oral History Compilation:** Students will engage directly with local iron craft communities, observing traditional techniques and conversing with artisans to document oral histories. Through this immersive experience, they'll gain insights into the cultural significance of ironworking traditions and contribute to the preservation of intangible heritage.	
	Activities and Assessment for the open ended module For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:	
17.	**Field Survey and Documentation of Iron Ore Deposits:** • **Activity:** Organize a field trip to a local area with known iron ore deposits. Students work in groups to conduct geological surveys, collect samples, and document the location, composition, and accessibility of the deposits**.** • **Assessment:** Students submit a comprehensive report detailing their findings, including geological maps, sample analysis results, and interpretations of the significance of the iron ore deposits for ancient mining activities	

18.	**Cultural and Technological Exchange in Iron Metallurgy:** • **Activity:** Assign students to research historical evidence of cultural and technological exchanges in iron metallurgy between different regions. They analyze primary sources, such as archaeological artifacts, trade records, and cultural texts, to identify instances of exchange and collaboration**.** • **Assessment:** Students present their research findings in a seminar format, discussing the impact of cultural and technological exchanges on metalworking practices and providing evidence to support their conclusions**.**	
19.	**Development of Ironworking Tools and Techniques:** • **Activity:** Divide students into small groups and assign each group a specific period or region to investigate the development of ironworking tools and techniques. They analyze archaeological artifacts, experimental data, and historical texts to trace the evolution of tools and techniques over time. • **Assessment:** Students create a timeline or visual presentation highlighting key innovations in ironworking tools and techniques, accompanied by explanations of their technological significance and implications for iron metallurgy**.**	
20.	**Environmental Impact of Ancient Mining Activities:** • **Activity:** Students conduct research on the environmental impact of ancient mining activities, focusing on case studies from different regions of the Indian subcontinent. They analyze historical records, archaeological evidence, and environmental data to assess the extent of soil erosion, deforestation, and water pollution caused by mining**.** • **Assessment:** Students prepare a written report or multimedia presentation summarizing their findings, including an evaluation of the environmental impact of ancient mining activities and recommendations for sustainable resource management practices	
21.	**Cultural Significance of Iron Artifacts:** • **Activity:** Students select a specific iron artifact from a chosen culture or time period and conduct in-depth research on its cultural significance. They examine the artifact's symbolic meanings, religious associations, and socio-economic value within its cultural context. • **Assessment:** Students create a multimedia presentation or museum-style exhibit showcasing their chosen iron artifact, providing detailed explanations of its cultural significance and supporting their interpretations with evidence from primary sources.	

22.	**Trade Networks and Exchange of Metal Goods:** • **Activity:** Assign students to investigate historical trade networks involved in the exchange of metal goods across different regions of the Indian subcontinent and beyond. They analyze trade routes, archaeological evidence, and written records to map out the flow of metal goods and identify key trading centres**.** • **Assessment:** Students develop a trade network map or infographic illustrating the exchange of metal goods between regions, accompanied by an analytical essay discussing the economic and cultural implications of long-distance trade in PreModern times.	
23.	**Interact with the Local Iron Craft Community and Oral History Compilation:** • **Activity:** Organize a community engagement initiative where students visit local iron craft communities or workshops to interact with artisans and craftsmen. They can observe traditional ironworking techniques, participate in hands-on demonstrations, and engage in discussions with practitioners to understand their craft traditions, knowledge systems, and cultural significance**.** • **Assessment:** Students are tasked with compiling oral histories and ethnographic data gathered from interactions with the local iron craft community. They document the experiences, stories, and insights shared by artisans, capturing the intangible heritage of ironworking traditions. Assessment may include the submission of written reports, audio recordings, or multimedia presentations showcasing their findings and reflections on the cultural significance of iron craft practices within the community. Additionally, students may reflect on the implications of these oral histories for understanding the socio-cultural dynamics of PreModern iron metallurgy and mining in India.	

Note: The course is divided into five modules, with four having minimum 26 units and one open-ended module with a variable number of units. There is total 48instructionalhoursfor the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the 26 fixed modules

Mapping of Cos with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	1	1	2	1	1	2	1	2	2	1

CO2	2	3	2	2	3	3	2	2	1	3	3	1
CO3	2	2	2	2	2	3	2	1	1	2	2	2
CO4	2	2	2	2	2	3	2	3	1	3	2	2
CO5	2	1	2	2	3	1	2	2	1	2	2	1
CO6	2	1	2	2	2	1	2	3	2	3	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Field visit/Assignment/Debates/Discussion/Seminar
- Midterm Exam
- Final Exam(70%)

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Archaeological field visit	Local Iron Industrial Visit	Archaeological Field Documentation Report	Assignment	Discussion/ Debates	Seminar	EndSemester Examinations
CO1	✓					✓		✓
CO2	✓						✓	✓
CO3	✓					✓		✓
CO4	✓	✓						✓
CO5	✓				✓			✓
CO6	✓		✓					✓

VIII Semester B.A. (CUFYUGP) Degree Examinations

HIS8VN301 : History of Archaeo-Iron metallurgy and Mining in Pre-Modern India

(Credits: 4)

Maximum Time: 2 hours Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Archaeometallurgy
2. Painted Grey Ware
3. Pyrotechnology
4. Robert Bruce Foote
5. Iron furnace
6. Wootz
7. Bloomery iron
8. Alloys
9. Megalithic Culture
10. Second Urbanization

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Explain the historical perspectives of metals and their alloys which leading to the growth of civilization
12. What are the main sourc e materials for the study of ancient metallurgy in India?
13. How did traditional knowledge system help us to find iron metallurgical advancement in India?
14. Write a note on Metal Technology in Medieval Historical Archaeology
15. Critically examine the metallurgical research of Iron in South India
16. What are the prerequisites for the iron making process in ancient India?
17. Analyse the main features of Archaeological studies of the material remains of Iron Age in Kerala
18. Discuss the nature of archaeological remains in megalithic sites

1) Section C

[Answer any one. Each question carries 10 marks]
(1x10=10 marks)

19. ―Iron metallurgy is an important metal to influence the march of urbanization in India‖. Substantiate.
20. Account on the contributions of Ethno-Archaeological Evidences on Archaeometallurgy in South India

GROUP 2

APPLIED HISTORICAL STUDIES AND TOURISM

Course I -HIS1VN102 FIELD STUDY AND DOCUMENTATION

Course Description: This course provides students with a comprehensive understanding of how to conduct field research in historical studies. The course helps students to undertake field study with a scientific and critical outlook and present them in various forms.

Programme	BA History Honours				
Course Code	HIS1VN102				
Course Title	Field Study and Documentation				
Type of Course	Vocational Minor				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the significance of field study in Historical research	R	F	Seminar Presentation
CO2	Understand the importance of conventional and alternative sources	An	P	Reporting field study result
CO3	Examine the importance of critiquing popular nations in history	An	P	Validating data with other evidence
CO4	To follow interdisciplinary investigation in history	An	P	Conduct of interviews
CO5	Ability to use digital technology to collect historical data	AP	P	Preserves collected data

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
I	**Field Study Research: An Introduction**		**13**	**20**
	1	Definition and Importance of Field Study	3	
	2	Types of Field Study	2	
	3	Weaknesses of Traditional Research	2	
	4	Planning a Field Study	2	
	5	Practical Aspects and Use of Technology	1	
	6	Framing a Research Problem	3	
		Reading Material 1. How to do Field Study. www.dovetail.com/research/field-study/		
II	**Sources, Archives, and Background Research**		**8**	**15**
	7	Sources: Primary and Secondary	**2**	
	8	Archival Materials	**2**	
	9	Analysis of Sources	**2**	
	10	Importance of Preserving Sources	**2**	
	11	Background Research		
		Reading Material 1 Pertti Alasuutari, Leonard Bickman and Julia Brannen Ed), ***The Sage Handbook of Social Research Methods***, Sage, London, 2009		
III	**Filed Trips, Interviews, and Ethical Concerns**		**17**	**20**
	12	Field trips	**3**	
	13	Pre Field Study Work	**2**	
	14	Data collection	**2**	
	15	Conducting Interviews	**2**	
	16	Ethical Issues in Field Study Research	**2**	

	17	Use of Digital Tools	**2**	
	18	Storage of Data	**1**	
		Reading Material 1 Pertti Alasuutari, Leonard Bickman and Julia Brannen Ed), *The Sage Handbook of Social Research Methods*, Sage, London, 2009 2 Gerard Guthrie, *Basic Research Methods: An Entry to Social Science Research*, Sage, New Delhi, 2010 3 Matt Henn, Mark Weinstein, Nick Foard, *A Short Introduction to Social Research*, Vistaar Publication, New Delhi, 2006		
IV	**Data Analysis, Documentation, and Report Writing**		**10**	**15**
	19	Interpretation of Historical DataCase Studies and Examples	**2**	
	20	Qualitative and Quantitative Data Analysis	**2**	
	21	Writing Historical Research Papers	**2**	
	22	Ethical Considerations in Historical Research	**2**	
	23	Peer Review and Publication Process	**2**	
		Reading Material a. Pertti Alasuutari, Leonard Bickman and Julia Brannen Ed), *The Sage Handbook of Social Research Methods*, Sage, London, 2009		
V		**Open Ended Hand-On Training** Students are to be given the opportunity to do fieldwork. This enables students to study a locality and prepare a report about the terrain. The created knowledge can be preserved in archival repositories, and museums and also can be utilized for the conduct of exhibitions and publications.	**12**	
		Activities and assessment of Open-ended • **Prepare problem-based field study reports:** Students can be given direction to conduct field research and submit reports based on relevant problems		
		• **Conduct of Field Visits**: Field visits can be conducted and students in groups can be directed to present digital presentation of findings		

		• **Field Workshops:** A particular locality can be selected for short-term residential workshops and thereby interact with the community. Students in groups can prepare reports based on different problems they identify in the community in a historical sense. **Assessment** *****Evaluate the skills and critical mind applied by students. • *Evaluate the application of digital technology *Evaluate the ability of students in analysing archival data collected		
		General Reading 4. Pertti Alasuutari, Leonard Bickman and Julia Brannen Ed), *The Sage Handbook of Social Research Methods*, Sage, London, 2009 5. C R Kothari, *Research methodology: Methods and Techniques*, New Age International Publishers: New Delhi, 2004 (1985) *6.* H. Russell Bernard, *Research Methods in Anthropology: Quantitative and Qualitative Approaches*, Altamira Press: Oxford, 2006		

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	2	1	2	2	3	3	3	3	1	2
CO 2	2	2	2	1	2	2	3	3	2	2	1	2
CO 3	3	2	2	-	2	2	3	2	2	2	1	2
CO 4	3	2	2	-	-	2	3	2	2	2	-	2
CO 5	3	2	2	-	2	2	3	2	2	3	-	2

Correlation Levels:

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar/Filed Work
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

I Semester BA (CUFYUGP) Degree Examinations October 2024

HIS1VN102Field Study and Documentation

Maximum time: 2 **Maximum Mark:70**

Section A

(Answer All. Each question carries 3 marks)

(Ceiling: 24 marks)

1. Define field study and explain its importance in research.
2. List and describe the different types of field study.
3. Discuss the weaknesses of traditional research methods compared to field study research.
4. Outline the key steps involved in planning a field study.
5. What practical aspects and technologies are commonly used in field studies?
6. Explain the process of framing a research problem in the context of field study research.
7. Differentiate between primary and secondary sources in research.
8. What are archival materials and why are they important in field study research?
9. Describe the importance of preserving research sources.
10. Discuss the ethical issues that can arise in field study research.

Section B

(Answer All. Each question carries 6 marks)

(Ceiling: 36 marks)

11. Describe the role of background research in preparing for a field study.
12. Compare and contrast the use of primary and secondary sources in field study research.
13. Explain the significance of pre-field study work in the context of conducting effective field trips.
14. Discuss the methods and challenges of data collection in field studies.
15. How can digital tools enhance the process of field study research?
16. Outline the ethical considerations involved in conducting interviews during a field study.
17. Explain the importance of data storage and management in field study research.
18. Describe the steps involved in the peer review and publication process of historical research papers.

Section C

(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

19. Analyze the process of qualitative and quantitative data analysis in historical research, providing examples of how each method can be applied.
20. Discuss the ethical considerations in historical research and the impact of these considerations on the interpretation and reporting of research findings

Course 2(GROUP 2)

HIS2VN102 Historical Tourism and Tour Guiding

Course description: This comprehensive course encompasses fundamental tourism concepts, including classifications such as international and domestic, and the nuanced relationship between history and travel motivators. Analyze the historical evolution of the tourism industry, tracing its genesis from ancient times through pivotal eras, and scrutinize the influence of early travelers on destinations like India. A critical evaluation of diverse tourism typologies, encompassing cultural, religious, and emergent niche forms, is a focal point. The course rigorously examines the economic, socio-cultural, and environmental impacts of tourism, affording students a discerning perspective on both favorable and adverse consequences. The unique context of Kerala, India, is accentuated, and the curriculum culminates in an exploration of specialized tourism categories and a meticulous analysis of mitigating negative impacts

Programme	BA History Honours				
Course Code	HIS2VN102				
Course Title	Historical Tourism and Tour Guiding				
Type of Course	Vocational Minor				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a deep understanding of the historical tourism industry and its significance.	R	F	Assignment

CO2	Develop strong communication skills essential for conveying historical information to diverse audiences.	E	P	Seminar Presentation
CO3	Demonstrate cultural sensitivity and adaptability when interacting with tourists from different backgrounds.	An	P	Seminar Presentation
CO4	Create engaging and well-structured itineraries for heritage walks, incorporating historical and cultural elements.	An	P	Discussions and debates
CO5	Develop problem-solving skills to address challenges commonly faced in heritage tourism.	An	P	Group Discussion
CO6	Acquire practical skills through hands-on experiences, ensuring competence in conducting guided tours.	U	F	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	**Unit**	**CONTENT**	**Hrs 60**	**Marks 70**
I	**Introduction to Historical Tourism and Guiding**		**9**	**15**
	1	Definition and Scope of Historical Tourism	1	
	2	Role and Significance of Tour Guides	2	
	3	Basics of Tour Guiding Ethics	2	
	4	Introduction to Heritage Tourism	1	
	5	Communication Skills for Guides	2	
	6	Basic Guiding Techniques	1	
		Reading List: 1. "*Tour Guiding Research: Insights, Issues, and Implications"* by Betty Weiler and Rosemary Black (2012, Channel View Publications, Bristol) 2. "*Heritage Tourism: Concepts and Challenges*" by Hyung Yu Park (2016, Cognizant Communication Corporation, New York) 3. "*Tourism and Culture: An Applied Perspective*" by Peter M. Burns and Jo-Anne Lester (2009, Channel View Publications, Bristol) 4. "*The Tour Guide: Walking and Talking New York*" by Jonathan R. Wynn (2011, University of		

		Chicago Press, Chicago)		
II	**Understanding Historical and Heritage Sites**		**13**	
	7	Historical Site Classification and Features	**2**	
	8	Heritage Conservation and Preservation	**2**	
	9	Importance of Local History in Guiding	**3**	
	10	Interpreting Architectural Styles	**2**	
	11	Handling Artifacts and Cultural Objects	**2**	
		Reading List: i. Greg Richards, 2007 *Cultural Tourism* , Routledge, LondonTilden, The Art of Guiding: Interpretation for the 21st Century" by, S. (1957, Interpreting Our Heritage) ii. "Cultural Tourism: Global and Local Perspectives" by Greg Richards and Julie Wilson (2004, The Haworth Press, New York) iii. "Cultural Heritage and Tourism: An Introduction" by Dallen J. Timothy (2011, Channel View Publications, Bristol) iv. "Heritage, Museums, and Galleries: An Introductory Reader" by Gerard Corsane (2005, Routledge, London) v. "Tourism: Change, Impacts, and Opportunities" by C. Michael Hall (2012, Routledge, London)		
III	**Heritage Tourism: Importance and Challenges**		**10**	
	12	Economic and Cultural Importance of Heritage Tourism	**2**	
	13	Challenges in Heritage Tourism Management	**2**	
	14	Sustainable Tourism Practices	**2**	
	15	Interacting with Diverse Tourist Groups	**2**	
	16	Handling Difficult Situations as a Guide	**2**	
		Reading List 1. "The Practice of Cultural Heritage Tourism" by Neal M. Bedford and Greg Richards (2013, Channel View Publications, Bristol) 2. "The Routledge Handbook of Cultural Tourism" edited by Melanie K. Smith and Greg Richards (2017, Routledge, London) 3. Cultural Heritage		

		Tourism](https://www.culturalheritagetourism.org/) 4. [World Heritage Centre - UNESCO](https://whc.unesco.org/) 5. [Travel and Leisure](https://www.travelandleisure.com/)		
IV	**Heritage Walks and Itinerary Planning**		**16**	
	17	Concept and Significance of Heritage Walks	**3**	
	18	Identifying Suitable Routes for Heritage Walks	**3**	
	19	Creating Engaging Itineraries	**2**	
	20	Integrating Technology in Heritage Walks	**2**	
	21	Safety Measures and Emergency Preparedness	**2**	
	22	Group Management and Timekeeping	**2**	
	23	Cultural Sensitivity and Inclusivity	**2**	
		Reading List 1. The Practice of Cultural Heritage Tourism" by Neal M. Bedford and Greg Richards (2013, Channel View Publications, Bristol) 2. "The Routledge Handbook of Cultural Tourism" edited by Melanie K. Smith and Greg Richards (2017, Routledge, London) 3. Cultural Heritage Tourism] (https://www.culturalheritagetourism.org/)		
V		**Open Ended – Activity**	**12**	
		Activities and assessment of Open ended		
		Designing a Heritage Walk Itinerary		
		Conduct a heritage walk or Case Studies and Group Discussions ,Site Analysis and Interpretation		
		Additional Activity for vocational training Internship Placement with Local Tour Operators		
		Additional Activity for vocational training Internship Placement with Local Tour Operators		

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

II Semester BA (CUFYUGP) Degree Examinations October 2024

HIS2VN102 Historical Tourism and Tour Guiding

Maximum time: 2 **Maximum Mark: 70**

Section A

(Answer All. Each question carries 3 marks)

(Ceiling: 24 marks)

1. Define historical tourism and explain its scope
2. Discuss the role and significance of tour guides in historical tourism.
3. Outline the basics of tour guiding ethics
4. Provide a brief introduction to heritage tourism
5. What is the key communication skills required for tour guides?
6. Describe some basic guiding techniques used by tour guides.
7. Explain the classification and features of historical sites.
8. Discuss the importance of local history in guiding tours.
9. How do guides interpret architectural styles for tourists?
10. What are the best practices for handling artifacts and cultural objects during tours?

Section B

(Answer All. Each question carries 6 marks)

(Ceiling: 36 marks)

11. Analyze the economic and cultural importance of heritage tourism.
12. Discuss the challenges faced in the management of heritage tourism sites.
13. Evaluate sustainable tourism practices and their importance in heritage tourism
14. How can guides effectively interact with and manage diverse tourist groups?
15. What strategies can guides use to handle difficult situations during tours?
16. Explain the concept and significance of heritage walks in historical tourism.
17. Discuss how technology can be integrated into heritage walks to enhance the tourist experience.
18. Analyze the importance of cultural sensitivity and inclusivity in tour guiding.

Section C

(Answer Anyone. Each question carries 10 marks)

(1 x10=10)

19. Discuss the multifaceted role of tour guides in promoting heritage tourism and the impact they have on tourist experiences and site preservation
20. Examine the future of heritage tourism, focusing on the opportunities for growth and the challenges that need to be addressed to ensure sustainable development.

Course 3 (GROUP 2)
HIS3VN202 Laterite Studies in Historical Perspective

Course Description: This course explores the rich history and architectural significance of laterite monumental buildings in the Western Coastal Plain of India. Through a comprehensive examination of geological, geographical, and cultural factors, students will gain an understanding of the evolution, construction, and preservation of these unique structures.

Programme	BA History Honours				
Course Code	**HIS3VN202**				
Course Title	**Laterite Studies in Historical Perspective**				
Type of Course	Vocational Minor				
Semester	1II				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (COS)

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will demonstrate a comprehensive understanding of the geological processes involved in the formation of laterite soil and its relevance to architectural heritage	U	C	Assignments
CO2	Students will be able to analyze and interpret the historical and cultural significance of laterite monuments in the Western Coastal Plain of India.	An	P	Seminar
CO3	Students will identify and evaluate the geographical settings where laterite stone is found, demonstrating an understanding of its distribution and conservation	Ap	P	Landscape Identification Assessment

CO4	Students will apply knowledge of architectural techniques and construction methods used in laterite monumental buildings to analyze and assess their structural integrity and historical context.	Ap	P	Fieldwork documentation and Analysis
CO5	Students will develop skills in research, critical analysis, and synthesis through engagement with scholarly literature and independent study projects.	E	P	Field visit and sample collection
CO6	Students will gain an appreciation for the cultural, environmental, and aesthetic qualities of laterite architecture, fostering a holistic understanding of heritage conservation practices.	U	C	Seminar

***Cognitive Level** -Remember(R), Understand(U), Apply (Ap), Analyze(An),Evaluate(E), Create(C)
#Knowledge Category - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	Content	Hours 60	Marks 70
I	**Introduction to Laterite Soil Profile: Terminology and Nomenclature**		**12**	**17**
	1	Historical background	**2**	
	2	Environmental Characteristics: Climate, Hydrology, Landforms, geology and soil	**2**	
	3	_Laterite'-Meaning and significance	**1**	
	4	Classification and Nomenclature – Terminology in Laterite Study	**2**	
	5	Formation of laterites – Profile of Laterites – Types of Laterites-Characteristic properties	**3**	
	6	Geochronology of Laterites	**1**	
	7	Distribution of laterite stone	**1**	
	Reading List: 1. Aleva, GJJ. (1994). *Laterite, Concepts, Geology, Morphology and Chemistry*, Wageningen: ISRIC. 2. Medlicott HB, Blanford WT (1869) *A manual of the geology of India, vol 1*. Government Press, Calcutta			

<table>
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Schellman, W. (1981). Consideration of definition and Classification of Laterites, Lateritisation Processes. Proceedings of the International Seminar on Lateritisation Processes, Oxford and IBH Publishing Co., New Delhi,
Paton T.R & Williams M.A.J . (1972) - The concept of laterite. Ann. Assoc. Amer. Geogr.
Persons, B. S. (1970). Laterite; Genesis, Location, Use, New York: Plenum Press
Sarma V .A.K. (1982) - Footnote on laterite. Bull. Int. Soil Sc . Soc . 1981 Part. 1,</td><td></td></tr>
<tr><td>II</td><td colspan="2">Geographical settings of laterite stone in India</td><td>12</td><td>18</td></tr>
<tr><td></td><td>8</td><td>Landscapes and Landforms - Physiography of laterite Occurrence in India</td><td>2</td><td></td></tr>
<tr><td></td><td>9</td><td>Geology of Laterites – Lateritization - Key concept of Terrain</td><td>3</td><td></td></tr>
<tr><td></td><td>10</td><td>Distribution – Identification and classification</td><td>1</td><td></td></tr>
<tr><td></td><td>11</td><td>Identities And Conservation Of laterite stone</td><td>1</td><td></td></tr>
<tr><td></td><td>12</td><td>Quarrying-Construction-Maintenance</td><td>2</td><td></td></tr>
<tr><td></td><td>13</td><td>Stone Resource from Peninsular India</td><td>1</td><td></td></tr>
<tr><td></td><td>14</td><td>Deccan Plateau and the coastal plain in India - Western Ghats Laterite zone</td><td>2</td><td></td></tr>
<tr><td></td><td colspan="3">Reading list
Borger, H., and Widdowson, M.(2001). Indian Laterites and lateritious residues of southern Germany: A geographi, mineralogical and geochemical comparison. Z. Geomorph. N.F.45.
Bureau of Indian Standards. (1979). IS 3620: 1979 Specification for Laterite Stone Block for Masonry. Delhi: BIS.
Dikshit R D. (2000). Geographical Thought -A contextual History of Ideas. Prentice Hall India, New Delhi
Dikshit, K.R. 1981. The Western Ghats: A geomorphic overview. In, L.R, Singh (ed.), New Perspectives in Geography. Thinkers Library, Allahabad.
Gidigasu, M. D. (1976). Laterite Soil Engineering – Pedogenesis and Engineering Principles. Amsterdam: Elsevier Scientific Publishing Company.
Gunnell, Y. 2001. Interaction between geological structure and global tectonics in multi-storeyed landscape development: A denudation model for the south Indian shield. In, Y. Gunnel and B. P. Radhakrishna (eds.), Sahyadri: The Great Escarpment of the Indian sub-continent. Memoir, Geological Society of India, Banagalore. 47(1)
McFarlane, M.l., 1976. Laterite and Landscape, London: Academic Press,
Taylor, M. (1989). Megalithic Tombs and Other Ancient Remains in the Deccan. Delhi: Asian Educational Services.</td><td></td></tr>
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III	**Laterite Stone Heritage Buildings in India**		**12**	**17**
	15	Geo tourism – Use of Laterites	**2**	
	16	Heritage Buildings- Laterite Monuments of India - Building Construction Techniques	**2**	
	17	Uniqueness of Laterite	**1**	
	18	Induration - Concept of ‗green' maintenance	**2**	
	19	Laterite Stone Repair Appraisal	**1**	
	20	Laterites of Bengal Basin	**1**	
	21	Goan Laterite Stone Monuments-Basilica of Bom Jesus-Baroque style- St. Augustine's Tower	**2**	
	22	Konkan Stone Monuments	**1**	

Reading List:

1. ASI, (2004). Goa, Delhi: ASI.
2. Das, S. 2007, ‗Laterite monuments of India', Const. History Society Newsletter, UK, 15-19, May
3. Feilden, B.M. (1994) Conservation of Historic Buildings. Oxford: Butterworth-Heineman.
4. Forster A.M, and Kayan B. (2009) Maintenance for historic buildings: a current perspective. Structural Survey: Journal of Building Pathology and Refurbishment, 27(3)
5. Forster, A. M., Carter, K., Banfill, P. F. G., and Kayan, B. (2011) Green maintenance For Historic Masonry Buildings: An Emerging Concept, Building Research & Information, 39(6)
6. Gomes C.F.X. (1978). : Old Goa- A Short Historical And Archaeological Sketch Of The Religious Monuments of the Old City of Goa, Bombay
7. Newbold, T.l., 1844. Notes chiefly geological, across the Peninsula ~m Masultipatam to Goa, comprising relna!i{s on the origin of regur and laterite: Occurrence of manganese veins in the latter and on certain traces of aqueous denudation on the surface of southern India. J Asiat. Soc. Beng
8. Newbold, T.l., 1846. Summary of the geology of Southern India, Part VI: Laterite. R. Asiat Soc.,
9. Rajagopalan, S. (1996) Old Goa, New Delhi: ASI.
10. Widdowson M, Gunnell Y (1999) Lateritization, geomorphology and geodynamics of a passive continental margin: the Konkan and Kanara costal lowlands of western peninsular India. Spec Publ Int Assoc Sedimentol

IV	**Laterite Architectural Monuments of Kerala**		**12**	**18**
	23	Geomorphology of Kerala	**1**	
	24	Utilization of Laterites- Settlement pattern- housing pattern- Agriculture- Burial customs and other public	**1**	

		construction works.		
	25	Franis Hamilton Buchanan – Schellman- Robert Bruce Foote-Paton and Williams- J.C. Visscher	**1**	
	26	Laterite Monuments of Kerala - Pre-Historic Laterite Structures - Architectural and Cultural significance of laterites	**3**	
	27	Rock-cut tombs- Hood stones- Hat Stones-Umbrella-stone	**1**	
	28	Colonial Laterite Architecture of Kerala	**1**	
	29	Pallipuram fort- Kottapuram fort- St. Angelo Fort	**1**	
	30	Palghat Fort- Fort of Angengo-Bekal Fort-Lofty Boundary Wall, Telicherry Fort	**1**	
	31	Laterite temples-First Generation Temple at Wayanad-Second Generation Temple at Cheruvannur	**1**	
	32	National Geo-heritage Monument- Angaddippuram	**1**	

Reading list

1. Balakrishnan, T.S. (2001). Tectonics of western India inferred from gravity patterns and geophysical exploration. In, Y. Gunnell and B.P. Radhakrishna (eds.), *Sahyadri- The Great Escarpment of Indian Subcontinent*. Memoir, Geological Society of India, Banagalore. 47(1)
2. Bardossy, G. (1981). Palaeoenvironment of laterites and laterite bauxites effects of golobal tectonism on bauxite formation. In proceedings of the *International Seminar on Lateritisation process*, Trivandrum, 11-14 Dec., 1979.
3. Buchanan F. (1807). *A Journey from Madras through the countries of Mysore*. Canara and Malabul', East India Co., London
4. Chattopadhyay, S. (2002). Emergence of central Kerala coastal plain: A geomorphic analysis. In, S. K. Tandon and B Thakur (eds.), *Recent Advances in Geomorphology*,
5. Chattopadhyay, S and Mahamaya Chattopadhyay. (1995). *Terrain Analysis of Kerala: Concept, Method and Application*. Technical Monograph No.1/95.STEC, Govt. Of Kerala, Trivandrum Quaternary Geology and Environmental Geosciences: Indian Case Studies, Manisha Publications, New Delhi
6. Geological Survey of India. 2005. *Geology and Mineral Resources of Kerala*. Miscellaneous Publication No 30, part 9, 2nd revised edition
7. Gurukkal, P.M.R. (20027). Historical Antecedents in Cherian, P.J. (Ed.), *Perspectives on Kerala History*- The Second Millennium.
8. Kasthurba, A.K., Santhanam, M. & Mathews M.S. (2007*). Investigation of laterite stones for building purpose Malabar region, Kerala state*, SW India – Part 1: Field studies and profile characterization. Construction and Building Materials, 21,
9. Karunakaran, C. and Sinha-Roy, S. 1981. Laterite profile development linked with polycyclic geomorphic surfaces in South

	Kerala. In, *Lateritisation Processes*. Geological Survey of India. Oxford and IBH Pub.Co., New Delhi 10. Nilakanta Sastri, KA. (1984). *A History of South India*, Oxford university press, Madras 11. Sambandam S.T . & PRASAD K.N. (1981) - Laterites and cyclic erosional landsurfaces in the central part of Kerala State, India. In: *Lateritisation Processes*, Rotterdam 12. Sarkar, H. (1978). *An Architectural Survey of Temples of Kerala*. India: Archaeological Survey of India [ASI]. 13. Stephens G.C. (1961) - *Laterite at the type locality, Angaddippuram*, Kerala, India . Joum. Soil. Sc., 12, 14. The Kerala State Department of Archaeology (1996). *A Hand Book on Protected Monuments of Kerala*, India: The Kerala State Department of Archaeology. 15. Varghese, T. &Bygu, G. (1993*). Laterite soils – their distribution, characteristics and management. Technical Monograph No. 1. State Committee on Science Technology and Environment*, Government of Kerala. Thiruvananthapuram, India: Government of Kerala.		
V	**Open Ended:** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:	**12hrs**	
	Sustainable Building Design with Laterite: Explore the principles of sustainable building design using laterite as a primary material. Discuss the environmental benefits and challenges of using laterite in construction, and examine case studies of innovative sustainable buildings incorporating laterite.		
2.	**Digital Tools for Heritage Preservation**: Introduce students to digital tools and technologies utilized for the preservation and documentation of laterite heritage sites. Explore how modern technology, like virtual reality and digital mapping, helps protect and share the stories of ancient laterite structures. Through hands-on activities and demonstrations, learn how these digital tools can bring history to life and make it accessible to everyone, preserving our cultural heritage for future generations.		
3.	**Teamwork in Preserving Heritage**: Facilitate discussions on interdisciplinary collaboration in heritage conservation, focusing on the roles and contributions of archaeologists, architects, conservation scientists, and community stakeholders. Invite guest speakers from diverse backgrounds to share their experiences and insights into collaborative conservation projects.		
4.	**New Ways to Save Ancient Buildings**: Examine recent advancements in conservation materials and techniques for preserving laterite monuments. Explore case studies of successful conservation projects, highlighting innovative approaches to structural stabilization, surface protection, and long-term maintenance of ancient buildings.		

5.	**Tourism and Protecting Heritage Sites**: Analyze the relationship between tourism development and heritage conservation, with a focus on laterite-rich regions. Discuss strategies for sustainable tourism management, community engagement, and cultural preservation, and encourage critical reflection on the impacts of tourism on local heritage sites.	
6.	**Activities and Assessment for the open-ended module** For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:	
7.	**Sustainable Building Design with Laterite** **Activity: Comparative Analysis Discussion** Students review and discuss various designs of sustainable buildings constructed with laterite that they have studied. They analyze the cultural, environmental, and community aspects of each design, considering factors like aesthetics, functionality, and local context. **Evaluation Method: Group Discussion** Each group presents their analysis of a selected design to the class, highlighting its strengths and weaknesses. Peers engage in a discussion comparing the different designs, discussing which aspects they find most favourable and why**.**	
8.	**Digital Tools for Heritage Preservation** **Activity: Digital Heritage Exhibition** Students research a chosen laterite monument and create a digital exhibition showcasing its history, significance, and preservation efforts.They use accessible digital tools like presentation software or online platforms to compile information, images, and multimedia content. **Evaluation Method: Exhibition Presentation and Reflection** Each student presents their digital exhibition to the class, highlighting key insights and discoveries. Peers provide feedback on the effectiveness of the presentation and the depth of research, focusing on clarity, engagement, and relevance.	
9.	**Teamwork in Preserving Heritage** **Activity:** Case Study Discussion and Analysis Students analyze case studies of successful heritage preservation projects, focusing on collaborative efforts and community involvement.They discuss the challenges faced, ethical considerations, and the impact of interdisciplinary teamwork. **Evaluation Method: Group Discussion and Written Reflection** After the discussion, students write reflective essays on the importance of teamwork in heritage preservation, drawing from the case studies and personal insights.Essays are assessed based on critical analysis, depth of reflection, and integration of course concepts.	
10.	**New Ways to Save Ancient Buildings**	

	Activity: Conservation Material Research Project Students research different conservation materials used in preserving laterite monuments, focusing on their properties, historical use, and environmental impact. They create informative posters or presentations summarizing their findings and recommendations. **Evaluation Method: Research Presentation and Group Discussion** Each student presents their research to the class, discussing the significance of their chosen materials and their suitability for heritage conservation. Peers engage in a group discussion, exploring the pros and cons of various conservation materials and sharing insights from their research.	
11.	**Tourism and Protecting Heritage Sites** **Activity: Stakeholder Role-Play and Debate** Students role-play as stakeholders involved in the management of a laterite heritage site, such as local residents, government officials, tour operators, and environmentalists. They participate in a simulated debate or negotiation, discussing the challenges and opportunities of tourism development while preserving cultural heritage. **Evaluation Method: Role-Play Performance and Reflective Essay** Students write reflective essays, analyzing their role-play experience and the complexities of balancing tourism and heritage conservation. Essays are assessed based on critical reflection, depth of understanding, and consideration of multiple perspectives**.**	

Note: The course is divided into five modules, with four having minimum 32 units and one open-ended module with a variable number of units. There is total 48instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the 32 fixed modules.

Mapping of COs with POs and PSOs:

CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO 5**
CO1	3	1	1	1	2	3	2	-	1	1	1	2
CO2	-	2	1	1	2	-	-	3	1	3	1	2
CO3	2	2	1	1	2	-	-	2	1	2	1	1
CO4	2	2	1	1	2	-	-	2	1	2	1	1
CO5	2	2	1	1	3	-	-	2	1	2	1	2
CO6	2	2	1	1	2	-	-	2	1	2	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Field visit/Assignment/Debates/Discussion/Seminar/Documentation/sample collection/landscape identification
- Midterm Exam
- Final Exam(70%)

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Multi-media presentation	Landscape Identification assessment	Field work Documentation and analysis	Field visit and sample collection	Discussion/ Debates	Seminar/Assignment	EndSemester Examinations
CO1	✓	✓				✓	✓	✓
CO2	✓	✓				✓	✓	✓
CO3	✓	✓	✓			✓		✓
CO4	✓	✓		✓				✓
CO5	✓	✓			✓			✓
CO6	✓	✓						✓

IIIrd Semester B.A. (CUFYUGP) Degree Examinations
HIS3VN202 **Laterite Studies in Historical Perspective**
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A
[Answer All. Each question carries 3 marks] (Ceiling: 24 marks)

1. Buchanan
2. Green‘ maintenance
3. Geochronology
4. Cheruvannur
5. Lateritization
6. Geo tourism
7. Induration
8. J.C. Visscher
9. Rock-cut tombs
10. Tellicherry Fort wall

Section B
[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Write a note on Classification and Nomenclature of Laterite stone
12. Analyse the main features of Characteristic properties of Laterites
13. Differentiate between primary and secondary laterites
14. Account on the Physiographical Occurrence of laterites in India
15. Trace the Goan Laterite Stone Monuments
16. Write a note on the Architectural and Cultural significance of laterites in Kerala
17. Explain the Pre-Historic Laterite Structures in Kerala
18. Briefly explain the major findings of Franis Hamilton Buchanan and Robert Bruce Foote

Section C
[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Give an account of the development of laterite monumental buildings in the colonial period
20–They had not only recognised the dressability of laterite in the wet state, but also possessed the engineering skill to build monumental structures‖. Explain.

Course 4 (GROUP 2)
HIS8VN302 Religious Tourism

Course description: This course explores the concept of religious tourism, its history, cultural significance, economic impact, and the role it plays in the global tourism industry. Students will examine various religious destinations, pilgrimage practices, and the management of religious tourism sites.

Programme	B.A.HISTORY Honours				
Course Code	HIS8VN302				
Course Title	Religious Tourism				
Type of Course	Vocational Minor				
Semester	VIII				
Academic Level	300- 399				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	4	4		-	60

Course Outcome

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	Understand the concept and scope of religious tourism.	R	F	Seminar/Role play
CO2	Explore the historical and cultural significance of religious tourism	U	C	Group Discussion
CO3	Analyze the economic impact of religious tourism on local and global scales.	An	M	Class participation and leading discussion
CO4	Study major religious tourism destinations and pilgrimage practices around the world.	C	M	Role Play
CO5	Discuss the management and marketing of religious tourism sites.	An	P	Locate major pilgrim centres of the world
CO6	Identify challenges and strategies for sustainable religious tourism	E	P	Group Discussion/and make a comprehensive plan

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hours 60	Marks 70
I		**INTRODUCTION TO RELIGIOUS TOURISM**	13	
	1	**Overview of Religious Tourism**- Definition and scope Historical evolution-Importance and impact on local and global tourism	4	
	2	**Types of Religious Tourism**: Pilgrimage, Missionary travel, Religious events and festivals, Spiritual retreats	3	
	3	**Motivations for Religious Tourism**: Spiritual fulfillment, Cultural curiosity, Personal and communal identity	3	
	4	**Challenges and Opportunities:** Managing mass tourism, Balancing commercialization with authenticity, Preservation of religious and cultural heritage	3	
		Reading List 1. Mc. Intosh, Robert, W., Tourism, Principles, Praces& Philosophies 2. Mariya Leppakkari, Kevin A Griffin , Pilgrimage tourism to holy Cities		
II		**RELIGIOUS TOURISM AND CULTURAL HERITAGE**	13	
	5	**Religious Monuments and Architecture:** Temples, churches, mosques, and other religious structuresArchitectural styles and historical significance	4	
	6	**Rituals and Traditions**: Religious ceremonies and their significance, Cultural practices associated with religioustourism	3	
	7	**Festivals and Events :**Major religious festivals and their impact on tourism, Event planning and management	2	
	8	**Impact on Local Communities :**Economic benefits and challenges, Social and cultural impacts	4	
III		**MANAGING RELIGIOUS TOURISM**	10	
	9	**Tourism Management Principles:** Fundamentals of tourism management, Specific considerations for religious tourism	2	
	10	**Sustainable Tourism Practices**: Strategies for sustainable religious tourism, Environmental, social, and economic	2	

		sustainability		
	11	**Visitor Management:** Managing visitor flows and experiences, Ensuring respectful and responsible tourism	2	
	14	**Infrastructure and Facilities :** Development and maintenance of tourism infrastructure, Accommodation, transportation, and amenities for religious tourists	2	
	16	**Marketing and Promotion :** Promoting religious tourism destinations, Digital marketing and social media strategies	2	
		Reading List 1. A.K. Bhatia, *Tourism Development: Its Principles and Practices* 2. Pond K L(1993) ; *The professional guide: Dynamics of tour guiding* 3. *Authentic Handbook of Kerala; IPRD Department*, Government of Kerala 4. F.R. Allchin, *Cultural Tourism in India: Its Scope and Development*, Department of Tourism, Government of India, New Delhi		
IV		**RELIGIOUS TOURISM IN PRACTICE**	12	
	17	**Developing Religious Tourism Products:** Designing tours and packages , Collaborating with religious organizations and local communities	2	
	18	**Guiding and Interpretation:** Skills and knowledge for religious tour guides, Effective storytelling and interpretation techniques	2	
	19	**Risk Management:** Safety and security considerations, Crisis management in religious tourism	2	
	20	**Ethical and Legal Considerations**: Respecting religious customs and laws, Addressing ethical dilemmas in religious tourism	2	
	21	**Future Trends and Innovations:** Emerging trends in religious tourism, Technology and innovation in enhancing religious tourism experiences	2	
	22	**Sustainability and Environmental Impact** Eco-friendly Practices: Implementing sustainable tourism practices. Environmental Conservation	2	
V		**Open Ended**	12	
		Interactive Learning and Practical Applications in Religious Tourism		
		Virtual Pilgrimage		
		Religious Festival Planning		

		Developing a Religious Tourism Business Plan		
		General Reading List 1. C.Aruljothi,S,Ramaswamy Pilgrimage Tourism- Socio Economic Analysis, New Delhi,MJP Publishers2014 2. Gupta.S.KAragon,Lilibeth C Kumar Pankaj,Madhurima.S Management and Practices of Pilgrimage Tourism and Hospitality, IGI Global publishers ,2023 3. RzaqRaj,NgelD.Morpeth,Religious Tourism and Pilgrimage Festivals Management,CABIPub.2007		

Note: The course is divided into five modules, with four having total 22 units and one Open-ended module with three units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 24units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	2	3	1	1	1	2	1	2	2	1
CO2	2	2	3	1	-	1	2	1	2	2	1
CO3	2	2	3	1	1	2	2	1	2	2	1
CO4	1	2	3	1	-	2	2	1	2	2	1
CO5	1	2	3	1	-	2	2	1	2	2	1
CO6	1	2	3	1	-	2	2	1	2	2	1

Correlation Levels

level	Correlation
-	NIL
1	Slightly/Low
2	Moderate /Medium
3	Substantial/High

Assessment Rubrics:

- □ Quiz / Assignment/ Quiz/ Discussion / Seminar
- □ Midterm Exam
- □ Final Exam (70%) Mapping of COs to Assessment Rubrics

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Exam
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓

CO5	✓	✓		✓
CO6	✓	✓		✓

8th Semester B.A.(CUFYUGP)Degree Examinations October 2024

HIS8VN302Religious Tourism

Maximum Time: 2 hours **Maximum Marks 70**

Section –A
(Answer all .Each Question carries 3 marks)

(Ceiling 24 Marks)

1. Define religious tourism and explain its importance in the global tourism industry.
2. Differentiate between pilgrimage and missionary travel.
3. List three major religious tourism sites and briefly describe their significance.
4. What are the primary motivations for individuals engaging in religious tourism?
5. Describe the concept of sustainable religious tourism.
6. Explain the impact of religious tourism on local communities.
7. Outline the key elements involved in managing visitor flows at religious sites.
8. Discuss the role of digital marketing in promoting religious tourism destinations.
9. Identify and describe two architectural styles commonly seen in religious monuments.
10. What are some of the challenges faced in preserving religious and cultural heritage sites?

Section –B
Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. Compare and contrast the different types of religious tourism, providing examples for each.
12. Discuss the significance of rituals and traditions in religious tourism and how they attract tourists.
13. Analyze the economic benefits and challenges that religious tourism brings to local communities.
14. Explain the principles of sustainable tourism and how they apply specifically to religious tourism.
15. Describe the process and considerations involved in planning a religious festival.
16. Discuss the ethical and legal considerations that must be addressed in religious tourism.
17. Evaluate the role of technology and innovation in enhancing the religious tourism experience.
18. Explain the importance of effective storytelling and interpretation techniques for religious tour guides

Section –C
Answer any one of the one of the following questions .

Each Question carries 10 marks

19. Discuss how religious tourism influences cultural heritage preservation and the identity of local communities. Provide examples of both positive and negative impacts, and suggest strategies to balance tourism development with heritage conservation.

2O. Analyze the challenges faced in managing large numbers of tourists at major religious sites. Consider aspects such as infrastructure, environmental impact, and visitor experience. Propose

solutions and opportunities for improving the management of mass religious tourism to ensure sustainability and cultural sensitivity.

GENERAL FOUNDATION COURSES
MULTI-DISCIPLINARY COURSE (MDC)

SEMESTER 1

HIS1FM105-1 Historical Tourism in India

Course description: This course introduces students to the concept of heritage walks and field surveysastoolsforidentifyingandexploringlocalhistoricalandheritagetouristsites.Students will gain theoretical knowledge and practical skills in planning, conducting, and evaluating heritage walks. The course will also explore the potential of heritage tourism as an entrepreneurial venture.

Programme	BA History Honours				
Course Code	HIS1FM105-1				
Course Title	Historical Tourism in India				
Type of Course	Multi-Disciplinary Course				
Semester	1				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3			45

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To acquire a comprehensive understanding of the historical, cultural, and geographical aspects that makes India a prime destination for historical tourism.	U	C	Assignment
CO2	To analyze and articulate the economic, socio-cultural, and environmental impacts of historical tourism on both local Communities and broader regions.	E	C	Seminar Presentation

CO3	To develop critical thinking skills to identify and address challenges faced by heritage tourism in India, proposing sustainable solutions for preservation and development.	An	F	Seminar Presentation
CO4	To gain practical knowledge of popular historical tourist trails in India, including iconic routes like the Golden Triangle and spiritual journeys to Himalayan destinations.	E	P	Discussions and debates
CO5	To develop skills in itinerary planning, showcasing an ability to design and organize historical tourism packages for different regions, incorporating cultural And environmental considerations.	An	P	Group Discussion
CO6	To recognize the significance of cultural heritage in promoting tourism, fostering an appreciation for India's diverse cultural expressions and historical narratives.	U	F	Quick quizzes/ Group discussion s/
	*Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	**Unit**	**CONTENT**	**Hrs 45**	**Marks 50**
I	**INTRODUCTION TO HISTORICAL TOURISM**		**8**	**10**
	1	Introduction to Tourism: Definition – Tourism, Excursion	1	
	2	Historical Tourism – difference with other types of tourism	2	
	3	Importance of Historical Tourism: Cultural preservation - Economic benefits - Educational value – Social Value.	3	
	4	Preservation of historical and heritage sites: Importance – Methods	2	
		Readings: • Historical And Cultural Tourism In India, VK Singh, 2008		

		• Dynamics of Historical Cultural and Heritage Tourism, Ratnadeep Singh, 2007 • "Tourism: Principles, Practices, Philosophies" by Charles R. Goeldner and J. R. Brent Ritchie		
II	**INDIA IN TOURISM PERSPECTIVE**		**11**	**15**
	5	Geographical Features of India: Physical Features	**3**	
	6	Cultural Heritage of India: Historical - Religious – Art and Craft – Literary – Festivals -Culinary – language – Textile – Traditional Medicine	**3**	
	7	The Role of Festivals and Cultural Events in Promoting Historical Tourism	**2**	
	8	Scope of historical tourism in India:Rich Historical Heritage - Diverse Historical Sites	**2**	
	9	Cultural and Architectural Diversity	**1**	
		Reading: • Neeraj Agarwal, Tourism and Cultural Heritage of India, 2015 • Debashree Dattaray, (2008), "Tourism and Cultural Heritage of India," Aavishkar Publishers Distributor, Jaipur, India. S. K. Sharma, (2019), "Cultural Heritage of India", Prakash Books India Pvt. Ltd.		
III	**UNESCO HERITAGE CITES IN INDIA**		**8**	**15**
	10	Types of UNESCO Heritage Sites: Cultural Heritage Sites and Natural Heritage Sites	**2**	
	11	UNESCO Historic City of Ahmadabad- Case Study	**2**	
	12	UNESCO historic city of Jaipur – Case Study	**2**	
	13	UNESCONatural Heritage Site: Western Ghats in Kerala	**2**	
		• Riyaz Latif and Pushkar Sohoni, Sultanate Ahmadabad and its Monuments: The City of the Muzaffarids, 2023 • Giles, Tillotson, Jaipur Nama: The tales from the		

		Pink City, 2007 • World Heritage Sites: https://whc.unesco.org/en • www.incredibleindia.org • www.keralatourism.org www.kochimuzirisbiennale.org.		
IV	**SELECTED HISTORICAL TOURIST SITES**		**9**	**10**
	14	Ajanta and Ellora Caves Exploration	1	
	15	Mughal architecture: Tajamal, Red Fort	1	
	16	East India: Colonial heritage of Kolkata	1	
	17	Religious Festivals and Historical Tourism in Kerala: Theyyam - Nercha – Maramon Convention	2	
	18	Best Practices in Historical Tourism: Heritage Walks	2	
	19	Muzris Heritage Project - Case study	2	
		Reading List • Neeraj Agarwal, Tourism and Cultural Heritage of India, 2015 • Dynamics of Historical Cultural and Heritage Tourism, Ratnadeep Singh, 2007 • M. G. Radhakrishnan , (2019), "Kerala: The Divine Destination, DC Books • MGS Narayanan, (2018) Calicut; the city of truth revisited • A Sreedharamenon, (2019), Cultural Heritage of Kerala, DC Books, Kottayam • www.incredibleindia.org • www.keralatourism.org 1. www.kochimuzirisbiennale.org.		
V	**Open Ended:**		**9**	
		Activities and Assessment of Open-Ended • Prepare a report on any historical cities which is not included in UNESCO list • Identify historical monuments which were not included in UNESCO list • Study on Successful historical tourism models • Presentations and discussions on lessons from international historical tourism practices Explore to the scope to historical tourism and opportunity in the industry		
		• Prepare PPT on Select historical tour sites • Prepare short videos/reels on Historical Sites Prepare and publish a blog or vlog on a selected historical		

		site in your area		
		• Preparation of a Tourist Map of Kerala showing important Historical Tourist Destinations. Case study of the websites:www.incredibleindia.org, www.keralatourism.org		
		Readings 1. John R.Walker and JosielynT.Walker, 2018),"Tourism: Concepts and Practices," Pearson, Boston, USA. 2. M.S.Gill, (2013),"Cultural Tourism: A Strategic Guide for Policy and Planning," Aavishkar Publishers Distributor, Jaipur, India. 3. U.C.Panda,(2019),"NicheTourism:ContemporaryIssues, TrendsandCases," Routledge, Abingdon, United Kingdom. 4. Stephen Wearing and JohnNeil,(2017),"Eco tourism: Impacts, Potentials,and Possibilities," Routledge, Abingdon, United Kingdom. 5. HaroldGoodwin,(2011),"ResponsibleTourism:UsingTourismforSustainableDevelopment," Routledge, Abingdon, United Kingdom. 6. D.S.Bhardwaj,(2007), "Indian Travel Narratives,"AadiPublications,Delhi,India. 7. SubrataDasgupta,(2001),"TravelinAncientIndia,"OxfordUniversityPress,New Delhi, India. 8. K. Channa Prakashan, (2010)."Historical Tourism in India," Kanishka Publishers, NewDelhi 9. S.C.BhattandGopalK.Singh,(2004)."Tourism:Principles andPractices,"Anmol Publications Pvt. Ltd., New Delhi 10. M.G. Radhakrishnan, (2019),"Kerala:TheDivineDestination, DC Books 11. MGSNarayanan,(2018) Calicut;thecityoftruthrevisited 12. A Sreedharamenon, (2019),CulturalHeritageofKerala,DCBooks,Kottayam 13. www.incredibleindia.org 14. www.keralatourism.org 15. www.kochimuzirisbiennale.org.		

Note: The course is divided into five modules, with four having total 19 fixed units and practical module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the practical. Internal assessments (25 marks) are split between the practical (05marks) and the fixed modules (20marks).The final exam, however, covers only the 19 units from the fixed module

Mapping of Cos with PSO and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz /Assignment/Discussion/ Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

I Semester B.A. (CUFYUGP) Degree Examinations

HIS1FM105-1 Historical Tourism in India

(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling: 16 marks)

1. Define tourism and excursion, highlighting the differences between the two.
2. Describe the key elements of tourism.
3. Explain the significance of historical tourism.
4. Discuss the relationship between tourism and the preservation of heritage.
5. Identify and describe two major travel motivators for historical tourists.
6. Highlight the geographical features of India that are attractive to tourists.
7. Summarize the economic impact of historical tourism in India.
8. Discuss the socio-cultural impacts of historical tourism.
9. Explain the environmental impacts of tourism with examples.
10. Describe the significance of the Golden Triangle Tour in India.

Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 24 marks)\

11. Analyze the challenges to heritage tourism in India.
12. Discuss how historical tourism can facilitate cultural exchange.
13. Describe the cultural heritage of India with examples of significant heritage sites.
14. Explain the itinerary and significance of the Char Dham spiritual journey.
15. Discuss the role of historical tourism in economic development.

Section C

[Answer Anyone. Each question carries 10 marks]

(1x10=10)

16. Critically evaluate the strategies for balancing heritage preservation and tourism development in India. Provide examples to support your arguments.
17. Discuss the potential and challenges of promoting Kerala as a major historical tourism destination. Consider aspects such as infrastructure, heritage sites, and cultural experiences.

SEMESTER 1
HIS1FM105-2 Kerala Towards Modernity1766 – 1889

Course description: This course contains an account of transformation of Kerala towardsmodernity**.** This history will be discussed with special focus on influence of modern values,colonial interventions, role of reformers, legacy of Indian national movement, and the recenttrends.

Programme	BAHistory Honours				
CourseCode	HIS1FM105-2				
CourseTitle	**Kerala Towards Modernity1766 – 1889**				
Typeof Course	MDC				
Semester	1				
Academic Level	100-199				
CourseDetails	Credit	Lectureper week	Tutorial per week	Practicalperweek	TotalHours
	3	3	-	-	45

COURSEOUTCOMES (CO):

CO	COStatement	Cognitive Level*	Knowledge Category#	Evaluation Toolsused
CO1	Explain the Meaning of Modernity,Rationalism,Individualism,and Scientism.	U	F	Group discussion/Debate/Seminar
CO2	Realize the spread of enlightenment ideas and tendency towards the Eurocentric approach.	U	F	Quick quizzes/ Groupdiscussion/Seminar
CO3	Understand the changes in social life in modern India during the colonial period.	An	P	Group discussion/Seminar/ Preparelistofitemsof import& export
CO4	Analyse influence of national movementon social changes and role of press inprocessof modernization	E	P	Groupdiscussion/Debate/ Seminar
CO5	Explore the impact of Mysorean invasion, British colonialism and social legislations of Travancore kings on social changes	An	P	Quickquizzes/ Group discussion/Debate/ Seminar

CO6	Examine the introduction of moderneducation system in Kerala	An	P	/ Group discussion/Seminar
	*-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate (E),Create(C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)MetacognitiveKnowledge(M)			

Module	Unit	Content	Hrs 45	Mark 50
I	**1.UNDERSTANDING MODERNITY**		**9**	**12**
	1	Modernity– Meaning and definition	1	
	2	Modernityin Europe	1	
	3	Rationalism	1	
	4	Individualism	1	
	5	Scientism	1	
	6	Coffee houses in Europe and exchange of enlightenment ideas	2	
	7	Tendency towards Eurocentric approach	2	
		Reading List 1. Peter Wagner (2001), *Theorizing Modernity: Inescapability and Attainability in Social Theory*. SAGE Publications Ltd. 2. Jürgen Habermas (1985), *The Philosophical Discourse of Modernity: Twelve Lectures*. MIT Press 3. John B. Thompson (1995), *The Media and Modernity: A Social Theory of the Media*. Stanford University Press		
II	**MODERNITY ININDIA**		**10**	**14**
	8	Historical overview of India'spre-modern period–social evils	2	
	9	British colonialism in India –introduction	1	
	10	ColonialModernity-Concept	2	
	11	Influence of colonialism on Indian Society –Features	1	
	12	Legacies of National Movement– democracy,culturalnationalism, constitution and rule of law	2	
	13	The role of press- *Samvad Kaumudi, Rast Goftar, Tahzib-ul-Akhlaq,PrabuddhaBharata*	2	

		Reading List 1. Upinder Singh (2017), *Political Violence in Ancient India*. Harvard University Press. 2. Shashi Tharoor (2018), *Inglorious Empire: What the British Did to India*. Penguin Books. 3. Partha Chatterjee (2020), *I Am the People: Reflections on Popular Sovereignty Today*. Columbia University Press. 4. Sugata Bose (2020), *The Nation as Mother and Other Visions of Nationhood*. Penguin India. 5. Romila Thapar (2019), *The Past as Present: Forging Contemporary Identities Through History*. Aleph Book Company. 6. Ayesha Jalal (2018), *The Struggle for Pakistan: A Muslim Homeland and Global Politics*. Harvard University Press. 7. Shruti Kapila (2021), *Violent Fraternity: Indian Political Thought in the Global Age*. Princeton University Press.		
III	**EXTERNAL INTERVENTIONS AND SOCIAL CHANGE IN KERALA**		**9**	**10**
	14	Mysore invasion and justice to the oppressed: prohibition of forced labour – Prohibition of polyandry – Right to cover breast –introduction of *Jamabandisystem*	2	
	15	The British in Kerala– Ascendancy to power	2	
	16	Abolition of slavery in Travancore	1	
	17	Introduction of Census inTravancore	1	
	18	Abolition of trial by ordeal –Sucheendram Kaimukku	1	
	19	Channar Revolt and right to cover breast	1	
	20	Pandarapattam Proclamation in Travancore	1	
		Reading List : 1. P.J. Cherian (1999), *Perspectives on Kerala History: The Second Millennium.* Kerala State Gazetteer. 2. Sreedhara Menon (2011), *A Survey of Kerala History*. DC Books. 3. Robin Jeffrey (1978), *The Decline of Nair Dominance: Society and Politics in Travancore 1847-1908*. Manohar Publishers. *4.* V. Nagam Aiya (1906), *Travancore State Manual. Travancore Government Press.* 5. K.K.N. Kurup (2010), *Modern Kerala: Studies in Social and Agrarian Relations*. Mittal Publications. *6.* M. Vijayanunni (2003), *Census of India 2001: Kerala. Government of India.* 7. Sreedhara Menon (1979), *Social and Cultural History of Kerala*. Sterling Publishers		

IV	**MODERN EDUCATION SYSTEM IN KERALA**		**8**	**14**
	21	Traditional education systems of Kerala–An overview	1	
	22	Introduction of modern education in Kerala–The case of Travancore	2	
	23	Colonial education policies and interventions of the British	2	
	24	Womeneducation	1	
	25	Role of Missionaries –CMS,BEM	1	
	26	Ayyankali-Strike for equal accession to education	1	
		Reading List 1. S. N. Sadasivan (2000), *Social History of India*. APH Publishing. 2. K.N. Panikkar (2012), *Against Lord and State: Religion and Peasant Uprisings in Malabar, 1836-1921*. Oxford University Press. 3. M.A. Sherring (2013), *The History of Protestant Missions in India*. Cambridge University Press. 4. Elamkulam Kunjan Pillai (1970), *Studies in Kerala History*. National Book Stall. 5. Robin Jeffrey (2003), *Politics, Women and Well-Being: How Kerala Became 'a Model'*. Oxford University Press. 6. P. Radhakrishnan (1989), *Peasant Struggles, Land Reforms and Social Change: Malabar 1836-1982*. SAGE Publications. 7. Ritty A. Lukose (2009), *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. Duke University Press. 8. K. N. Ganesh (2000), *KeralathinteInnalakal*. Kerala Bhasha Institute.		
V	**Open-Ended: TRANSFORMATION OF WOMEN CLOTHING**		**9**	
	1	Traditional attire of Kerala women–Anoverview		
	2	Caste and clothing		
	3	Channar Riot		
	4	Right to wear jackets		
	5	Kallumala Samaram		

	ActivitiesandassessmentofOpenended ***** Prepare list of dress and ornaments used by Malayalee women in 19th century. * Bookreview * PeerTeaching **Assessment** *****Assessawarenessofstudentsontransformationinclothing. *Evaluatetheunderstandingofkeyconcepts		

Note:The course is divided into five modules, with four having total 26 fixed units and oneopen-endedmodulewitha variable numberofunits. There are total 36 instructional hours forthefixedmodules and09hoursfortheopen-ended one.Internal assessments(25 marks) aresplitbetween the open-ended module (05 marks) and the fixed modules (20 marks). The final exam,however, covers onlythefirst 22 units from thefixed modules.

MappingofCOswithPSOsandPOs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO2	PO 3	PO4	PO 5	PO6	PO6
CO1	3	1	3	3	1	3	2	2	-	3	2	3
CO2	3	1	3	3	1	3	2	2	-	3	2	3
CO3	3	1	3	3	1	3	2	2	-	3	2	3
CO4	3	1	3	3	1	3	2	2	-	3	2	3
CO5	3	1	3	3	1	3	2	2	-	3	2	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-

CorrelationLevels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz/ Assignment/ Quiz/ Discussion/ Seminar
- MidtermExam
- FinalExam(70%)

MappingofCOstoAssessmentRubrics:

	InternalExam	Assignment	ProjectEvaluation	EndSemesterExaminations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓
CO6	✓	✓		✓

I SEMESTERB.A.(CUFYUGP)DEGREEEXAMINATIONSOCTOBER2024

HIS1FM105-2Kerala Towards Modernity1766 – 1889

(Credits: 3)

MaximumTime: 1.5hours Maximum Marks: 50

SectionA

(Answer **All**. Eachquestioncarries 2marks)

(Ceiling:16 Marks)

1. Modernity
2. Rationalism
3. Individualism
4. Socialevils
5. BritishColonialism
6. Tahzib-ul-Akhlaq
7. BreastTax
8. SucheendramKaimukku
9. Jamabandisystem
10. BaselMission

SectionB

(Answer **All**.Each questioncarries6marks]

(Ceiling:24Marks)

11. ExaminetheroleofCoffeeHousesinEuropeinspreadingideasof enlightenment.
12. CriticallyevaluatetheEurocentricapproach in modernity.
13. Whatdoyou mean by colonialmodernity?
14. TowhatextenttheBritishcolonialisminIndiahelpedmodernizationofthesociety?
15. _Newspapersin19th centurywereviewspapers'.Elaborate.
.

SectionC

(Answer any**one**.Eachquestioncarries 10marks)
(1x10=10marks)

16. Didthe IndianNationalMovementhaveasignificantimpactonthemodernizationof Indiansociety?
17. AssessthecontributionofAyyankaliintermsofensuringequalaccesstoeducation.

SEMESTER 1
HIS1FM105-3Religious Diversity and Syncretism: Basic Notions

Course description: This course contains an account of religious diversity and sycretism of Kerala.This history will be discussed with special focus on influence of modern values,colonial interventions, and role of reformers, legacy of pluralism and multiculturalism, and the recent trends.

Programme	BA History Honours				
CourseCode	HIS1FM105-3				
Course Title	Religious Diversity and Syncretism: Basic Notions				
Type of Course	MDC				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used

CO1	Understand religious diversity and sycretic traditions in Kerala.	U	F	Group discussion/ Debate/ Seminar
CO2	Understand the Cultural Symbiosis in Kerala and its role in transforming society.	U	F	Quick quizzes/Group discussion/ Seminar
CO3	Recognize the influence of modernity, shared spaces and traditions in Kerala.	An	C	Group discussion/ Seminar/Prepare list of items of import& export
CO4	Realize the process of sycretic and secularist strands in the social reform movements.	E	P	Group discussion/Debate / Seminar
CO5	Understand the importance and inevitability of inclusivism.	An	P	Quick quizzes/ Group discussion/Debate/ Seminar
CO6	Learn about major religious and secular education programs.	An	P	/Group discussion/ Seminar
	*-Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	Content	Hour 45	Mark 50
I	**RELIGIOUS DIVERSITY AND SYNCRETIC TRADITIONS IN KERALA**		**9**	**16**
	1	. Religious Diversity	2	
	2	.-Historical Background -Concepts of Religious Pluralism and Syncretic traditions-	2	
	3	. Exclusivism -Inclusivism-	2	
	4	. Acculturation	1	
	5	.-Intra religious civic engagement or Cross-community engagement in Kerala	2	
		Reading List 1. Habib, Irfan (ed.) Religion in Indian History, Tulika Books,New Delhi,2020. 2. Leopold Maria, Anita&JensonSindling, Jeppe (eds.),Syncretism in Religion:A Reader, Routledge, 2004. 3. Varshney,Ashutosh,Ethnic Conflict and Civic Life : Hindus and Muslims in India,Oxford University Press, 2002.		

		4. Rattanasi, Ali,Multiculturalism: A Very Short Introduction,Oxford University Press,2011. 5. Bayly,Susan,Saints, Goddesses and Kings:Muslims and Christians in South Indian Society 1700-1900,Cambridge University Press, 2004. 6. Rajeeve P., India that is Bharat,Akar Books,2024. 7. Ganesh K. N., KeralathinteInnalekal (Mal.),Kerala Bhasha Institute,2011. 8., Kerala samoohapadananghal(Mal.),Prasakthi books,2011. 9. Varier, Raghava M. R., Keraleeyatha :Charithramananghal,VallatholVidyapeedam, 2009. 10. Varghese V. J. ,N. Vijayamohanan Pillai and Scaria Sakaria(eds.), National Bookstall, 2016. 11. Sreedhara Menon A.,Cultural Heritage of Kerala,D C Books, 2019.		
II	**CULTURAL SYMBIOSIS IN KERALA REVISITED**		**9**	**20**
	6	.M. G. S. Narayanan's Conception of Cultural Symbiosis,	1	
	7	Text and Context of Tarisapalli Copper Plates,Jewish Copper Plates,Muchundi Mosque Inscriptions	2	
	8	-Criticisms of 'Cultural Symbiosis' -Tuhfat-al-Mujahidin –	2	
	9	The Land of Malabar : Barbosa's account -Ma Hauan's description of Calicut	2	
	10	Jainism in Kerala	2	
		Reading List 1. Narayanan M. G. S., Cultural Symbiosis in Kerala,Kerala Historical Society, 1972 2.,Calicut: The City of Truth Revisited,Calicut University Publication Division, 2006. 3.Kozhikodinte katha (Mal.), Mathrubhumi Books, 2017. 4. Muraleedharan,M., 'Hindu Community Formation in Kerala: Processes and Structures under Colonial Modernity', South Indian Studies, 2, 234-259.		

III	**CULTURAL ENCOUNTERS: SHARED SPACES AND TRADITIONS IN KERALA**		**10**	**17**
	11	Unique crossing-over of practices and traditions	1	
	12	Shared and overlapping cultures and traditions-Internalisation and Assimilation	2	
	13	Lived Islam or Popular Islam in Kerala	1	
	14	.Some facets of overlooking cultural practices of Kerala-Nilavilakku -in almost in almost all religious spaces irrespective of religious affiliations	1	
	15	'Triinity Hills' at Vagamon-Sabarimala pilgrimage and inter-religious relations -Dargah practices among Muslims	1	
	16	Theyyam-Confluence of both religion and culture -Mappila Theyyam -Other fluid and syncretic practices	2	
	17	Religious fundamentalist stance against shared religious traditions and spaces	2	
		Reading List 1. Dominique-Sila Khan,Sacred Kerala: A Spiritual Journey, Penguin, New Delhi,2009. 2. P. P. Abdul Razak, Colonialism and Community Formation in Malabar: A Study of Muslims in Malabar, Unpublished PhD Thesis, University of Calicut, 2007. 3. M. Muraleedharan, 'Hindu Community Formation in Kerala :Processes and Structures under Colonial Modernity, South Indian Studies, 2,234-259		
IV	**SYNCRETIC AND SECULARIST STRANDS IN THE SOCIAL REFORM MOVEMENTS**		**8**	**17**
	18	Syncretic ingredients in the religious philosophy of Sree Narayana Guru	2	
	19	.All Religious Conference -Sivagiri Pilgrimage	1	
	20	.Temple as a social space	1	
	21	.Messages of Sree Narayana Guru-Guru's religious concept	1	
	22	.Attitude towards conversions	1	
	23	.Religious and Secular Education Programmes	2	

		Reading List 1. P. Chandramohan,Developmental Modernity in Kerala:Narayana Guru, SNDP Yogam and Social Reform, Tulika Books, 2016. 2. PradheepanPampirikkunnu (ed.),Sree Narayana Guru Punarvayanakal(Mal.), Progress Publication, Calicut,2009. 3. Sukumar Azhikode, GuruvinteDukham(Mal.), Lipi Publications, Calicut, 1993. 4. M. K. Sanu, Sree Narayana Guru(Mal.),National Book Stall, Kottayam, 2018. 5. Sree Narayana Guru Sampoorna Krithikal, DC Books, Kottayam, 2008.		
V	**OPEN-ENDED: LIVING EXPERIENCE OF KERALA**		**9**	
	1	Probing the importance of intra-community and cross-community civic engagements in your locality such as schools, hospitals, hotels and restaurants, malls, government offices, construction sites, other labour spaces and so on to show the reasons for the near absence of intercommunity violence.		
	2	Class discussions on the importance and inevitability of diversity, plurality, Inclusivism against the background of India's composite culture.		
	3	Field visits to spaces where people from different communities intermix.		
	4	Field visits of syncretic places like, Sabarimala pilgrimage routes,Sufi shrines, Darghas etc. and other places in and around in your district.		
		ActivitiesandassessmentofOpenended 1. Classroom readings of excerpts from Mahuan, Barbosa, Sheikh Zaynu'dinetc followed by discussions. 2. Conducting debates on the present state of religious coexistence and religious harmony in the state and about the divisive forces trying to break religious harmony. 3. Classroom reminiscences of students who have been to shared and overlapping cultural spaces in Kerala. 4. Classroom debate on the legacy of Sree		

		Narayana Guru and the relevance of his thought and messages. 5. Quiz programmes on the cultural heritage and diversity of Kerala **Assessment** *****Assessawarenessofstudentsontransformationof Kerala *Evaluatetheunderstandingofkeyconcepts		

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (05marks) and the fixed modules (20marks).The final exam, however, covers only the first 23 units from the fixed modules.

Mapping of Cos with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO1	3	1	3	3	1	3	2	2	-	3	2	3
CO2	3	1	3	3	1	3	2	2	-	3	2	3
CO3	3	1	3	3	1	3	2	2	-	3	2	3
CO4	3	1	3	3	1	3	2	2	-	3	2	3
CO5	3	1	3	3	1	3	2	2	-	3	2	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/ Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓
CO6	✓	✓		✓

MODELQUESTIONPAPER

I SEMESTER BA. (CUFYUGP)DEGREEEXAMINATIONSOCTOBER2024

HIS1FM105-3 Religious Diversity and Syncretism: Basic Notions
(Credits:3)

Maximum Time: 1.5 hours Maximum Marks: 50

Section A
(Answer **All**. Each question carries 2 marks) (Ceiling: 16 Marks)

1. Exclusivism .
2. Acculturation .
3. Tuhfat al mujahidin
4. Mahuan
5. Nilavilakk
6. Sivagiri
7. M,G,S.Narayanan
8. Muchundi Mosque
9. Pluralism
10. Dargha

Section B
(Answer **All**. Each question carries 6 marks](Ceiling: 24 Marks)

11. Examine the role of Sree NarayanaGuru as a social reformer in Kerala.
12. Write a note on religious diversity?
13. Give an account of thetheyyam as the confluence of both religion and culture
14. Discuss the significance of the cultural practices of Kerala society.
15. Trace the historical background of religious pluralism.

SectionC

(Answer any **one**. Each questioncarries10 marks)(1x10=10marks)

16. Analyze the nature and practice of the cultural encounters and shared spaces and traditions in kerala.
17. Briefly explain M,G,S.Narayanan‘s concept of _cultural symbiosis‘?

SEMESTER II
HIS2FM106-1/HIS3FM106-1 Kerala Towards Modernity 1889 Onwards

Course description: This course will cover the transformation of Kerala towards modernity from the year 1889 onwards. The history will be discussed with a special focus on the contributions of social reformers, the introduction of the modern education system, the emergence of modern values in literature, the impact of political movements, and major developments after independence.

Programme	BA History Honours				
Course Code	HIS2FM106-1/HIS3FM106-1				
Course Title	Kerala Towards Modernity1889 Onwards				
TypeofCourse	MDC				
Semester	II				
AcademicLevel	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the role and impact of social reformers on Kerala society.	U	F	Group discussion/ Debate/ Seminar
CO2	Understand the different social legislations that have been implementedIn modern Kerala, and explain their role in transforming society.	U	F	Quick quizzes/Group discussion/ Seminar
CO3	Recognize the influence of modernity on Malayalam literature.	An	P	Group discussion/ Seminar/ Prepare list of items of import&export
CO4	Realize the process by which the modern education system was introduced in Kerala.	E	P	Group discussion/Debate/ Seminar
CO5	Understand the political changes that took Place during the National Movement and how it affected the society of Kerala.	An	P	Quick quizzes/ Groupdiscussion/ Debate/ Seminar
CO6	Learn about major advancements in Kerala after independence that helped progress society towards modernity.	An	P	Group discussion/ Seminar
	*Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	Unit	Content	Hour 45	Mark 50
I	**CLAMOUR FOR SOCIAL JUSTICE**		**8**	**14**
	1	The Reformers; S.N.Guru, Ayyankali, V.TBhattathiripad, VakkomMaulavi	2	
	2	Struggle for choice; Kallumalasamaram&Manimalarkavustrike	1	
	3	Social Legislations: Abolition of Devadasi System inTravancore	1	
	4	Changes in matrilineal-Malabar Marriage Acts	1	
	5	Temple entry movements: Vaikom Satyagraha &Guruvayur Satyagraha	2	

	6	The Temple Entry Proclamation(1936)	1	
II	**EDUCATION AND LITERATURE**		**7**	**14**
	7	Modernisation of Education	1	
	8	Introduction of English education in Kerala	2	
	9	Concepts of Modernity in Malayalam Literature	1	
	10	*Indulekha, OdayilNinnu, AdukkalayilNinnuArangathekku, Tottiyude Makan*	2	
	11	GrandhasalaMovement	1	
III	**POLITICAL MOVEMENTS**		**12**	**21**
	12	Kerala Towards democracy-Formation of Sree Mulam Popular Assembly	1	
	13	Emergence of Nationalism	2	
	14	Indian National Congress and Kerala	3	
	15	Communist Movements in Kerala	3	
	16	Labour movements in Kerala	2	
	17	Aikya Kerala Movement	2	
	18	Formation of Kerala State	1	
IV	**KERALA AFTER INDEPENDENCE**		**10**	**21**
	19	Landmark Reforms; Land reforms & Educational Reforms	2	
	20	Kerala Model Development	4	
	21	Press and reading culture	2	
	22	Transformation of Houses: disintegration of *Taravadus*	1	
	23	Decline of matrilineal system	1	
	24	Migration and its influence	2	
	25	Changes in population	2	
V	**Open- Ended :Migration Trends in Kerala**		**9**	
	1	Migration-Meaning and definition		
	2	Factors of migration		
	3	The Gulf migration		
	4	New trends–Migration to the west		
	5	Impact of migration on Kerala society and economy		
		Activities and assessment of Open ended		

		* Visit the NORKA ROOTS website and assess the level of migration from Kerala. * Identify the impact of migration on senior citizens. * Estimate the impact of migration on population dynamics. **Assessment** *****Assess awareness of students on trends of migration. *Evaluate the understanding of key concepts.		

Note: The course is divided into five modules, with four having total 25 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (05marks) and the fixed modules (20marks).The final exam, however, covers only the first 25 units from the fixed modules.

Mapping of Cos with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO1	3	1	3	3	1	3	2	2	-	3	2	3
CO2	3	1	3	3	1	3	2	2	-	3	2	3
CO3	3	1	3	3	1	3	2	2	-	3	2	3
CO4	3	1	3	3	1	3	2	2	-	3	2	3
CO5	3	1	3	3	1	3	2	2	-	3	2	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/ Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓
CO6	✓	✓		✓

II SEMESTERB.A.(CUFYUGP)DEGREEEXAMINATIONSOCTOBER2024

HIS2FM106-1/HIS3FM106-1 Kerala towards Modernity 1889 Onwards

Maximum Time: 1.5 hours Maximum Marks: 50

Section A

(Answer **All**. Each question carries 2 marks)

(Ceiling: 16 Marks)

i. Devadasi system.
ii. KallumalaSamaram.
iii. Temple Entry Proclamation
iv. *Indulekha*
v. *Tottiyude Makan*
vi. Modernity
vii. Sree MulamPrajaSabha
viii. KPCC
ix. Thiru-KochiState
x. *Tharavadu*system

Section B

(Answer **All**. Each question carries 6 marks]

(Ceiling: 24 Marks)

xi. Examine the role of Sree Narayana Guru as a social reformer in Kerala
xii. How did V.T Bhattathiripad seek the emancipation of Namboothiri women
xiii. Analyze the modernization process of the education system in Kerala.
xiv. Discuss the significance of the Grandhasala Movement in Kerala society.
xv. Trace the growth of Communist Movements in Kerala.

Section C

(Answer any**one**. Each questioncarries10 marks)
(1x10=10marks)

xvi. Evaluate the contributions of Aikya Kerala Movement toward formation of Kerala State.
xvii. What do you mean by Kerala Model Development? What are major features of this Model?

SEMESTER 2
HIS2FM106-2/HIS3FM106-2 History of Sports

Course Description: The History of Sports course offers an introductory exploration into the evolution and significance of sports across different historical contexts. Through structured modules, students will examine the origins of sports, the influence of colonialism, and the development of modern sports culture in India. Emphasizing critical thinking and research skills, this course provides a foundational understanding of sports history while encouraging students to engage with diverse perspectives and explore various topics within the field.

Programme	BA History Honours				
Course Code	HIS2FM106-2/HIS3FM106-2				
Course Title	History of Sports				
TypeofCourse	MDC				
Semester	II				
AcademicLevel	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

COURSE OUTCOMES:

After the completion of the course students will be able to:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation tools used
CO1	Demonstrate a foundational understanding of the historical evolution of sports in India, encompassing key events, influential personalities, and societal contexts, to provide a comprehensive framework for analysing the country's sports history	U & Ap	F & P	Quiz/Presentations
CO2	Analyse the multifaceted impact of colonialism on Indian sports, critically evaluating the introduction of modern sports and infrastructure during the colonial period, and discerning its lasting implications on contemporary sports governance and culture	An & E	C & P	Debates/ Discussions/ Seminar
CO3	Evaluate the trajectory of sports policy and governance in post-independence India, examining the allocation of resources, the growth of modern sports culture, and notable achievements to understand the dynamics shaping the current sports landscape	E	C & P	Discussions/ Debates/Seminars
CO4	Critically assess gender dynamics, doping issues, and organizational irregularities within Indian sports administration, applying ethical frameworks and governance principles to propose solutions aimed at fostering transparency and equity.	E & Ap	C, P & M	Assignments/Debates
CO5	Engage in scholarly discourse on contemporary issues and debates in Indian sports, including the tensions between modernization and tradition, the role of sports in driving social change, and emerging trends in sports technology and media, demonstrating critical thinking and analytical skills.	An, E & Ap	C, P &M	Debates/ Multi-media Presentations
Cognitive Level* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				

Knowledge Category# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)

Module	Unit	CONTENT	Hours 45	Marks 50
I	**Scope and Study of Sports History**		**8**	**10**
	1	Understanding the scope and significance of studying sports history	2	
	2	From Ritual to Recreation – the beginnings of sport	2	
	3	Key events – Olympics, Common Wealth, FIFA, SAAF Games, Asian Games, Euro Cup	2	
	4	Personalities –Pierre de Coubertin, Paavo Nurmi, Jessy Owens, Pele, Serena Williams, Michael Phelps	2	
		Reading List: 1. William Joseph Baker, *Sports in the Western World*, University of Illinois Press, 1998 2. Early History of Recreation and Leisure, https://samples.jblearning.com/0763749591/49591_ch03_mclean.pdf 3. David Maraniss, *Rome 1960 – The Olympics That Changed the World*, Simon & Schuster, e-book, 2008 4. Allen Guttmann, *Sports – The First Five Millennia*, University of Massachusetts Press, 2004 5. Allen Guttmann, *From Ritual to Record – The Nature of Modern Sport*, Columbia University Press, 2004		
II	**Role of Sports in Pre-Modern in India**		**8**	**10**
	5	Exploration of leisure and past times in ancient India	2	
	6	Leisure and recreation in Medieval India	2	
	7	Special emphasis on traditional sports and games in Kerala - Kalari	2	
	8	Indigenous sports – Kabbadi, Kho-Kho, Malkambh, Kushti, Shataranj	2	
		Reading List: 1. H.J.R. Murray, *The History of Chess*, Good Press, e-book, 2023(First edition 1913) 2. Elizabeth C.J. Pike, _A Sociological Understanding of Sport in India‘ in Meena Gopal and Padma Prakash (ed.) *Sports Studies in India* , Oxford University Press, 2021. https://doi.org/10.1093/oso/9780190130640.003.0009		

		3. M. Ashitha, Ideology and History of Kalaripayattu, A Martial Art in Kerala, https://www.researchgate.net/publication/352365623_Ideology_and_History_of_Kalarippayatt_a_Martial_Art_in_Kerala 4. J. Alter, *The Wrestler's Body: Identity and Ideology in North India*, University of California Press, 1992 5. J. Alter, ‗Kabaddi, a National Sport of India: The Internationalism of Nationalism and the Foreignness of Indianness', in N. Dyck (ed.), *Games, Sports and Cultures*, Oxford, 2000 6. Pratima Sharma, Sports and Past Times in Ancient India from Pre-historic Times to Circa 650 AD, Department of Ancient Indian History, Culture and Archaeology , Panjab University, 1993 https://shodhganga.inflibnet.ac.in/handle/10603/90704		
III	**Colonial Influence on Sports in India**		**8**	**10**
	9	Impact of colonialism on Indian sports	2	
	10	Introduction of modern sports and recreational activities by the British	2	
	11	Development of sports infrastructure during the colonial period – schools and colleges	2	
	12	Case study: Sports in Malabar, Travancore, and Cochin under colonial rule	2	
	13	Breaking barriers through sports		
		Reading List: 1. Boria Majumdar, *Twenty-two Yards to Freedom: A Social History of Indian Cricket*, Viking, 2004 2. Anaz Ali, ‗Football in Colonial Malabar – The Introduction of the ―Beautiful Game‖ 1900-1940, *Proceedings of the Indian History Congress*, Vol.77, 2016. https://www.jstor.org/stable/26552704 3. Sanil P Thomas, *The History of Sports in Kerala*, (*Kaayika Kerala Charithram* in Malayalam) 4. Vasisht M C, Leisure and Recreation in Colonial Malabar, Doctoral Thesis, 2023https://hdl.handle.net/20.500.12818/1417 5. Subhadipa Dutta, ‗The Limits of the History of Western Sport in Colonial India', *Transactions of the Royal Historical* Society, Vol. 1, December 2023. Cambridge University Press, 2023.		

		https://doi.org/10.1017/S008044012300004X 6. Arjun Appadurai, _Playing with Modernity: The Decolonization of Indian Cricket' http://dx.doi.org/10.13130/2035-7680/6526. https://www.researchgate.net/publication/299221736_Playing_with_Modernity_The_Decolonization_of_Indian_Cricket 7. Ramachandra Guha, *A Corner of a Field: The Indian History of British Sport*, Macmillan, 2003 8. Soumen Mitra, Nationalism, Communalism and Sub regionalism: A Study of Football in Bengal 1880-1950, MPhil Dissertation, Centre for Historical Studies, Jawaharlal Nehru University, 1988. http://etd.lib.jnu.ac.in/TH3002.pdf 9. Elizabeth C.J. Pike, _A Sociological Understanding of Sport in India' in Meena Gopal and Padma Prakash (ed.) Sports Studies in India , Oxford University Press, 2021. https://doi.org/10.1093/oso/9780190130640.003.0009		
IV	**Sports in Post-Independent India**		**12**	**20**
	14	Evolution of sports policy and governance in independent India	1	
	15	Growth of modern sports culture in post-independence era- Notable achievements and milestones in Indian sports history – Indian Hockey in Olympics, Dhyanchand, Milkha Singh	2	
	16	Gender dynamics in Indian sports with a focus on Kerala – P.T. Usha, Anju Boby George	2	
	17	Doping in sports and games	1	
	18	Beyond binaries – the question of Gender in sports – Stella the Fella, Dora Ratjen, Press sisters, Caster Semenya and the freak athlete, Dutee Chand – Stockholm consensus	2	
	19	State, Politics and the Sport	2	
	20	Sports and ethics in contemporary India/ Ethics in sports	2	
		Reading List: 1. Scraton, S. (1987), _Gender and Physical Education: Ideologies of the Physical and Politics of Sexuality', in S. Walker and L. Barton (eds), *Changing Policies, Changing Teachers: New Directions in Schooling* (Milton Keynes, Bucks.: Open University Press). 2. Hargreaves, (1989), _The Problems and Promise of Women's Leisure and Sport', in C. Rojek (ed.), *Leisure for Leisure* (London: Macmillan).		

		3. Hargreaves, (1986), _Where's the Virtue? Where's the Grace?: a Discussion of the Social Production of Gender through Sport', *Theory, Culture and Society*, 3 (1): 109–23. 4. Hargreaves, (1990), _Gender on the Sports Agenda', *International Review for the Sociology of Sport*, 25 (2): 287–308 5. Padma Prakash & Meena Gopal, *Sports Studies in India – Expanding the Field*, Oxford India Studies in Contemporary Society, 2023 6. Mihir Bose, *The Spirit of the Game: How Sport Made the Modern World*, Constable, 2012 7. S. Mohammed Irshad, _Local Clubs and Sports Culture in Kerala: Community at the Centre' https://doi.org/10.1093/oso/9780190130640.003.0014in Meena Gopal and Padma Prakash (ed.) *Sports Studies in India*, Oxford University Press, 2021 8. Mihir Bose, *The Spirit of the Game: How Sport Made the Modern World*, Constable, 2012.		
V		**Open Ended:** This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:	**9 hrs**	
	1	**Modernization vs. Preservation**: Explore the tension between modernization and the preservation of traditional sports and games in India. Discuss initiatives aimed at reviving and promoting traditional sports at local and national levels.		
	2	**Sports and Social Change**: Analyse the role of sports in driving social change and promoting inclusion and diversity in Indian society. Discuss initiatives promoting gender equality, inclusion of persons with disabilities, and marginalized communities in sports.		
	3	**Emerging Sports Trends**: Explore emerging sports trends and their impact on the Indian sports landscape. Discuss the rise of new sports leagues, popularity of non-traditional sports, and their influence on youth culture and participation		
	4	**Sports Technology and Innovation:** Discuss the role of technology and innovation in modern sports. Explore topics such as sports analytics, wearable technology, and advancements in sports equipment, and their implications for athlete performance and training methodologies.		
	5	**Sports and Media:** Analyse the relationship between sports and media in contemporary India. Discuss the influence of media coverage, digital platforms, and		

		social media on the promotion, commercialization, and perception of sports in society**.**		
	6	Guest lectures by experts in sports history or related fields.		
	Activities and assessment of Open Ended For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:			
	1	**Debate and Discussion Sessions:** Activity: Divide the class into groups and assign each group a contemporary issue or debate in Indian sports. Assessment: Evaluate group discussions based on the depth of analysis, critical thinking, and ability to articulate arguments supported by evidence.		
	2	**Case Study Analysis:** Activity: Provide students with case studies related to recent controversies or developments in Indian sports. Assessment: Assess students' ability to analyse the case studies, identify key issues, and propose solutions or recommendations based on their understanding of relevant concepts and principles.		
	3	**Research Projects:** Activity: Assign research projects on specific topics within contemporary Indian sports, such as the impact of sports leagues, sports governance issues, or the role of sports in promoting social change. Assessment: Evaluate the quality of research, depth of analysis, and clarity of presentation in students' research papers or presentations.		
	4	**Creation of Multimedia Presentations or Infographics:** Activity: Assign students to create multimedia presentations or infographics summarizing key trends, issues, or debates in contemporary Indian sports. Assessment: Evaluate the clarity, creativity, and effectiveness of students' presentations or infographics in conveying complex information and engaging the audience.		
	5	**Guest Speaker Sessions:** Activity: Invite experts, athletes, or policymakers from the field of sports to share their insights and experiences with the class. Assessment: Encourage students to prepare questions and actively participate in the discussion with the guest speaker. Assess their engagement and ability to connect the guest speaker's insights to the broader themes of the module		

Note: The course is divided into five modules, with four having minimum 20 units and one open-ended module with a variable number of units. There is total 36 instructional hours for

the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

Mapping of COs with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	0	0	3	0	0	3	1	2	2	2
CO2	3	3	0	0	3	2	0	3	2	3	2	2
CO3	3	1	0	0	3	0	0	2	1	3	1	2
CO4	3	2	0	2	3	3	0	2	1	3	2	2
CO5	3	3	0	2	3	3	0	2	2	3	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Debates/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

CO	Internal Exam	Assign-ment	Discussion/ Debates	Quiz	Seminar	Multi-Media Presentations	End Semester Examination
CO 1	✓	✓		✓	✓		✓
CO 2	✓	✓	✓				✓
CO 3	✓		✓		✓		✓
CO 4	✓	✓	✓				✓
CO 5	✓		✓			✓	✓

II Semester B.A. (CUFYUGP) Degree Examinations
(Credits: 3)
HIS2FM106-2 /HIS3FM106-2 History of Sports

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A
[Answer All. Each question carries 2 marks] (Ceiling: 16 marks)

1. FIFA
2. What is the significance of studying the history of sports?
3. Kabbadi
4. Impact of Colonialism on Indian Sports
5. P.T. Usha
6. Doping
7. Caster Semenya
8. Milka Singh
9. Kalari
10. BCCI

Section B
[Answer All. Each question carries 6 marks] (Ceiling: 24 marks)

11. Identify and explain the key events in the history of sports, such as the Olympics, Commonwealth Games, and FIFA World Cup. How have these events contributed to the globalization of sports?
12. Explore the leisure and pastimes prevalent in ancient India. How did leisure activities reflect the social and cultural values of ancient Indian society?

13. Analyze the significance of traditional sports and games in Kerala, focusing on Kalari. How do these indigenous sports contribute to Kerala's cultural identity?
14. Investigate instances where sports have been used to break social, cultural, or gender barriers. How can sports serve as a catalyst for social change and empowerment?
15. How did sports evolve in Malabar, Travancore, and Cochin during colonial rule? Analyze the impact of colonial policies on the sporting cultures of these regions.

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

16. Examine the growth of modern sports culture in post-independence India, focusing on notable achievements and milestones in Indian sports history. How have these achievements contributed to shaping India's sporting identity?
17. Analyze the influence of politics on sports, examining how political factors shape sports governance, funding, and international relations. What measures can be taken to mitigate the negative impacts of politics on sports?

SEMETSER II
HIS2FM106-3/HIS3FM106-3 History of Music in Kerala

COURSE DESCRIPTION: This course aims to equip the students with a general understanding of the musical heritage of Kerala and its historical, social and cultural relevance. This course will provide a platform for the students to explore the facets of evolution of Kerala music over time and familiarize them with different genres of music and its contemporary relevance.

Programme	**B.A History Honours**				
Course Code	HIS2FM106-3/HIS3FM106-3				
Course Title	History of Music in Kerala				
Type of Course	MDC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

Course Outcomes (CO): ..

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the early origins of Kerala music in the light of literary and epigraphic evidence	R	F	Assignments/Seminar
CO2	Understand the medieval origins of Kerala Music with special emphasis on the Classical tradition	U	C	Seminar/ Group discussion
CO3	Analyse the concept of cultural synthesis in music with special focus on different genres of Kerala music	An	P	Seminars/Group Discussion/ Book Reviews
CO4	To evaluate the process of institutionalization of music in Kerala	E	C	Seminars/Group Discussions
CO5	To explore the possibilities for further research in the history of Kerala music through practical sessions and assignments	Ap	P	Field Visits, Report on Live Performances by experts, Preparation of Documentaries

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 45	Mark 50
I	**MUSIC IN THE EARLY HISTORIC PERIOD**		**10**	
	1	Music in Tamilakam- Sangam Literature- Akam and Puram Songs- Tirukural- Pathupattu- Silappadikaram	3	
	2	Tribal and Folk origins of Kerala Music	2	
	3	Bhakti movement and Music- Alvars and Nayanars- Tevaram – Divya NalayiraPrabandham	2	
	4	Kulasekhara Alvar- Perumal Tirumozhi- Mukundamala- Kudimiyanmalai Inscription	3	
		Reading List:- 1. A.K Ramanujan(2005), *Hymns for the Drowning: Nammalvar*, Penguin Books 2. ChummarChoondal(1988), Towards Performance: Studies in Folk Performance, Music, Martial Arts and Tribal Culture, Kerala Folklore Academy 3. Indu Menon (Ed. 2018), *Kadalthaipoomaram: GothrabhaashaGanangal*(Mal), KIRTADS 4. K.A NilakantaSastri(1972), *Sangam Age- Its Cults and Cultures*, University of Michigan 5. Norman J Cutler (1987), *Songs of Experience: The Poetics of Tamil Devotion*, Indiana University Press 6. Ramanathan, S (1979), *Music in Cilappatikaram*, Madurai: Sri Sathguru Sangeetha Vidyalalayam 7. Satyanarayana, R (ed.) 1957, *The Kudimiyanmalai Inscription on Music*, Mysore: Sri Varalakshmi Academies of Fine Arts 8. V. Premalatha (1986), *A Monograph on Kudimiyanmalai Inscription on Music*, Swathi Publications (Original from University of Michigan)		
II	**MEDIEVAL ORIGINS OF KERALA MUSIC- THE CLASSICAL TRADITION**		**10**	
	5	Music as a temple art form- Music and Royal Patronage	2	
	6	Sopana Sangeetham- Neralathu Rama Poduval	2	

	9	Kathakali Music- Kalamandalam Hyder Ali	2	
	10	Karnatik Music- Maharaja Swathi Tirunal	2	
	11	Impact of classical tradition on Kerala Society and Culture	2	
		Reading list 1. Aju K Narayanan (2021), *KalamandalamHyderali*, SPCS Ltd 2. KalamandalamHyderali(2005), *OrthalVismayam*(Mal), Pranatha Books Kochi 3. Kapila Vatsyayan & K.G Poulose (1989), The Arts of Kerala Kshetram: Manifestation, Process, Experience, University of California 4. Kavalam Narayana Panikkar (2017), *Sopanatatvam: The Tradition and philosophy of Sopana Music*, Amaryllis 5. T.M.Krishna(2015), *ASouthern Music: The Karnatik Story*, Harper Collins 6. Vasanthi Krishna Rao (2006), *Indian Music and Swati Thirunal*, Sanjay Prakashan		
III	**OTHER FORMS OF MUSIC IN KERALA**		**8**	
	12	Ritual Music- Kalamezhuthu Pattu- Pulluvan Pattu- socio-cultural significance	**2**	
	13	Cultural Synthesis in Kerala Music	**2**	
	14	Margamkali Pattu- Mappila Pattu	**2**	
	15	Film music – origins, growth and contemporary relevance	**2**	
		Reading List:- 1. Ajmal Khan A.T (2020), *The Mappila Verses*, Hawakal Publishers 2. ChummarChoondal(1988), *Christian Folklore*, Kerala Folklore Academy 3. Johnathan Watts (2005), Kerala of Gods and Men, Timeless Books 4. Kaley Reid Mason (2006), *Socio-Musical mobility and identity in Kerala*, South India, University of Alberta 5. Kavalam Narayana Panikker(1991) *Folklore of Kerala*, National Book Trust 6. M.G.S Narayanan(1972), *Cultural Symbiosis in Kerala*, Kerala Historical Society 7. Rolf Killius (2006), *Ritual Muisc and Hindu Rituals of Kerala*, B.R Rythms 8. Sreedhara Menon, A (2010), *Legacy of Kerala*, D.C Books		

		9. V.T Murali (2015), *SangeethathinteKeraleeyaPadangal*(Mal), Kerala Bhasha Institute 10. Ganesh Anantharaman (2008) *Bollywood Melodies: A History*, Random House Publishers India Pvt.Ltd 11. Gregory.D.Booth(2014), *More than Bollywood: Studies in Indian Popular Music*, OUP		
IV	**THE INSTITUTIONALIZATION OF MUSIC IN KERALA**		**8**	
	16	Institutionalization of music in South India- Madras Music Academy	**2**	
	17	Swathi Tirunal College of Music, RLV College of Music, Chembai Memorial Government College	**2**	
	18	Kerala Kalamandalam- Contributions to the musical heritage of Kerala	**2**	
	19	Kerala Sangeetha Nataka Academy and its contributions	**1**	
	20	Kerala Folklore Academy- Historical overview	**1**	
		Reading list 1. Aravindakshan, U (2012), *Vallathol: Jeevacharithram*, Kerala Bhasha Institute 2. Deepanjali Mishra and Sasmitha Rani Samantha(2022), *Digitalization of Culture through technology*, Taylor and Francis 3. Lakshmi Subramanian (2011), *From the Tanjore Court to the Madras Music Academy : A Social History of Music in South India*, New Delhi: OUP		
V	**OPEN ENDED: PRACTISING THE HISTORY OF MUSIC**		**9**	
		Field Visit to the sites of Musical Tradition		
		Evaluate the music concerts/ performances by the experts		
		Lecture Demonstration		
		Video Documentation of the musical heritage of Kerala		
		Activities and assessment of Open ended module Take the students on a field visit to the sites of musical heritage **For example: -** 1. Kerala Kalamandalam at Cheruthuruthy 2. Peruvembu in Palakkad, a heritage village known as VadyaGramam) Write a report on the field study Organize a Music Concert (Karnatic/ Kathakali Music) and the students can present a review of the concert Introduce the ritual musical forms like Pulluvan Pattu or		

		Kalamezhuthu Pattu to the students through lecture demonstrations Documentation of the musical heritage of Kerala for example the tribal music and Folk music by video and audio recording		

Note: The course is divided into five modules, with four having total 20 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (05 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Model question paper follows

MODEL QUESTION PAPER FOR MULTI-DISCIPLINARY COURSE
II SEMESTER B A (CUFYUGP)DEGREE EXAMINATION 2024
HIS2FM106-3/HIS3FM106-3 HISTORY OF MUSIC IN KERALA

Maximum Time: 1.5 Maximum marks: 50

SECTION A
(Answer all. Each question carries 2 marks)
(Ceiling 16 marks)

1. Silappadikaram
2. Perumal Thirumozhi
3. Sopana Sangeetham
4. KalamandalamHyderali
5. Pulluvan Pattu
6. Nanjiyamma
7. _A Southern Music-The Karnatik Story‘
8. Kerala Folklore Academy
9. Mappilapattu
10. Irayimman Thampi

SECTION B
(Answer All. Each question carries 6marks)
(Ceiling 24 marks)

11. Examine the features of Bhakti movement and its contributions to South Indian music.
12. Discuss the tribal and folk origins of music in Kerala
13. Evaluate the contributions of Maharaja Swathi Thirunal to the musical heritage of Kerala
14. Discuss the socio-cultural significance of ritual music in Kerala with special reference to Pulluvan Pattu
15. Write a note on Kerala Sangeetha Nataka Academy

SECTION C
(Answer anyone. Each question carries 10 marks)
(1x10=10 marks)

16. Discuss the early origins of Kerala music as gleaned from the Sangam literature
17. Critically examine the role of various musical genres of Kerala in shaping its society and culture.

SKILL ENHANCEMENT COURSE (SEC)

SEMESTER V
HIS4FS112-1/HIS5FS112-1HERITAGE WALK AND FIELD SURVEY

Course description: This course introduces students to the concept of heritage walks and fieldsurveys as tools for identifying and exploring local historical and heritage tourist sites. Studentswill gain theoretical knowledge and practical skills in planning, conducting, and evaluatingheritage walks. The course will also explore the potential of heritage tourism as anentrepreneurialventure.

Programme	BAHistory Honours				
CourseCode	HIS4FS112-1/HIS5FS112-1				
CourseTitle	Heritage Walk And Field Survey				
Typeof Course	SkillEnhancementCourse				
Semester	IV/ V				
Academic Level	100 – 199				
CourseDetails	Credit	Lecture perweek	Tutorial perweek	Practicalper week	TotalHours
	3	3			45

COURSEOUTCOMES (CO):

CO	COStatement	Cognitive Level*	Knowledge Category	Evaluation Toolsused
CO1	Understandtheconceptofheritagewalksandtheir significance in promoting local historyandculture.	U	F	Assignment
CO2	Assess and explore diverse business opportunitiesin heritage tourism, including the development oftours, souvenirs, accommodations, and authenticlocalexperiences	E	C	SeminarPresentation

CO3	acquire practical skills in developing acomprehensive business plan for heritage tourismventures, incorporating elements of marketresearch, financial planning, marketing strategies,andriskmanagement	An	P	SeminarPresentation
CO4	To get insights into the concepts, history, andevolution of heritage walks, recognizing their roleinpromotingculturalawareness,heritageconservation,andcommunityengagement	An	P	Discussions anddebates
CO5	Develop skills in preparing itineraries,conductingresearch,andleadinginformativeandengagingheritage walks.	AP	P	PracticalWork
CO6	To be proficient in field survey methods, ethicalconsiderations in heritage tourism, and dataanalysis techniques, enabling them to contributeresponsiblytothepreservationandpromotionof Culturalheritage	An	P	Groupdiscussions/
	*-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate (E),Create(C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)MetacognitiveKnowledge(M)			

	Unit		Hrs	Mark
Module		**CONTENT**	**45**	**50**
I	**HERITAGE TOURISM AND ENTREPRENEURSHIP**		**9**	**15**
	1	Introduction to HeritageTourism: Understanding its economic, social,and cultural impact.	**2**	
	2	Business Opportunities in Heritage Tourism: Tour guiding, souvenirdevelopment, accommodation,and localexperiences.	**1**	
	3	Developing a Heritage Tourism Business Plan: Market research, financial planning, marketing strategies, and risk management.	**2**	
	4	Elements of HeritageTourism –Tangible Heritage:Historicalsites and monuments, Cultural artifacts and collections,Landscapes and natural features	**2**	

	5	Elements of HeritageTourism –Intangible Heritage: Traditions andcustoms, Languages and dialects,Culinary traditions,I ndigenous knowledge and practices	**2**	
		Readings; 1. Dr.NavjotKaur ,"*Heritage Tourism: An Anthropological Perspective*" 2016,RawatPublications 2. Dr. Y.S. Chauhan,"*Tourism and Heritage Management"* 2019,AavishkarPublishers) 3. "*Heritage Tourism: Concepts, Methodologies, Tools, andApplications"*byInformationResourc esManagement Association(2017,IGIGlobal)		
II	**INTRODUCTIONTOHERITAGEWALKS**		**12**	
	6	**Concepts:** Definition, history, and evolution of heritage walks.Significanceofheritagewalks	**1**	
	7	**Benefits of Heritage Walk:** Promoting cultural awareness,heritage conservation, community engagement, and economicdevelopment.	**1**	
	8	**Types of Heritage Walks:** Historical, architectural, nature,culinary, and thematic walks. Experiencing Cultural Forms andDailylife	**2**	
	9	**IdentifyingHeritageSites:**Utilizinghistoricalrec ords,localknowledge,andfield surveys.	**2**	
	10	**Itinerary Preparation:** Designing routes, identifying keystops,andallocatingtimeeffectively.	**2**	
	11	**Research and Content Development:** Gathering information,crafting engaging narratives, and incorporating storytellingtechniques.	**2**	
	12	**LogisticsandManagement:**Permits,insura nce,guidetraining,marketing,andparticipan tmanagement.	**2**	
		Readings: 1. SharadKesari,Dilip, and B.Mutum "*Best Practices in Sustainable Tourism: Case Studies fromIndia,China, SouthAfrica,andBrazil"* (2014,Springer) *2.* AmbikaSirkar*"HeritageWalks:AGuidetoHistoric CitiesinIndia"2009,India BookHousePvt. Ltd.* *3.* Arun K. Thittai*"Walking the Indian Streets" by Published:2014, Notion Press)*		

III	**HERITAGEWALKCASESTUDIES**		**9**	
	13	Egyptian Pyramids and Sphinx Tour, Istanbul's Byzantine and Ottoman HeritageWalk	**2**	
	14	Inca Trail to Salkantay Trek,Australian Aboriginal CulturalTour	**2**	
	15	Delhi Heritage Trails	**1**	
	16	Ajanta and Ellora Caves Expedition	**1**	
	17	Cochi –Muzris Tour	**1**	
	18	Calicut Heritage Walk	**1**	
	19	Kalpathi HeritageVillage	**1**	
		Readings: 1. Arun K. Thittai, "Walking the Indian Streets" 2014,NotionPress 2. Shafi NoorIslam , "Tourism in India: A Comprehensive Guide" 2018, NotionPress) 3. "Cultural Tourism in India" M. Shajahan (2010, DominantPublishersandDistributors)		
IV	**FIELD SURVEY AND DOCUMENTATION**		**6**	
	20	**Introduction to Field Survey Methods:**Observation,documentation (photography,videography,note-taking),and data collection techniques.	**2**	
	21	**Ethical Considerations:** Respecting sensitive locations,communities, and culturalpractices.	**2**	
	22	**Data Analysis and Interpretation:**Organizing and presenting collected information for effective storytelling.	**2**	
		Readings: 1. Michael C.Hall(2010, Routledge , "*Fieldwork in Tourism: Methods and Ethics*" 2. Razaq Raj, Noor HazlinaAhmad,NorzuwanaShaari ,"Data Analysis in Tourism" by (2015,CABI)		

V	**Open Ended**		**9**	
		Prepare a heritage walk itinerary / Documentation / Conduct afield survey/ prepare avideoordigitalphoto album		
		Joinaheritagewalkororganiseaheritagewalkwithan expertforapracticalexperience **General Reading:** 1. Dr. Navjot Kaur *Heritage Tourism: An Anthropological Perspective* 2016 RawatPublications) 2. Dr.Y.S.Chauhan*TourismandHeritageManagement*2019,AavishkarPublishers 3. Information ResourcesManagementAssociation*Heritage Tourism: Concepts, Methodologies, Tools, and Applications* 2017,IGI Global 4. JoeLambert*DigitalStorytelling:CapturingLives ,CreatingCommunity* 2013,Routledge 5. ArunK.Thittai*WalkingtheIndianStreets*2014,NotionPress 6. NationalGeographicravel(https://www.nationalgeographic.com/travel/ 7. IndiaTourism(https://www.incredibleindia.org/ 8. KeralaTourism (https://www.keralatourism.org/ 9. HeritageIndia](https://www.heritage-india.com/ 10. WorldTourismOrganization(UNWTO)](https://www.unwto.org/		

Note:The course is divided into five modules, with four having total 22 fixed units andpracticalmodule with a variable number of units. There are total 36 instructional hours for the fixedmodules and 9 hours for the practical. Internal assessments (25 marks) are split between the open ended (05 marks) and the fixed modules (20 marks). The final exam, however, covers only the22units from thefixed modules

MappingofCOswithPSOsandPOs:

	SO1	SO2	SO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	-	3	3	3	3	1	2	-	1	-
CO2	3	-	3	3	3	3	-	3	-	1	-
CO3	3	-	3	3	3	3		2	-	3	-
CO4	3	1	2	3	-	3		2	-	3	-
CO5	3	-	2	2	3	3	1	2	-	1	-
CO6	3	-	2	3	3	3		2	-	1	-

CorrelationLevels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz /Assignment/Quiz/ Discussion/Seminar
- MidtermExam
- FinalExam(70%)

MappingofCOstoAssessmentRubrics:

	InternalExam	Assignment	ProjectEvaluation	EndSemesterExaminations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓			✓
CO4	✓			✓
CO5	✓	✓		✓
CO6	✓	✓		✓

V Semester B A (CUFYUGP) Degree Examinations
HIS4FS112-1/HIS5FS112-1HERITAGE WALK AND FIELD SURVEY

Maximum time: 1.5 hours **Maximum Marks: 50**

Section A

(Answer all. Each question carries 2 marks)

(Ceiling: 16 Marks)

1. Define heritage tourism and explain its economic impact.
2. What are the social benefits of heritage tourism?
3. Discuss the significance of tangible heritage in tourism.
4. Describe the role of intangible heritage in promoting cultural tourism.
5. What are the key components of a heritage tourism business plan?
6. Explain the concept and significance of heritage walks.
7. Identify and describe the types of heritage walks.
8. What are the best practices for designing an effective heritage walk itinerary?
9. Discuss the importance of guide training in managing heritage walks.
10. Explain the ethical considerations involved in conducting field surveys for heritage documentation.

Section B

(Answer all. Each question carries 6 marks)

(Ceiling:24 Marks)

11. Discuss the various business opportunities in heritage tourism and their potential benefits to local economies.
12. Analyze the cultural impact of heritage tourism on indigenous communities.
13. Describe the process of conducting market research for a heritage tourism business.
14. Explain the significance of storytelling techniqes in heritage walks.
15. Discuss the role of historical records and local knowledge in identifying heritage sites.

Section C

(Answer any one. Each question carries 10 marks)

(1x10 Marks)

16. Develop a comprehensive heritage tourism business plan for a historical site in your local area, including market research, financial planning, marketing strategies, and risk management.
17. Critically assess the role of heritage walks in promoting cultural awareness and heritage conservation

SEMESTER V
HIS4FS112-2/HIS5FS112-2 Cartography and Map Making

Course Description:

This course introduces students to the fundamentals of cartography and map making. It covers the principals of map design, spatial analysis, and the use of Geographic Information System (GIS) for creating and interpreting maps. The course aims to enhance students' spatial literacy and provide practical skills in map production. It further looks at the history of cartography in India that spanned over pre-colonial, colonial and contemporary period. The evolution of cartography in Kerala too comes under the purview of the course.

Programme	BA History Honours				
Course Code	HIS4FS112-2/HIS5FS112-2				
Course Title	Cartography and Map Making				
Type of Course	SEC				
Semester	IV/ V				
Academic Level	100 – 199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

Course Outcomes (CO): .

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the basics of cartography as a discipline.	R	F	Seminar Presentation
CO2	Formulate their own opinion about the importance of maps in the study of history.	U	C	Seminar/ Group discussion
CO3	Analyse the techniques involved in the making of maps	An	P	Debates
CO4	To identify the major scientific tools and software used in the making of maps	U	F	Discussions and debates
CO5	Compare and contrast the cartographic initiaves India and other parts of the country and see how it changed over a period.	An	P	Develop a timeline of the maps made in pre- British India.

CO6	Define and apply the cartographic representations in India.	U	F	Quick quizzes/ Group discussions/
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 45	Marks 50
I	**INTRODUCTION AND CARTOGRAPHY:**		**10**	
	1	Overview of cartography as a discipline	1	
	2	Importance of maps in various fields	2	
	3	Types of maps (topographic, thematic, choropleth etc.)	2	
	4	Principles of map design	1	
	5	Elements of map: title, legend, scale and compass rose	2	
	6	Visual hierarchy and layout-colour theory and symbolism in map design	2	
		Reading list: *1.* Terry A. Slocum, Robert B. McMaster, and Fritz C. Kessler, *Thematic Cartography and Geographic Visualization.* 2. Arthur H. Robinson, Joel L. Morrison, Phillip C. Muehrcke, A. Jon Kimerling, and Stephen C. Guptill, *Elements of Cartography.* 3. Menno-Jan Kraak and FerjanOrmeling, *Cartography: Visualization of Spatial Data*		
II	**TECHNIQUES OF MAP MAKING:**		**8**	
	7	Map projections	**2**	
	8	Data acquisition methods: GPS, Remote Sensing, Surveys	**2**	
	9	Geographic Information System (GIS): Introduction to GIS-Basic GIS functionalities and tools	**2**	
	10	Thematic mapping-Digital mapping tools and software	**2**	

		Reading list: 1. Gretchen N. Peterson, *Cartographer's Toolkit: Colors, Typography, Patterns*. 2. Gretchen N. Peterson, *GIS Cartography: A Guide to Effective Map Design*. 3. Esri Press, *How to Make Maps: A Practical Guide to Cartography*.		
III	**CARTOGRAPHY IN INDIA:**		**12**	
	11	Historical development of Mapping in India	2	
	12	Physical geography of India	2	
	13	Climatic zones and weather patterns in India	2	
	14	Biodiversity hotspots and ecological regions in India	2	
	15	Political mapping of India	1	
	16	Socio-economic mapping of India	1	
	17	Cultural mapping of India	1	
	18	Socio-political maps of Kerala	1	
		Reading list: *1.* R. C. Majumdar, *Indian Maps and Plans: From Earliest Times to the Advent of European Surveys.* *2.* ManosiLahiri, *Mapping India.* 3. Ravi P. Singh, *Indian Cartography: A Historical Perspective*. *4.* Shekhar P. Rajvanshi, *The Great Map Mystery*		
IV	**HISTORICAL MAPS OF INDIA:**		6	
	19	Evolution of cartography in India	1	
	20	Mapping in colonial and pre-colonial India	2	
	21	Historical map collections and archives	2	
	22	Cartography in Kerala	1	
		READING LIST: *1.* Matthew h. Edney, *mapping an empire: the geographical construction of britishindia, 1765-1843.* 2. Rana safvi, *india through maps: a historical atlas.* *3.* Chinmay Tumbe, *mapping the nation: an anthology of indian maps*		

V		**OPEN ENDED: CARTOGRAPHICAL CONSCIOUSNESS**	9	
		• Explore the traditional understanding of the geography-		
		• Map making and labour behind it. Examine the service extracted for the cartographical operations in India.		
		Activities and assessment of Open ended 1. Organize a field trip to a nearby area with diverse geographic features, such as rivers, forests, or urban landscapes and prepare a map based on it. 2. Collaborate with local communities to develop a community mapping project focused on a specific issue or theme relevant to India, such as water resources, land use planning, or heritage conservation. 3. Students can curate an exhibition showcasing historical and contemporary maps of India. **Assessment** *Evaluate the physiographical features of a locality and see how it got cartographically represented. *Prepare a resource mapping of a region and submit a report on it.		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There is total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

V Semester B A (CUFYUGP) Degree Examinations
HIS4FS112-2/HIS5FS112-2: Cartography and Map Making

Maximum time: 1.5 hours **Maximum Marks: 50**

Section A

(Answer all. Each question carries 2 marks)

(Ceiling: 16 Marks)

1. Cartography
2. Legend in cartography
3. GPS
4. Remote sensing
5. Kitab-al-Hind
6. NATMO
7. Aryabhata
8. Western Ghats
9. Tropical zone
10. Survey of India

Section B

(Answer all. Each question carries 6 marks)

(Ceiling:24 Marks)

11. Discuss the evolution of cartography as a discipline.
12. What are the main types of maps used in cartography?
13. State the principles to be followed in map design.
14. How far colour theory and symbolism are important in map making?
15. Examine the data acquisition methods in map making.

Section C

(Answer any one. Each question carries 10 marks) (1x10 Marks)

17. Elaborate the evolution of cartography in India.
18. Discuss the techniques of map making.

SEMESTER V
HIS4FS112-3/HIS5FS112-3 PRACTICING PALAEOGRAPHY: BRAHMI AND VATTEZHUTHU

Course Description: This course aims to introduce undergraduate students to the study and interpretation of ancient scripts, focusing primarily on Brahmi and Vattezhuthu scripts used in ancient Indian and South Indian inscriptions respectively. Through a combination of theoretical lectures, practical exercises, and hands-on workshops, students will develop the necessary skills to read, decipher, and interpret these scripts within their historical and cultural contexts.

Programme	BA History Honours				
Course Code	HIS4FS112-3/ HIS5FS112-3				
Course Title	Practicing Paleography: Brahmi and Vattezhuthu				
Type of Course	Skill Enhancement Course				
Semester	**IV / V**				
Academic Level	100 – 199**.**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

COURSE OUTCOMES (CO): ..

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To explain the basic definition and nature of Palaeography	R	F	Seminar Presentation
CO2	To list out the types of ancient Indian scripts	U	C	Assignment
CO3	To learn the Brahmi script	Ap	P	Dictation
CO4	To learn the Vattezhuthu script	Ap	P	Dictation
CO5	To reproduce the text from the estampage of the inscriptions	C	F	Assignment
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 45	Marks 50
I	**INTRODUCTION TO BRAHMI SCRIPT**		**9**	**15**
	1	Evolution of writing systems in ancient India	1	
	2	Introduction to Brahmi script: Origin, development, and regional variations	2	
	3	Basic principles of Brahmi script decipherment	2	
	4	Ashokan Edicts	2	
	5	Practising Northern Brahmi script	2	
		Reading List 1. Hultzsch, ed., *Corpus InscriptionumIndicarum*, Vol.I, *Inscriptions of Asoka*, Varanasi, 1965. 2. Raghava Varier, M.R., *Asoka Sasanangal*, SPCS, Kottayam, 2016. 3. Ramesh, K.V.,*IndianEpigraphy*,SundeepPrakashan, Delhi, 1984. 4. Richard Salomon, *Indian Epigraphy*, OUP, New York, 1998.		
II	**ADVANCED STUDIES IN BRAHMI EPIGRAPHY**		**9**	**10**
	6	Advanced techniques in Brahmi script analysis	**2**	
	7	Palaeography and typology of Brahmi characters	**2**	
	8	Inscriptions as historical sources: Political, social, and religious insights	**2**	
	9	Digital tools and resources for studying Brahmi inscriptions	**1**	
	10	Learning Tamil Brahmi	**2**	
		Reading List 1. Dasgupta S.P. and Ramachandran K.S., eds., *The Origin of Brahmi*, B.R. Publishing Corporation, Delhi, 1979. 2. Deyell, John S.,*Brahmi Script: Development in North-West India and Central Asia*, British Museum Press, London, 2000. 3. Georg Buhler, *Indian Palaeography*, (1896), MunshiramManoharlal Publishers, Delhi, 2004. 4. Iravatham Mahadevan, *Early Tamil Epigraphy*, Cre-A, Chennai, 2003.		

III	**INTRODUCTION TO VATTEZHUTHU SCRIPT**		**9**	**15**
	11	Introduction to Vattezhuthu script: Origin, development, and geographical spread	**2**	
	12	Characteristics and features of Vattezhuthu script	**1**	
	13	Comparative analysis with other South Indian scripts	**2**	
	14	PractisingVattezhuthu script	**2**	
	15	Case studies of Tharisappalli copper plates and Jewish copper plates	**2**	
		Reading List 1. Gopinatha Rao, T.A., *Travancore Archaeological Series*, Vols I-III, (1908), Department of Cultural Publications, Thiruvananthapuram, 1988. 2. Ramachandran, Puthussery, *KeralacharithrathileAdisthanaRekhakal*, Kerala Bhasha Institute, Thiruvananthapuram, 2007. 3. Ravivarma L.A., *Pracheena Kerala Lipikal*, Kerala Sahithya Academy, Thrissur, 1972. 4. Sam, N., *KeralathilePracheenaLipiMathrukakal*, Kerala State Archives Department, Thiruvananthapuram, 2006.		
IV	**CASE STUDIES AND PRACTICAL APPLICATIONS**		**8**	
	16	Practical exercises in reading and deciphering scripts – Rummindei Pillar Edict of Asoka	**2**	
	17	Practical exercises in reading and deciphering scripts – Mitranandapuram copper plates	**2**	
	18	Field visits to relevant archaeological sites or museums	**2**	
	19	Application of script analysis in historical research and epigraphic studies	**2**	
		Reading List 1. Raghava Varier, M.R., *Asoka Sasanangal*, SPCS, Kottayam, 2016. 2. Hultzsch, ed., *Corpus InscriptionumIndicarum*, Vol.I, *Inscriptions of Asoka*, Varanasi, 1965. 3. Ravivarma L.A., *Pracheena Kerala Lipikal*, Kerala Sahithya Academy, Thrissur, 1972. 4. Sircar, D.C., *Indian Epigraphy*, (1965), Motilal Banarsidass Publishers, Delhi,1996. 5. Raghava Varier, M.R. and Kesavan Veluthat, *TharisappalliPattayam*, SPCS, Kottayam, 2013. 6. Narayanan, M.G.S.,*Cultural Symbiosis in Kerala*, Kerala Historical Society, Thiruvananthapuram,1972.		

V		**Open-Ended: Documentation of a Vattezhuthu inscription and preparation of Project Report**	**9**
		• Identifying an inscription and preparing the text with estampage, photos and videos	
		• Comparing the text with the help of published/unpublished sources	
		• Discuss the different interpretations of the text in various secondary sources. **Activities and assessment of open-ended** * Preparing a project report of the inscription selected for study. * Collecting details about the script and language of the inscription ***** Debate on various interpretations of the inscriptional text **Assessment** *Evaluate the project report. *Evaluate the features of the language and script of the inscription. * Evaluate the proficiency in reading the inscriptional text	
		General Reading List 1. Buhler, Georg, *Indian Palaeography*, Oriental Books Reprint Corporation, New Delhi, 1980. 2. Burnell, A.C., *Elements of South Indian Palaeography*, London, 1878. 3. Dani, A.H.,*IndianPalaeography*, MunshiramManoharlal Publishers, Delhi, 1986. 4. Dasgupta S.P. and Ramachandran K.S., eds., *The Origin of Brahmi*, B.R. Publishing Corporation, Delhi, 1979. 5. Pandey, R.B., *Indian Palaeography*, Varanasi, 1952. 6. Narayanan, M.G.S., *Perumals of Kerala*, (1996), Cosmo Books, Thrissur, 2013. 7. Ojha, G.H., *BharatiyaPracheenaLipimala*, Ajmer, 1918. 8. Raghava Varier, M.R., *PracheenaLipiPadanam*, SPCS, Kottayam, 2019. 9. Pandey, R.B., *Indian Palaeography*, Banaras, 1952. 10. Ravivarma L.A., *Pracheena Kerala Lipikal*, Kerala Sahithya Academy, Thrissur, 1972. 11. Sivaramamurty, C., *Indian Epigraphy and South Indian Scripts*, Government of Madras Publication Division, Madras, 1952.	

Note: The course is divided into five modules, with four having a total of 19 units and one open-ended module with a variable number of units. There is a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (05marks) and the fixed modules (20marks). The final exam, however, covers only the 19 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	3	3	3	-	2	-	1	-	-
CO 2	3	-	3	3	3	3	-	2	-	1	-	-
CO 3	3	2	3	3	1	3	-	3	-	-	-	1
CO 4	3	2	2	3	1	3	-	3	-	-	-	1
CO 5	3	2	2	2	1	3	1	3	-	1	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Debate / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓		✓	

Fifth Semester BA Degree Examination
HIS4FS112-3/HIS5FS112-3 Practising Palaeography: Brahmi and Vattezhuthu

Time: 1 ½ Hours **Maximum Marks: 50**

Section A (Short Answers)
Answer all questions (Each question carries2 marks)
(Ceiling 16 marks**)**

1) Summarise the foundational principles of Brahmi script decipherment.
2) Identify the key elements of the Brahmi script palaeography and typology.
3) Name one digital tool or resource useful for studying Brahmi inscriptions.
4) Paraphrase the text of Tharisappalli copper plates.
5) Explain the significance of the Rummindei Pillar Edict of Asoka.
6) Describe the features of Tamil Brahmi.
7) Name one geographical region where the Vattezhuthu script was predominantly used.
8) Describe the argument of Buhler on the origin of the Brahmi script.
9) Examine the significance of the Jewish copper plate.
10) Discuss about the origin of the name of Vattezhuthu.

Section B (Short Essays)
Answer all questions (Each question carries 6 marks)
(Ceiling 24 marks)

11. Examine the evolution of writing systems in ancient India, highlighting the significance of the Brahmi script in this context.
12. Validate the significance of advanced studies in Brahmi epigraphy, highlighting the role of inscriptions in uncovering historical narratives.
13. Evaluate the importance of learning Tamil Brahmi within the broader context of practising palaeography, considering its cultural and linguistic implications.
14. Evaluate the practical application of script analysis in historical research and epigraphic studies, citing examples from real-world scenarios or case studies.
15. Analyse the Mitranandapuram copper plates, discussing their historical importance and challenges.

Section C (Essays)
Answer any one question (Each question carries10 marks)

17. Assess the role of the Brahmi script in shaping ancient Indian civilization, considering its regional variations, usage in monumental inscriptions like the Ashokan Edicts, and its impact on communication and cultural dissemination.
18.Demonstrate the significance of the Tharisappalli copper plates and Jewish copper plates as case studies in the study of the Vattezhuthu script, highlighting their historical, cultural, and linguistic implications

SEMESTER 6
HIS6FS113-1 Intellectual Property Right (IPR) in History

Course Description: The _IPR in History' is a unique skill enhancement course offered as partoftheBAHistoryProgrammeattheUniversityofCalicut.Thiscoursedelvesintotheintersection ofIntellectualPropertyRights(IPR)andhistoricalstudies.Itaimstoequipstudentswithanuancedun derstandingofhowIPRisrelevantinthediscipline.Thecourseprovidesaplatformforstudentstoexpl oretheimplicationsofIPRinthehistoricalcontext,fosteringcriticalthinkingandanalyticalskills.

Programme	**BAHistory Honours**				
CourseCode	HIS6FS113-1				
CourseTitle	Intellectual Property Right (IPR) in History				
Typeof Course	SkillEnhancementCourse(SEC)				
Semester	VI				
Academicllevel	100 – 199				
CourseDetails	Credit	Lectureper week	Tutorialperw eek	Practicalp erweek	TotalHour s
	3	3	-	-	45

CourseOutcomes (CO):

CO	COStatement	Cognitiv eLevel*	Knowledge Category#	Evaluation Toolsused
CO1	Identify the evolution of the IPR system in the world	R	F	SeminarPresentation
CO2	Understand the importance of IPR in Social Sciences and Humanities	E	C	Seminar/ GroupDiscussion/Dig italPresentation
CO3	Examine the importance of taking IPR	An	M	Debates/ Historicalsimulati ons/ role playactivities
CO4	To identify the strengths and weaknesses of theIPR system	An	E	Discussionsanddebate s
CO5	Protecting the cultural heritage of the society	An	P	Visits to productionUnits,her itagecentres,Village Industries,etc
CO6	Awareness about the protection of creative	U	C	Quick quizzes/Group

	skills in thecommunity			discussions/ exhibitions
	*-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)MetacognitiveKnowledge(M)			

Module	Unit	CONTENT	Hrs 45	Marks 50
I	**WHAT ARE INTELLECTUAL PROPERTY RIGHTS**		**8**	**10**
	1	General overview of intellectual property	3	
	2	Concept of intellectual property rights	2	
	3	Significance of intellectual property rights	1	
	4	Know the National IPR Policy	1	
	5	Schemes for intellectual property awareness	1	
		ReadingMaterial 1. https://doi.org/10.1093/acprof:oso/9780198239376.001.0001 2. dst.gov.in/sites/default/files/E-BOOKIPR.pdf		
II	**EVOLUTION OF INTELLECTUAL PROPERTY RIGHTS**		**8**	**10**
	6	Historyof IPR in theWorldand India	**2**	
	7	International treaties and conventions of IPR a. WTO/GATT b. ParisConvention c. PatentCooperationTreaty d. BudapestTreaty e. Madridagreement f. WorldIntellectualPropertyorganisation g. BerneConvention	**3**	
	8	A comparative study of regional developments in intellectual property rights	**2**	
	9	New-generation intellectual properties	**1**	

		Reading List 1. https://www.wipo.int/portal/en/index.html 2. https://www.researchgate.net/publication/358895080_A_TEXTBOOK_OF_INTELLECTUAL_PROPERTY_RIGHTS 3. https://ipindia.gov.in/information-booklet-rg.htm		
III	**TYPES OF INTELLECTUAL PROPERTY RIGHTS**		**10**	**15**
	10	Patents and Copyrights	**1**	
	11	Trade marks and Trade Secrets	**2**	
	12	Geographical Indications	**2**	
	13	TraditionalKnowledge	**2**	
	14	Industrial Designs	**1**	
	15	Semi-Conductors and Integrated Circuits	**1**	
	16	Protection of Plant Varieties and Plant Breeder'sRights	**1**	
		ReadingMaterial 1. A Handbook on Laws Relating to IntellectualProperty Rights in Indiahttps://kb.icai.org/pdfs/PDFFile5b28ba1dd4f905.29543765.pdf. 2. Indian Patent Act https://ipindia.gov.in/acts-patents.htm 3. IndianCopyrightActhttps://copyright.gov.in/ 4. IndianTrademarkActhttps://ipindia.gov.in/acts-rules-tm.htm 5. Indian Geographical Indication Acthttps://ipindia.gov.in/acts-gi.htm 6. The Design Act https://ipindia.gov.in/acts-designs.htm		
IV	**INTELLECTUAL PROPERTY RIGHTS AND HISTORICAL KNOWLEDGE**		**10**	**15**
	17	Importance of Traditional Knowledge	**2**	
	18	Geographical Indication and theRightsofCommunity	**2**	
	19	Historical Knowledge and theIndustrialWorld	**2**	
	20	NewDimensionsofIPR	**2**	
		ReadingMaterial		

		1. https://www.researchgate.net/publication/482017 2. The_Economics_of_Intellectual_Property_ Prote\ction_in_the_Global_Economy 3. https://ipindia.gov.in/ip-awareness-rg.htm 4. HisamitsuArai,*IntellectualPropertyPoliciesforth e Twenty-First Century: The JapaneseExperience In Wealth Creation*, ISBN		
V		**OPEN ENDED:** Students are to be Given Practical Work of Collectinginformationabouttraditionalhandicraftsandk nowledgeandskillsthat exist in thecommunity.	**9**	
		ActivitiesandassessmentofOpen-ended • **Documenting Traditional Knowledge:** Studentscan conduct field studies to document vanishedskills in the community and disappeared productsofthevillages.		
		• **Conduct Industry Visits**: Students can bedirected to conduct visits to antique shops,Industries, etc., to understand how historicalknowledgecanbeutilizedtointroduceo rupdateproductsandincreasemarketingofgoods		
		• **DigitalPresentations:**Studentscanbegivenac hance to present successful firms, businesses,and industries based on historical knowledge oftheworld **Assessment** *****Evaluatetheskillsandcriticalmindappliedbystudents. *Evaluatetheapplicationofdigitaltechnology *Evaluate the ability of students in identifying skills andknowledgeswhichcanbeprotectedthroughIPRrules		

Note:The course is divided into five modules, with four having a total of 20 fixed units andone open-ended module with a variable number of units. There are a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20marks).The final exam, however, covers only the 20 units from the fixed modules.

MappingofCOswithPSOsandPOs:

	PSO1	PSO 2	PSO 3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	3	3	3	2	1	2	2	2	1
CO2	2	1	2	3	3	2	1	1	1	2	3
CO3	3	3	2	3	3	3	3	2	3	2	2
CO4	3	3	2	3	3	2	2	2	3	3	2
CO5	3	3	3	3	3	2	2	3	3	3	3

CorrelationLevels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

AssessmentRubrics:

- Quiz/Assignment/Discussion/Seminar/FiledWork
- MidtermExam
- FinalExam(70%)

MappingofCOstoAssessmentRubrics:

	Internal Exam	Assignment/Seminar/ FieldVisitsandreporting	ProjectEvaluation	EndSemesterExaminations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓

SKILLENHANCEMENT COURSE
HIS6FS113-1 INTELLECTUAL PROPERTY RIGHT(IPR) IN HISTORY

(Credits:3)

MaximumTime:1.5hours **MaximumMarks:50**

SectionA
(AnswerAll.Eachquestioncarries2marks) (Ceiling16marks)

1. Copy Right
2. IndustrialDesign
3. GeographicalIndication
4. TradeMark
5. GATT
6. BudapestTreaty
7. WorldIntellectualPropertyOrganisation
8. AranmulaKannadi
9. DindigulLock
10. ThanjavurPaintings

SectionB
[AnswerAll..Eachquestioncarries 6 marks]
(Ceiling24marks)

11. ExplaincertainGI-brandedtextileproductsof Kerala.
12. Which are the agricultural products with GI Brand in Kerala? Why did they get GIBrand
13. WhatdoyoumeanbyWTO?.How didit affect thepeasantsinAsia ?
14. WhatisthePCTapplicationinthesystemof Patents?
15. Howdoconflictsinpatentsaresolvedattheinternationallevel?

SectionC
[Answeranyone.Eachquestioncarries10marks]
(1x10=10marks)

17. Why certain products are awarded Geographical Indication under the IPR? Explain theprocessoftakingIPR
18. WhataretheadvantagesoftakingGeographicalindicationfortraditionalknowledge?

SEMESTER VI
HIS6FS113-2 DIGITAL HISTORY

Course Description: The _Digital History‘ is a unique skill enhancement course offered as part of the BA History Programme at the University of Calicut. This course provides students with an introduction to the methodologies employed in Digital History. This course is designed to furnish students with a practical comprehension of the requisite digital tools within the field.

Programme	BA History Honours				
Course Code	HIS6FS113-2				
Course Title	Digital History				
Type of Course	Skill Enhancement Course (SEC)				
Semester	VI				
Academic Level	100 – 199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

Course Outcomes (CO): ..

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the contribution of Information technology in the discipline of History.	R	F	Seminar Presentation
CO2	Understand the importance of Digital History.	E	C	Seminar/ Group Discussion/Digital Presentation
CO3	Examine the ethical issues in Digital Age.	An	P	Debates/ case study
CO4	To identify the phenomenon of Digital Divide.	An	E	Discussions and debates
CO5	To have hands-on experience of digital tools.	An	P	Hands- on sessions
CO6	Awareness about the significance of Data Ownership/ Privacy.	U	F	Quick quizzes/ Group discussions/exhibitions

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 45	Marks 50
I	**WHAT IS DIGITAL HISTORY?**		**8**	
	1	What is Digital History?	3	
	2	Digital Humanities and Digital History	2	
	3	Scope of Digital History	1	
	4	The History Web	1	
	5	Digital History Sources a. Made-Digital Sources b. Born-Digital Source	1	
		Reading List 1. Introduction to Cohen and Rosenzweig, Digital History 2. Introduction to Kelly, Teaching History in the Digital Age 3. ‑The Promise of Digital History.‖ The Journal of American History 95, no. 2 (September 2008).http://www.journalofamericanhistory.org/issues/952/interchange/index.html. 4. Turkel, William J. ‑Going Digital.‖ William J Turkel, March 15, 2011. https://williamjturkel.net/2011/03/15/going-digital/ 5. Sharon Leon, ‑Complicating a ‑Great Man‖ Narrative of Digital History in the United States.‖ Bodies of Information: Intersectional Feminism and Digital Humanities (Minneapolis: University of Minnesota Press, 2018). [available online] 6. Stephen Robertson, ‑The Differences between Digital Humanities and Digital History.‖ Debates in Digital Humanities 2016 (Minneapolis: University of Minnesota Press, 2016). [available online] 7. Tim Hitchcock, ‑Confronting the Digital: Or How Academic History Writing Lost the Plot,‖ Cultural and Social History, vol. 10, issue 1 (2013): 9-23.		782

		https://www.tandfonline.com/doi/abs/10.2752/147800413X13515292098070. 8. Lara Putnam, –The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast,‖ American Historical Review, April 2016, vol. 121, issue 2 (April 2016): 377-402. https://academic.oup.com/ahr/article/121/2/377/2581842. 9. Alexis C. Madrigal, —The Way We Write History Has Changed,‖ The Atlantic, 21 January 2020.https://www.theatlantic.com/technology/archive/2020/01/smartphone-archives-history-photography/605284/. 10. Ian Milligan, History in the Age of Abundance? How the Web is Transforming Historical Research (Montreal & Kingston: McGill-Queen‘s, 2019), introduction. 11. Roy Rosenzweig, –Scarcity or Abundance? Preserving the Past in a Digital Era,‖ American Historical Review, vol. 108, issue 3 (June 2003): 735-762. https://academic.oup.com/ahr/article-abstract/108/3/735/22504?redirectedFrom=fulltext.		
II	**DIGITAL ARCHIVES**		**8**	
	6	**History of Digital Archives** a. The Internet Archive -The Wayback Machine b. Digital repositories c. Institutional repositories	2	
	7	**Data Protection Regimes** a. Intellectual property rights (IPR)- WIPO b. GDPR c. Copyright d. Trademarks e. Geographical Indications f. Industrial Designs g. Patents h. Trade Secrets i. Utility Models j. Creative Commons	3	
	8	**Data Ownership** a. Significance of Data Ownership and Security b. Open Access Movement-Budapest Open Access Initiative (BOAI) c. Democratisation of Knowledge	2	

	9	Digital Personal Data Protection Act, 2023	**1**	
		Reading List • https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=1033&context=ml_pubs • https://shsulibraryguides.org/c.php?g=86819&p=558330 • https://ndl.iitkgp.ac.in/ • https://files.eric.ed.gov/fulltext/EJ782136.pdf • https://gdpr-info.eu/ • https://www.budapestopenaccessinitiative.org/ • https://www.meity.gov.in/writereaddata/files/Digital%20Personal%20Data%20Protection%20Act%202023.pdf		
III	**DIGITAL HISTORY TOOLS**		**10**	
	10	Textual Analysis & Data Mining.	1	
	11	Digital Publishing a. Blogging (WordPress,Tumblr) b. Podcast	2	
	12	Spatial Analysis – QGIS	2	
	13	Learning Management Systems (LMS)	2	
	14	Robotics – Exploration of the Past	1	
	15	3D Printing – conservation of the past.	1	
	16	Generative AI tools	1	
		Reading List 1. https://guides.lib.utexas.edu/digitalhumanities/text-analysis-data-mining 2. https://assets.cambridge.org/97811084/98982/frontmatter/9781108498982_frontmatter.pdf 3. https://opensourceoptions.com/qgis-tutorial-for-beginners/ 4. Roles for Technology in the Information-Age Paradigm of Education: Learning Management Systems. https://www.jstor.org/stable/44429625 a. https://www.sciencedirect.com/science/article/pii/S2405896315002712 5. https://www.sciencedirect.com/science/article/pii/S2405896315002712 6. https://www.researchgate.net/publication/312722625_3D_Printing_for_Cultural_Heritage_Preservation_Accessibility_Research_and_Education 7. https://www.bbc.com/news/technology-		

		48839818 8. https://www.historica.org/blog/generative-ai-digital-history-revolution		
IV	**DIGITAL DIVIDE**		**8**	
	17	Digital Divide – types	2	
	18	Digital Initiatives – Bridging the Gap	2	
	19	Digital Initiatives – Research & Higher education.	2	
	20	Ethics in the Digital Age a. Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021	2	
		Reading List 1. Exploring India's Digital Divide. https://www.orfonline.org/research/exploring-indias-digital-divide 2. https://www.allresearchjournal.com/archives/2019/vol5issue4S/PartI/SP-5-4-85-420.pdf 3. Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 [pdf available online]		
V		**OPEN ENDED:** Students are assigned practical work involving the effective use of Digital History tools.	**9**	
		Activities and assessment of Open-Ended • **Reference management**: Install Zotero and create a collection of references. Exhibit the potential of Zotero.		
		• **Blogging and commenting** - set up a course blog using Wordpress.com or Tumblr. Review the comments.		
		• **Spatial analysis** Familiarize the QGIS Software and complete abeginner's assignment. (Project to be assigned by the course coordinator) **Assessment** *****Evaluate the skills and critical mind applied by students. *Evaluate the application of digital technology		

Mapping of COs with PSOs and Pos

	PSO 1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	3	3	2	1	2	2	2	1	2
CO 2	2	1	2	3	3	2	1	1	1	2	3	2
CO 3	3	3	2	3	3	3	3	2	3	2	2	3
CO 4	3	3	2	3	3	2	2	2	3	3	2	3
CO 5	3	3	3	3	3	2	2	3	3	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz /
- Assignment/ Discussion / Seminar/ Practical sessions.
- Midterm Exam
- Final Exam (70%)

MappingofCOstoAssessmentRubrics:

	Internal Exam	Assignment/Seminar/ Field Visits and reporting	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

VI SEMESTER BA (CUFYUGP)DEGREE EXAMINATIONS

SKILL ENHANCEMENT COURSE
HIS6FS113-2 **DIGITALHISTORY**

MaximumTime: 1.5hours **Maximum Marks: 50**

Section A
(Answer All. Each question carries 2marks)
(Ceiling16marks)

1. Creative Commons
2. The Programming Historian
3. GDPR
4. Moodle
5. Textual analysis
6. 3D Printing
7. Digital repository
8. QGIS
9. The wayback Machine
10. Co pilot

Section B
[Answer all. Each question carries 6marks].
(Ceiling24marks)

11. Explain the ARROWS project.
12. What are the functions of LMS (Learning management Systems)?
13. What is Generative AI? How it helps in Research and Learning?
14. What are the issues related to ethics in Digital Age?
15. Explain the significance of Data protection laws and challenges.

Section C
[Answer anyone. Each question carries 10marks]
(1x10=10marks)

16. Explain Digital Divide and types.
17. Explain in detail 5 digital tools useful in Digital History

SEMESTER VI
HIS6FS113-3 Museology and Conservation

COURSE DESCRIPTION: The course aims to familiarize the students about museums and its functions. Thecourse includes the scope of museology and conservation. The course help the students to understand conservation and its principles. A student could familiarize the basic tools and equipment used for conservation .This course helps to understand the documentation in conservation and significance.

Programme	BA History Honours				
Course Code	HIS6FS113-3				
Course Title	Museology and conservation				
Type of Course	Skill Enhancement Course				
Semester	VI				
AcademicbLevel	100-199				
Course Details	Credit	Lecture per Week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

COURSE OUTCOMES(CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO 1	To understand the term museum and museology	U	F	Seminar Presentation/ Assignment
CO 2	To detail the scope of museology	E	P	Seminar/Group discussion
CO 3	To detail the different types of museums	An	C	Video creation/ Group discussion
CO 4	To explain the functions of museums	An	P	Discussions/group discussions
CO 5	To explain conservation and terminologies	E	P	Debate/seminar
CO 6	To understand curative conservation	U	P	Quick quizzes/ Group discussions/ seminar
	*-Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E), Create (C) #-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 45	Marks 50
I	**MUSEOLOGY, MEANING AND DEVELOPMENT**		**8**	
	1	Meaning, definitions and concepts of museum, community museum, virtual museum	2	
	2	Definitions and concept of Museology, Conventional museology, New museology, Museography	2	
	3	History and development of museums in global context	2	
	4	Museum development in India and scope of museology	2	
		Reading List 1. Agrawal, Usha., Museums in India-A brief directory 2. Balakrishna, Bibliography on Museology 3. Basu, J N .,Indian Museums and Movement 4. Baxi,SJ.&Dwivedi,VP.,Modern Museums		
II	**SCOPE AND FUNCTIONS OF MUSEOLOGY**		**7**	
	5	Classification and types of museums	2	
	6	Functions of museums(a) collection(b) Identification (c)preservation(d) Documentation presentation(exhibition) Research (g) educational activities	2	
	7	Role of national and professional organizations-Museum Association of India	2	
	8	Changing role and social relevance of museums	1	
		Reading list 1. Bhatnagar, Anupama: useums,MuseologyandNewmuseology 2. Ghosh, DP: Studies in Museology 3. Gilman,Benjamin:Museums ideals of purpose and method		
III	**CONSERVATION**		**10**	
	9	Introduction to conservation: definitions and terminologies	**2**	
	10	General principles of conservation:(A) preventive measures (B) curative measures	**2**	

	11	Basic tools and equipment used for conservation	**2**	
	12	Types of conservation-preventive conservation	**2**	
	13	Methodology of conservation-Requirements for conservation	**2**	
IV	**CONSERVATION AND CURATIVECONSERVATION**		**7**	
	15	Documentation in conservation and its significance and methods	**1**	
	16	Curative Conservation-meaning and significance of curative conservation	**1**	
	17	Specific roles of curator and conservator in preventive Conservation	**1**	
	18	Introduction to museum environment and its effects on organic and inorganic materials	**1**	
	19	Nature of collections and modes of acquisition	**1**	
		Reading list 1. Nigam, ML:Fundamentals of Museology 2. Key concepts of Museology.ICOMPublication 3. .Aiyappan ,A. and Satyamurti, ST:Hand book of Museum Techniques 4. Bedekar,VH,TheOrganisation of Museums: Practical Advice,UNESCO 5. Bhomic,SK.:Protection and conservation of museum collection 6. Gairola,T.R.1960. Hand book of chemical conservation. Department of museology. TheM.S.University of Baroda 7. Ghosh, Arun:Conservation and Restoration of cultural heritage 8. Plenderleith, H.JandA.E.A.W:Theconservationof Antiques and works of Art treatment,Repair and Restoration 9. Thompson, JohnM.A.(ed):Manual of Curatorship, A Guide to Museum Practice		
V	**OPEN ENDED**		9	
		Conservation skills-Care and conservation of museum materials Exhibition planning and Designing Museum management		
		Conservation skills-Care and conservation of museum materials Exhibition planning and Designing Museum management **Activities and assessment of Open ended** *Prepare reports on National museums		

		*Examine and present Museum collections *Examine different types of museums and make videos *Assess the museums in our locality and make documentary **Assessment** *****Evaluate the concepts of museology, museography and museum *Evaluate the types of museums and documentation *****Evaluate the museums on the basis of museum collections		

Note: The course is divided into five modules, with four having total19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

Mapping of Cos with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PS O5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Lev el	**Correlation**
-	Nil
1	Slightly/Low
2	Moderate/ Medium
3	Substantial/ High

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- Midterm Exam
- End semester exam
- Internal 25 marks
- External 50 marks

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assign ment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

MODELQUESTIONPAPERFORSKILLENHANCEMENTCOURSE
SEMESTER
VI Sixth semester (CUFYUGP) DEGREE EXAMINATIONS 2024
HIS6FS113-3 MUSEOLOGYANDCONSERVATION

Maximum Tme:1.5 hrsMaximumMarks:50

SECTION A

(Answer all. Each carries 2 marks)

(Ceiling: 16)

1. Museum
2. Museography
3. Conventional museology
4. Preservation
5. Virtual museum
6.Community museum
7.ICOM
8. UNESCO
9. Museum Association of India
10. Restoration

SECTION B

(Answer All. Each question carries 6 marks)

(Ceiling : 24)

11. Explain the history of museum development in India
12. Discuss the scope of Museology
13. Estimate the specific roles of curator and conservator in preventive conservation
14. Explain the general principles of conservation
15. Analyse the requirements for conservation

SECTION C

(Answer anyone Each carries10 marks)

16. Explain the changing role and functions of museums
17. Analyze the various tools and equipment used in conservation

SEMESTER VI
HIS6FS113-4 Pottery Studies in Historical Perspective

Course Description: This course provides an in-depth exploration of pottery, ceramics, terracotta, and other clay work that existed in the past and present through the lens of historical perspectives, with a specific focus on India and the region of Kerala. Students will examine the evolution of pottery techniques, styles, and significance within the cultural, social, and economic contexts of different historical periods. This forms part of an ambitious project to revive indigenous trade and crafts in Kerala

Programme	BA History Honours				
Course Code	HIS6FS113-4				
Course Title	Pottery Studies in Historical Perspective				
Type of Course	SEC				
Semester	VI				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the Importance of Pottery in the study of History	R	F	Discussion
CO2	Understand the Evolution of Pottery making in different parts of the World, India, and Kerala	E	C	Seminar/ Group discussion
CO3	Analyse the techniques involved in pottery-making	An	P	Debates
CO4	To identify major pottery traditions in India	An	P	Discussions and debates
CO5	Understand the connection between Caste and Pottery-making	An	P	Prepare a list of communities associated with pot-making in India
CO6	Identify communities associated with this craft in Kerala	U	F	Assignment and Digital presentation

	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Module	Unit	CONTENT	Hrs 45	Mark 50
I	**INTRODUCTION TO POTTERY IN ANCIENT INDIA**		**8**	**20**
	1	Pottery as an Archaeological Artifact	2	
	2	Pottery in the Indus Valley Civilization	2	
	3	Analysis of pottery in the Early historic period in India	2	
	4	Exploration of pottery in the Mauryan and Gupta empires	2	
		Reading List: 1. Clive Orton, Michael Hughes, *Pottery in Archaeology*, Cambridge University Press, 2013 2. Simon Leach, Bruce Dehnert, Simon Leach's Pottery Handbook, Stewart, Tabori & Chang, 2013 3. Arundhati Banerji,*Early Indian Terracotta Art, Circa 2000-300 B.C., Northern and Western India*, Harman Publishing House, 1994 4. (PDF) INDIAN OCEAN TRADE: A REASSESSMENT OF THE POTTERY FINDS FROM A MULTIDISCIPLINARY POINT OF VIEW (3 RD CENTURY BC-5 TH CENTURY AD, 2015 | Serena Autiero - Academia.edu 5. Jasleen Dhamija, *Indian Folk Arts and Crafts*, NBT, 1970 6. (PDF) The Roman pottery from Pattanam, in KS Mathew (ed), Imperial Rome, Indian Ocean Regions and Muziris. New Perspectives on Maritime Trade, New Delhi: 381-94. 2015 | Roberta Tomber - Academia.edu 7. Sarcophagus unearthed recently from Zamin Pallavaram highlight of Megalithic Expo (dtnext.in)		
II	**NOTABLE POTTERY TRADITIONS AND TECHNIQUES**		**7**	
	5	Regional pottery traditions across ancient India	3	
	6	pottery making techniques	2	

	7	Caste and Status of Potters	2	
		Reading List: 1. Anderson Turner, *Pottery Making Techniques*: *A Pottery Making Illustrated Handbook*, American Ceramic Society, 2004 2. J. Theodore Peña,Roman Pottery in the Archaeological Record, Cambridge University Press, 2007 3. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, 2008 4. (PDF) "Origin of Kumbhar (Potter) Community in India" (researchgate.net)808141 (dergipark.org.tr) 5. Veena Monga, _Social Mobility among the Potters: Report of a Caste Conference' in*Economic and Political Weekly*, Vol. 2, No. 23 (Jun. 10, 1967), pp. 1047+1049+1051-1055 (7 pages), https://www.jstor.org/stable/4358040 6. Louise Allison Cort, _Temple Potters of Purī' in*RES: Anthropology and Aesthetics*, No. 7/8 (Spring - Autumn, 1984), pp. 33-43 (11 pages, https://www.jstor.org/stable/20166707		
III	**POTTERY THE KERALA CONTEXT**		**8**	**15**
	8	Pottery in Kerala History	**2**	
	9	Potters Caste Groups in Kerala	**2**	
	10	Indigenous and Foreign Pottery in Kerala- styles and techniques	**2**	
	11	Pottery in daily life and rituals in Kerala society	**2**	
		Reading List: 1. Vijaya Ramaswamy, Sectional President's Address, _Crafts and Artisans in South Indian History' in *Proceedings of the Indian History Congress*, Vol. 64 (2003), pp. 300-336 (37 pages) 2. P. Rajendran, Anupama Kshirsagar, _Poredam urn burial—A Chalcolithic Culture' in *Current Science*, Vol. 64, No. 3 (10 February 1993), pp. 148-149 (2 pages), https://www.jstor.org/stable/24094602 3. Keith Nicklin, _The Location of Pottery Manufacture' in *Man*, New Series, Vol. 14, No. 3 (Sep., 1979), pp. 436-458 (23 pages), https://doi.org/10.2307/2801868•https://www.jstor.org/stable/2801868 4. M. R. Raghava Varier, _Trade Relations between		

		Kerala and China 1200-1500 AD‘ in *Proceedings of the Indian History Congress*, Vol. 51 (1990), pp. 690-698 (9 pages),https://www.jstor.org/stable/44148316 5. Robert Brubaker, _Aspects of Mortuary Variability in the South Indian Iron Age‘ in *Bulletin of the Deccan College Post-Graduate and Research Institute*, Vol. 60/61, Diamond Jubilee Volume (2000-2001), pp. 253-302 (50 pages),https://www.jstor.org/stable/42936619 6. Sivadasan. P, *Local History of Kerala: Transdisciplinary Investigations at Parambathukavu*, NBS, Kottayam, 2019		
IV	**POTTERY IN COLONIAL AND CONTEMPORARY KERALA**		**13**	**15**
	12	Impact of European colonialism on Pottery Traditions in Kerala	1	
	13	Clay and Terracotta Tradition in Kerala	1	
	14	Discovery of Ancient Pottery at Pattanam	2	
	15	Terracotta Figurines- Parambathukavu and Aranmula	2	
	16	Preservation and Conservation Strategies of Pottery	1	
	17	Government Efforts to Protect the Craft	2	
	18	Andooran and Kumbara Communities	2	
	19	Revival Efforts and Contemporary Innovations in Pottery- The Nilambur Experiment	2	
		Reading List: 1. Edgar Thurston, *Castes and Communities of South India*, Seven Volumes, 1909 2. Sivadasan. P, *Local History of Kerala: Transdisciplinary Investigations at Parambathukavu*, NBS, Kottayam, 2019 3. Renovation of Kumbara Colonies – പിന്നാക്കവിഭാഗവികസനവകുപ്പ് (kerala.gov.in) 4. Dr Dhanya K A, _Poverty alleviation through Responsible TourismA Study with special reference to Kumbaras in Kerala‘, YMER220452.pdf (ymerdigital.com) 5. https://www.doolnews.com/pottery-makers-kumabara-community-in-kerala-to-to-secure-educational-and-job-reservation.html 6. Ceramic Museum Strategies, Pottery, and Ceramic Ware Preservation > Preservation		

		Science > Academic Areas > Gyeongju National Museum 7. Terracotta at Aranmua: Terracotta tales: Ancient idols wash up at Pamba river basin in Kerala post floods (thenewsminute.com) 8. Terracotta at Parambathukavu: 30_Nov_2017_Workshop_at_Paramabathukavu.pdf (uoc.ac.in)		
V	**Open-Ended Module:** Students have to understand the importance of Pottery in the evolution of human civilization and apply the knowledge to study the history of pottery and terracotta. It is also important to conduct field studies and prepare documents about the craft, communities, and the people engaged with this profession. Understand the problems of these communities and prepare reports **Activities and assessment of open-ended** • Field visits and explorations • Presentation of reports using digital technology • Understand contemporary problems	**9**		

Note: The course is divided into four modules, with three having a total of 19 fixed units and one open-ended module. There is a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended ones. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	3	3	3	3	1	2	-	1	-
CO 2	3	-	3	3	3	3	-	3	-	1	-
CO 3	3	-	3	3	3	3		2	-	3	-
CO 4	3	1	2	3	-	3		2	-	3	-
CO 5	3	-	2	2	3	3	1	2	-	1	-
CO 6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Model Question Paper
VITH SEMESTER B A HISTORY HONORS DEGREE EXAMINATIONS
HIS6FS113-4 POTTERY STUDIES IN HISTORICAL PERSPECTIVE
SKILL ENHANCEMENT COURSE
(Credits 3)

Maximum time: 1.5 hours **Maximum Marks: 50**

Section A
(Answer all. Each question carries 2 marks) (Ceiling: 16 Marks)

1. Roman pottery in ancient Kerala
2. Significance of amphora Jars in ancient trade
3. Painted Gray Ware pottery
4. Terracotta figurines discovered at Aranmula
5. Burial Urns of the Megalith period
6. Ethnography and Pottery Studies
7. Art in Indus Pottery
8. Sarcophagi Urn of the Megalith Period
9. How has the technique of pottery evolved?
10. What role did pottery play in trade and commerce in ancient times?

Section B
(Answer all. Each question carries 6 marks) (Ceiling:24 Marks)

11. What is the historical significance of pottery in archaeological studies?
12. What does the presence of terracotta artifacts tell us about the civilization that created them?
13. Explain the significance of Potter‘s Wheel in ancient history.
14. Examine the importance of Chinese pottery in the understanding of Kerala History.
15. How were pottery and terracotta items used in rituals and daily life in ancient societies?

Section C
(Answer any one of the following. Each question carries 10 marks)
(1x10 Marks)

16. How did the academic discipline of Pottery Studies evolve? Explain
17. Discuss the evolution of pottery in human history. How did it change the early historic society?

VALUE-ADDED COURSE FOR DOUBLE MAIN

HIS3FV108History of Gandhian Ideology (for batch A1 only)

Course description:"Gandhian Ideology" explores the life and principles of Mahatma Gandhi, focusing on his enduring impact on social justice, nonviolent resistance, and ethical leadership. Through case studies, discussions, and critical analysis, students examine Gandhi's core principles of Satyagraha and Ahimsa, and their application in historical movements such as the Salt March. The course encourages reflection on Gandhi's legacy and its relevance in contemporary issues, fostering a deeper understanding of ethical leadership and social change.

Programme	BA History Honours					
Course Code	HIS3FV108					
Course Title	History of Gandhian Ideology(for batch A1 only)					
Type of Course	VAC					
Semester	III					
Academic Level	100-199					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	Total marks
	3	3	-	-	45	50

COURSE OUTCOMES:

After the completion of the course students will be able to:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation tools used
CO1	Develop an understanding of the historical background and socio-political context of Gandhi's era	U	C	Quiz/Class room discussions
CO2	Articulate the core principles of Gandhian thought, including Satyagraha, Ahimsa, and Truth, and analyse their significance in Gandhi's philosophy and practice.	An	P	Assignments
CO3	Analyse case studies of key movements led by Gandhi, such as the Champaran, Kheda, and Salt	An & E	P	Assignments/Seminars

	March, and evaluate the effectiveness of nonviolent resistance as a political tool			
CO4	Critically evaluate Gandhi's views on caste discrimination, women's empowerment, and environmental sustainability, and assess their relevance in contemporary discourse	E	C	Assignments
CO5	Engage in debates and discussions on criticisms of Gandhian principles, considering diverse perspectives and developing reasoned arguments	E	C	Debates/Discussions
CO6	Develop an awareness of their role as agents of positive change in society, drawing inspiration from Gandhian ethics and values	U	C	Community engagement projects
	Cognitive Level * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) Knowledge Category # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	**Unit**	**Content**	**Hours 45**	**Marks 50**
I	**FOUNDATIONS OF GANDHIAN THOUGHT**		**9**	**12**
	1	Historical background and social context of Gandhi‘s era	2	
	2	Early life and influences on Mahatma Gandhi	2	
	3	Satyagraha, Ahimsa, and the concept of Truth	2	
	4	The impact of Gandhi's South Africa experiences	2	
	5	Hind Swaraj and the critique of modernity	1	
		References: 1. M. K. Gandhi, *My Experiments with Truth* 2. M.K. Gandhi, *Hind Swaraj*, (First Edition 1938), Navajivan Publishing House, 1998 3. Raghavan N Iyer, *The Moral and Political Though of Mahatma Gandhi*, Oxford University Press, 2000 4. Akeel Bilgrami, _Gandhi, the Philosopher‘, *Economic and Political Weekly*, Vo.38, No.39 (Sept.27 – Oct 03, 2003)https://www.jstor.org/stable/4414080		

		5. Prafulla C Kar, _Nationalism, Religion and the Critique of Modernity: Gandhi's Hind Swaraj' in Biswajit Das, *Gandhian Thought and Communication: Rethinking the Mahatma in the Media Age,* Sage Publications, 2020 Dennis Dalton, _Gandhi: Ideology and Authority', *Modern Asian Studies,* Vol. 3, Issue 4, July 1969. https://www.jstor.org/stable/311933https://www.cambridge.org/core/journals/modern-asian-studies		
II	**APPLICATION OF GANDHIAN PRINCIPLES**		**10**	**14**
	6	Satyagraha in action:Champaran movement, Kheda, Ahmedabad	**2**	
	7	Analysis of Gandhi's evolving approach to nonviolence from the Non-Cooperation Movement to the Quit India Movement	**3**	
	8	Gandhi and the Left	**1**	
	9	Interaction with the revolutionaries	**1**	
	10	Gandhian strategies for combating communalism – Politics of an assassination	**2**	
	11	Swaraj: Self-governance and decentralization	**1**	
		References: 1. Bipan Chandra, et.al., *India's Struggle for Independence 1857-1947,* Penguin Books, New Delhi, 1989 2. Sumit Sarkar, *Modern India, 1885-1947,* Macmillan India Limited, 1983 3. Erik Erikson, *Gandhi's Truth- On the Origins of Militant Non-violence,* Faber and Faber Limited, London, 1969 4. Robert J Burrowes, *The Strategy of Non-Violent Defense – A Gandhian Approach,* State University of New York Press, Albany, 1996 5. Bhagwan Josh, *Struggle for Hegemony in India – 1920-1947,* Sage Publications, 1992 6. Bipan Chandra, _Gandhiji, Secularism and Communalism' ,*Social Scientist,* Vol. 32, No.1/2,(Jan. – Feb., 2004) https://www.jstor.org/stable/3518325 7. Eijiro Hazama, _The Paradox of Gandhian Secularism: The metaphysical implication behind Gandhi's _individualization of religion', *Modern Asian Studies,* Vol.51, Issue 5, September 2017.		

		https://doi.org/10.1017/S0026749X16000354 8. Nathuram Godse, *Why I Killed Gandhi*, Prabhat Publications, 2022		
III	**Gandhi‟s Socio-Economic vision**		**10**	**12**
	12	Gandhi's views on caste- eradication of untouchability – Temple entry movements	3	
	13	Gandhi and Women empowerment	2	
	14	Sarvodaya and the welfare of all: Gandhian economics and trusteeship	2	
	15	Significance of Khadi and Charkha in Gandhi‘s economic philosophy	2	
	16	Environmental sustainability in Gandhian thought	1	
		References: 1. Sujay Biswas, _Gandhi‘s Approach to Caste and Untouchability‘, *Social Scientist*, Vol.46, No. 9-10 (September- October, 2018) https://www.jstor.org/stable/26611325 2. Gail Omvedt, *Dalits and the Democratic Revolution – Dr. Ambedkar and the Dalit Movement in Colonial India*, Sage Publications, 1994 3. B.R. Ambedkar, *What Congress and Gandhi have done to the Untouchables* 4. Madhu Kishwar, _Gandhi on Women‘, *Economic and Political Weekly*, Vol.20, No.41 (Oct.12, 1985) https://www.jstor.org/stable/4374920 5. Geraldine Forbes, *Women in Modern India*, Cambridge University Press, 1996 6. Mahatma Gandhi, *Sarvodaya (The Welfare of All)*, Navajivan Trust 7. Mahatma Gandhi, *Trusteeship*, Navajivan Publishing House, 1960		
IV	**CONTEMPORARY RELEVANCE**		**8**	**12**
	17	Social Movements – Bhoodan Movement, Total Revolution, Prohibition Movements, Farmers‘ Movements	2	
	18	Environmental movements - Chipko Movement, Narmada BachaoAndolan/Tehri Dam, Silent Valley	2	

	19	Global non-violent movements - Civil Rights Movements in the United States, Green Peace Movements in Europe, Anti-Apartheid Movement in South Africa, Solidarity Movement in Poland	2	
	20	Gandhian approach to conflict resolution	1	
	21	Gandhian principles in contemporary social justice movements	1	
		Reading List : 1. Mark Juergensmeyer, *Gandhi's Way: A Handbook of Conflict Resolution*, Oxford University Press, London, 2002 2. I.C. Harris, _Sarvodaya in crisis: The Gandhian movement in India today', *Asian Survey*, *27*(9), 1987. https://doi.org/10.2307/2644652 3. S.E. Nepstad, *Nonviolent revolutions: Civil resistance in the late 20th century*, Oxford University Pres, New York, 2011 4. David Hardiman, *Gandhi In His Time and Ours: The Global Legacy of HisIdeas*, C.Hurst&Co. Publishers, 2003 5. Gene Sharp and Bruce Jenkins, _The Power Potential of Nonviolent Struggle', *Journal of Peace and Gandhian Studies*, July-December, 1996 6. Michael J. Nojeim, *Gandhi and King: The Power of Nonviolent Resistance*, Praeger Publishers, 2005 7. Ronald J. Terchek, *Gandhi Struggling for Autonomy*, Vistaar Publications, New Delhi, 2000		
V	**OPEN-ENDED : CONTEMPORARY RELEVANCE AND APPLICATION**		**9**	
	1	Political Activism: Analysing the role of nonviolent resistance in modern political movements		
	2	Conflict Resolution: Exploring instances where the principles of Ahimsa have been applied to resolve conflicts		
	3	Community Engagement: Designing and implementing a community service project inspired by Gandhian ideals		

	4	Leadership and Ethics: Examining the influence of Gandhian ethics on contemporary leaders		
		Activities and assessment of Open Ended For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:		
	1.	**Political Activism**: • Activity: Divide students into groups and assign each group a modern political movement that utilized nonviolent resistance (e.g., Civil Rights Movement, Women's Suffrage Movement, Arab Spring). Have each group research and analyse the strategies, leaders, and outcomes of their assigned movement. • Assessment: Each group presents their findings, highlighting the role of nonviolent resistance, key challenges faced, and the impact of their chosen movement on society. Assessment criteria can include depth of analysis, clarity of presentation, and critical thinking skills.		
	2.	**Conflict Resolution:** • **Activity:** Present case studies of conflicts where principles of Ahimsa have been applied effectively (e.g., South African Truth and Reconciliation Commission, Northern Ireland Peace Process). Facilitate group discussions where students explore the application of nonviolent principles in resolving conflicts. • **Assessment:** Ask students to write reflective essays discussing the effectiveness of Ahimsa in conflict resolution, drawing on examples from the case studies. Assessment criteria can include depth of reflection, understanding of nonviolent principles, and critical analysis of outcomes.		
	3.	**Community Engagement:** • **Activity:** Task students with identifying a community issue or challenge and designing a community service project inspired by Gandhian ideals of nonviolence, empathy, and inclusivity. Encourage students to collaborate with local organizations or community members in project planning and implementation**.** • **Assessment:** Students present their community		

		service projects, outlining their goals, strategies, and expected impact on the community. Assessment criteria can include project feasibility, alignment with Gandhian principles, and potential for community engagement and empowerment.		
	4.	**Leadership and Ethics:** • **Activity:** Assign students to research contemporary leaders who exemplify Gandhian ethics and values (e.g., Nelson Mandela, Martin Luther King Jr., Aung San Suu Kyi). Students analyse the leadership styles, ethical dilemmas faced, and the impact of their chosen leaders on society. • **Assessment:** Students create multimedia presentations or written reports discussing the influence of Gandhian ethics on the leadership and legacy of their chosen leaders. Assessment criteria can include depth of analysis, clarity of presentation, and critical reflection on ethical leadership principles.		

Note: The course is divided into five modules, with four having minimum 21 units and one open-ended module with a variable number of units. There is total36instructionalhoursfor the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

Mapping of Cos with POs and PSOs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	0	0	0	0	0	3	2	2	2	3
CO2	3	0	0	0	0	0	0	3	2	2	2	3
CO3	0	0	0	0	3	0	0	0	0	3	0	0
CO4	3	0	0	0	3	3	0	3	0	3	2	3
CO5	0	3	0	0	3	3	0	0	3	3	0	0
CO6	0	3	0	0	0	3	0	0	3	3	0	0

Correlation Levels:

Level	Correlation
-	Nil

1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Debates/Discussion/Seminar
- Midterm Exam
- Final Exam(70%)

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Assignment	Discussion/ Debates	Quiz	Seminar	Community engagement projects	End Semester Examination
CO1	✓	✓	✓	✓	✓		✓
CO2	✓	✓	✓	✓	✓		✓
CO3	✓	✓	✓	✓	✓		✓
CO4	✓	✓	✓	✓	✓		✓
CO5	✓	✓	✓	✓	✓		✓
CO6	✓	✓	✓	✓	✓	✓	

III Semester B.A. (CUFYUGP) Degree Examinations

HIS3FV108**: History of Gandhian Ideology**

(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling: 16 marks)

1. Chauri-Chaura
2. Swaraj Party
3. Bhoodan
4. Poona pact
5. Constructive work
6. HSRA
7. Chipko Andolan
8. Sarvodaya
9. Trusteeship
10. Martin Luther King Jr.

Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 24 marks)

11. Explain the concept of Satyagraha and its significance in Gandhi's philosophy
12. Examine how Gandhi‘s earlier experience in South Africa shaped the freedom movement in India, transcending through moderate phase to Gandhian phase
13. How was the Quit India movement different from other Gandhian movements?
14. Discuss the role of women in the freedom struggle during the Gandhian phase.
15. Throw light on the significance of the thoughts of Mahatma Gandhi in the present times.

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

16. Many voices had strengthened and enriched the nationalist movement during the Gandhian phase. Elaborate
17. What was Mahatma Gandhi‘s contribution to Indian freedom struggle and how did his ideologies and tactics shape the course of India‘s struggle for independence?

SEMESTER VI
HIS4FV110 History of Indian Constitution

Course description: This course **"History of Indian Constitution"** provides a comprehensive exploration of the foundational principles and historical context that shaped the development of the Indian Constitution. Through a structured curriculum, students will examine the origins of the Constitution, its evolution in the Constituent Assembly, and the significant contributions of various committees. The Course delves into the philosophical underpinnings and the salient features of the Constitution emphasizing key provisions. Students will gain a deep understanding of the historical journey of India's Constitutional framework, its ideologies and its enduring impact on the nation's legal and political landscape.

Programme	BA History Honours					
Course Code	HIS4FV110					
Course Title	History of Indian Constitution					
Type of Course	VAC(Double Pathways)					
Semester	IV					
Academic Level	100-199					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	Total marks
	3	3	-	-	45	50

Course Outcomes (CO)

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of the historical evolution of Indian Constitution.	U	F	Seminar Presentation
CO2	Critically analyse the objectives outlined in the preamble of the Indian Constitution, connecting them to the broader principles of constitutional law.	C	P	Debate
CO3	Evaluate the role and contributions of key committees involved in the constitution making process.	E	P	Discussion

CO4	Explain and compare the various sources that influenced the framing of Indian Constitution.	An	p	Seminar
CO5	Analyze the salient features and underlying philosophies of Indian Constitution and emphasizing its commitment to Democracy, Justice and secularism.	An	P	Group discussion
CO6	Describe and assess the impact of Constitutional ideologies on the socio-political development of India.	U	F	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)			

Module	Units	CONTENT	Hrs 45	Marks 50
1	**MEANING, SIGNIFICANCE AND SOURCES OF INDIAN CONSTITUTION**		**10**	**10**
	1	Law and Constitutionalism-meaning and significance	2	
	2	Historical background of Indian Constitution	1	
	3	Charter Acts	2	
	4	Government of India Act of 1858, Acts of 1909 and 1919	3	
	5	Government of India Act of 1935, Indian Independence Act of 1947	2	
		Reading list for the unit 1. Durgadas Basu, *An Introduction to Indian constitution*, Agra,2001 2. Rama Subhramanyam K V, *The Evolution of Indian Constitution*, Madras, 1935. 3. Dr. Shukla V N, *The Constitution of India* , Lucknow, 1977		
II	**MAKING OF INDIAN CONSTITUTION**		**10**	**14**
	6	Constituent Assembly, Composition and objectives	2	
	7	Committees in Constituent Assembly	1	

	8	Drafting Committee	1	
	9	Borrowed features of Indian Constitution	2	
	10	Role of political leaders –Jawaharlal Nehru, Dr. BR Ambedkar, Sardar patel.	2	
	11	The Constitution day-Approving the Constitution by Constituent Assembly	1	
	12	The Republic of India	1	
		Reading list for the unit 1.Durgadas Basu, *Introduction to the Constitution of India*, Agra ,2015. 2.Dr. Busy S N, *Dr. B R Ambedkar framing of Indian Constitution*, New Delhi, 2015 3. Rao B N, *India's Constitution in the making*, Hyderabad, 1960		
III	**PHILOSOPHICAL FOUNDATION OF INDIAN CONSTITUTION**		**9**	**14**
	13	Preamble	1	
	14	Salient features of Indian constitution-Chapters-Schedules and Articles	2	
	15	Ideologies of Indian Constitution-Liberty-Equality	2	
	16	Rule of Law- Secularism – Democratic Republic	2	
	17	Judicial Review- Parliamentary Democracy	1	
IV	**FUNDAMENTAL PRINCIPLES OF INDIAN CONSTITUTION**		**7**	**12**
	19	Fundamental Rights	2	
	20	Fundamental Duties	1	
	21	Directive Principles of State Policy	1	
	22	Emergency provisions	1	
	23	Important amendments of constitution	2	
		Reading list for the unit 1.Harihara das, *Principles of Indian constitution and*		

		Government, New Delhi, 1995 2.Khann V N, *Constitutional Government of India*, New Delhi, 1981		
V	**OPEN ENDED**		9	
		Federal Structure and Centre-State relations		
		Election system and representation		
		Constitutional values and cultural pluralism		
		Activities and assessment of Open Ended Module **Mock Federalism debate**: Organize a debate where students take on roles representing different states and the Central Government. Encourage them to discuss and argue over issues related to federalism, highlighting the challenges and advantages of the current structure**.** **Class presentation and Question and Answer**: Evaluate students through a class presentation on a specific aspect of Federalism. Encourage a Question and Answer sessions to test their understanding and critical thinking skills. **Model Election campaign:** Have students simulate a political campaign, understanding the dynamics of election. **Debates on Electoral reforms** **Cultural diversity fair:** Organize a fair where students showcase the diverse cultures, traditions and religions present in India. **To conduct Discussions:** on how constitutional values uphold cultural pluralism **Reading List** 1.Puri S K, *Indian Legal and Constitutional History*,Allahabad,1995 2.Govt. Publication, *The Constitution of India* , New Delhi, 1950. *3.*Kieth, *Constitutional History of India* 4.Mahajan V D, *The Constitutional History of India*. 5.Bhagwan Vishnoo, *The Constitutional History of India and National Movement*, New Delhi,1972		

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with 3 units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the

open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	3	3	1	2	-	1	3	-
CO 2	3	2	3	3	3	3	-	3	-	1	-	2
CO 3	3	-	3	3	3	3	2	2	-	3	-	-
CO 4	3	1	2	3	-	3	-	2	-	3	2	-
CO 5	3	-	2	2	3	3	1	2	-	1	-	2
CO 6	3	1	2	3	3	3	2	2	-	1	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Debate / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	√		✓
CO 4	✓	√		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

IV Semester BA (CUFYUGP) Degree Examination October 2024
VAC
HIS4FV110 History of Indian Constitution
(Credit: 3)

Maximum Time: 1.5 hours Maximum Marks: 50

Section A
(Answer all. Each question carries 2 marks)

(Ceiling 16 marks)

1. Constitutionalism
2. B R Ambedkar
3. Government of India Act of 1919
4. Judicial review
5. Parliamentary Democracy
6. Article 356 of Indian constitution
7. Directive Principles of State Policy
8. Rule of Law
9. 7th Schedule of Indian Constitution
10. Fundamental Duties

Section B
(Answer all. Each question carries 6 marks)

(Ceiling 24 marks)

11. Explain the significance of the Drafting Committee in the proceedings of the Constituent Assembly.
12. Enumerate various features borrowed for the Indian Constitution.
13. Explain the relevance of Fundamental Rights within the Indian Constitutional framework.
14. Critically examine the roles and responsibility of Legislature, Executive and Judiciary as outlined in the Indian Constitution.
15. Bring out the ideologies embedded in the preamble of Indian Constitution.

Section C
(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

16. Examine the role of Acts passed in British India as significant sources shaping the Indian Constitution and how do these contribute to its overall foundation.
17. Briefly explain the Salient features of Indian Constitution.