UNIVERSITY OF CALICUT
G & A - IV - B

No. 206077/GA - IV - B1/2025/Admn (I) Calicut University.P.O

Dated: 24.09.2025

From

The Registrar

To

The Principal
St. Joseph's college (Autonomous)
Irinjalakuda

Sir/Madam,

Sub:- Approval of Syllabus of the BA History honours programme of St. Joseph's college Autonomous w e f 2025 admission onwards -reg

Ref:- 1) Request received from your College .
2) Item No.5 of the minutes of the meeting of Board of Studies in History UG held on 25.08.2025.
3) Orders of Vice Chancellor dated 19.09.2025.

With reference to the letter cited (1) above, it is informed that the meeting of the Board of Studies in History UG held on 25.08.2025 vide reference cited (2) above, has approved the Syllabus of the BA History honours programme of St. Joseph's College Autonomous, Irinjalakuda, w e f 2025 admission onwards. The Vice Chancellor has approved the above recommendation of the Board of Studies.

This matter is informed for necessary action. The approved Syllabus is appended to this letter.

Yours faithfully

Arsad M
Deputy Registrar
(For The Registrar)

ST JOSEPH'S COLLEGE (AUTONOMOUS), IRINJALAKUDA

NAAC Re-accredited with A++ Grade (4th Cycle)
85th Rank in NIRF 2024 , 7th Rank in KIRF 2024

B.A. HISTORY HONOURS

(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)

SYLLABUS & MODEL QUESTION PAPERS

w.e.f. 2025 admission

TABLE OF CONTENTS

SCHEME OF THE SYLLABUS

EVALUATION SCHEME .....

MAJOR CORE COURSES .....

FIRST YEAR .....

SECOND YEAR .....

THIRD YEAR .....

FOURTH YEAR .....

ELECTIVE COURSES IN HISTORY .....

MINOR COURSES .....

MULTI-DISCIPLINARY COURSE .....

SKILL ENHANCEMENT COURSE (SEC)

FOREWORD

Higher Education scenario in Kerala has been going through turbulent transformations in recent times with the grant of autonomy to colleges by the State Government. There is no doubt about the qualitative worth of the institutions handpicked for autonomy. However, there are apprehensions about the absorption and implementation of the package of autonomy. St. Joseph ‘s College was given autonomy in the year 2016, and has since then been endeavouring to reinvent itself.

Academic autonomy has given us the freedom to recreate our own curriculum and syllabus keeping in mind the challenges and changing needs of the society, the nation, the industry and the world. Hence, structured feedback on the requirements of the new millennium was sought from all the relevant stakeholders of the institution- students, faculty, alumnae, parents, industry experts, employers etc. The suggestions of the stakeholders were incorporated into the curricula and syllabi, and presented in the respective Boards of Studies for discussion. The changes pointed out were duly considered and the restructured syllabi are then presented to, and ratified by, the Academic Council.

The role of the IQAC of the college in the above exercise is laudatory. The Cell spearheads all the quality enhancement endeavours, including that of curriculum and syllabus redesigning. By organizing workshops, seminars and hands on training sessions, the cell has facilitated a smooth conduct of the restructuring process. At the end of the year, an evaluation of the syllabi followed is also undertaken, with suggestions noted down for future changes.

As an institution that wishes seriously to provide enhanced quality education to young women students in order to empower them to be fit for the changing world, St. Joseph ‘s College is bravely facing the challenges even as it is happily handling the possibilities, that autonomy has brought to it. Academic enriching programmes, skill – based micro credentials, ICT up gradations, promotional activities for a culture of research, etc are a few of the multifarious responsibilities invested with the college in its restructuring of curriculum and redesigning of syllabus.

I specially thank the IQAC, the Heads of various departments, the faculty, and staff, directly in charge of the syllabus updation, for their sincere and dedicated efforts.

Principal

ACKNOWLEDGEMENT

Restructuring the curriculum exposes students to various subjects, ensures the development of a well-rounded skill set and empower them to succeed in an evolving global landscape. Effort has been taken to include innovation and improvement in FYUGP Economics course curricula by the introduction of paradigm shifts in learning and teaching pedagogy, examination, and education system. Flexibility in education system which enhances mobility, employability and competitiveness is allowed so that students depending upon their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses. The curriculum ensures adequate justice to different areas of social issues of contemporary significance. It aims at equipping the students with an orientation to apply the knowledge they acquire in significant areas of everyday life in relation to the science of society. Curriculum restructuring was successfully implemented, new courses were incorporated and changes were made to ensure that the new structure of the programme offered meet the quality and standard as required by the society**.** There are many personalities whose relentless support and guidance made this syllabus restructuring a success. It took a collective effort from the team to complete the process of syllabus designing and curriculum development on time. I take this opportunity to express my sincere appreciation to all those who were part of this endeavour for restructuring the syllabus of FYUGP.

History is a vital field that offers insights into the complexities of human societies and their evolution over time. It fosters critical thinking, analytical skills, and a deeper understanding of cultural and societal roots. By studying past events, history helps us understand how they shape the present and inform future possibilities. It is essential for careers like law, journalism, public service, and international relations, providing the tools to assess contemporary issues with a broader perspective and fostering empathy through diverse viewpoints. Understanding history is key to navigating and shaping the world effectively..

The guidance of Dr Sreevidhya V, Dr. Ani Tresa Ephrem, Dr. Vinodh Kumar Kallolikkal, Dr. Lakshmi Pradeep, Prof. Dr. Manoj Kumar K helped a lot to give a definite shape to the overall structure. Valuable comments and suggestions given by them have been incorporated in the syllabi before finalizing it. I express my sincere gratitude to the members of the Board of Studies in Economics, experts from different fields and economics faculty of various colleges for the help and support extended by them in realizing it.

DR. JOSE KURIAKOSE

Head, Department of History
St. Joseph’s college (Autonomous) Irinjalakuda

PROGRAMME OUTCOMES (PO):

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 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.

List of Board Members:

SL. NO	NAME	ADDRESS	E-MAIL ID	PHONE
1	Dr. Jose Kuriakose (Chairman)	Assistant Professor &Head, Department of History, St. Joseph's College (Autonomous) Irinjalakuda – 680121	josekuriakose@gmail.com	9847263693
2	Ms. Sumina M.S.	Assistant Professor Department of History St. Joseph's College (Autonomous) Irinjalakuda – 680121	*suminams*8@gmail.com	9496700900
3	Dr. Bindu V.M.	Assistant Professor Department of History St. Joseph's College (Autonomous), Irinjalakuda	neenachf@gmail.com	8547556941
4	Dr Sreevidhya V. (University Nominee)	Assistant Professor, Christ College Irinjalakuda (Autonomous)	sreevidhya1974@gmail.com	9207014890
5	Dr. Ani Tresa Ephrem (Subject expert)	Associate Professor Department of History SSUS Kalady		9847634345
6	Dr. Vinodh Kumar Kallolikkal (Subject expert)	Associate Professor Department of History Maharajas College(Autonomous) Ernakulam		9746179123

7	Dr. Lakshmi Pradeep (Journalism)	Associate Professor Head, Department of Journalism and Mass Communication	drlakshmipradeep@uoc.ac.In	9946197296
8	Prof. Dr. Manoj Kumar K (Industry Representative)	MD Muziris Heritage Project and Principal KSID	Kinimanoj@gmail.com	9846096174
9	Dr. K.V. Suji	Associate Professor of History Sree Sankara College Kalady	sujisreeniwas@gmail.com	9539222114

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

<table>
<tr><th rowspan="2">Sl. No.</th><th rowspan="2">Academic Pathway</th><th>Major</th><th>Minor/ Other Disciplines</th><th rowspan="2">Foundation Courses
AEC: 4
MDC: 3
SEC: 3
VAC: 3</th><th rowspan="2">Intern-ship</th><th rowspan="2">Total Credits</th><th rowspan="2">Example</th></tr>
<tr><td colspan="2">Each course has 4 credits</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Each course has 3 credits</td><td></td><td></td><td></td></tr>
<tr><td>1</td><td>Single Major (A)</td><td>68

(17 courses)</td><td>24

(6 courses)</td><td>39

(13 courses)</td><td>2</td><td>133</td><td>Major: History + six courses in different disciplines in different combinations</td></tr>
<tr><td>2</td><td>Major (A) with Multiple Disciplines (B, C)</td><td>68

(17 courses)</td><td>12 + 12

(3 + 3 = 6 courses)</td><td>39

(13 courses)</td><td>2</td><td>133</td><td>Major: History + Economics and Political Science</td></tr>
<tr><td>3</td><td>Major (A) with Minor (B)</td><td>68 (17 courses)</td><td>24

(6 courses)</td><td>39

(13 courses)</td><td>2</td><td>133</td><td>Major: History
Minor: Economics</td></tr>
<tr><td>4</td><td>Major (A) with Vocational Minor (B)</td><td>68

(17 courses)</td><td>24

(6 courses)</td><td>39

(13 courses)</td><td>2</td><td>133</td><td>Major: History
Minor: Cultural Studies and Heritage Management</td></tr>
<tr><td rowspan="2">5</td><td rowspan="2">Double Major (A, B)</td><td rowspan="2">A: 48 (12 courses)

B: 44 (11 courses)</td><td>-</td><td>12 + 18 + 9</td><td>2</td><td rowspan="2">133</td><td rowspan="2">History and Hindi double major</td></tr>
<tr><td colspan="3">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)</td></tr>
<tr><td colspan="8">Exit with UG Degree / Proceed to Fourth Year with 133 Credits</td></tr>
</table>

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	SJHIS1CJ101/ SJHIS1MN100	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
	SJENG1 FA 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	SJHIS2CJ101/ SJHIS2MN100	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
	SJENG2 FA 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	SJHIS3CJ201	Core Course 3 in Major – History of India up to 6th CE	60	4	4	30	70	100

	SJHIS3CJ202/ SJHIS3MN200	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
	SJENG3 FV 108(1B)	Value-Added Course 1 – English	45	3	3	25	50	75
		Total		**22**	**22**			**550**
4	SJHIS4CJ203	Core Course 5 in Major – History of India from 7th CE to 18th CE	60	4	4	30	70	100
	SJHIS4CJ204	Core Course 6 in Major – History of World up to 5th CE	60	4	4	30	70	100
	SJHIS4CJ205	Core Course 7 in Major – History of World from 6thCE to 15th CE	60	4	4	30	70	100
	SJENG4 FV 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
	SJENG4 FS 111(1B)	Skill Enhancement Course 1 – English	60	4	3	25	50	75
		Total		**22**	**21**			**525**
	SJHIS5CJ301	Core Course 8 in Major – History of India from 18th CE to 1947	60	4	4	30	70	100
	SJHIS5CJ302	Core Course 9 in Major – History of World from 16th CE to 1848	60	4	4	30	70	100

5	SJHIS5CJ303	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	SJHIS6CJ304/ SJHIS8MN304	Core Course 11 in Major – History of India from 1947 to the present	60	4	4	30	70	100
	SJSSJHIS6CJ305/ SJHIS8MN305	Core Course 12 in Major– History of the World from19th CE to the present	60	4	4	30	70	100
	SJHIS6CJ306/ SJHIS8MN306	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
	SJHIS6FS113-1 or SJHIS6FS113-2 or SJHIS6FS113-3 or SJHIS6FS113-4	Skill Enhancement Course 3 – select from SEC basket	45	3	3	25	50	75
	SJHIS6CJ349	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	SJHIS7CJ401	Core Course 14 in Major – History and Theory	75	5	4	30	70	100
	SJHIS7CJ402	Core Course 15 in Major - History of Keralam: Problems and Perspectives	75	5	4	30	70	100
	SJHIS7CJ403	Core Course 16 in Major – Selected Themes in Indian History	75	5	4	30	70	100
	SJHIS7CJ404	Core Course 17 in Major – Selected Themes in World History	75	5	4	30	70	100

	SJHIS7CJ405	Core Course 18 in Major - Selected Themes in South Indian History	75	5	4	30	70	100
		Total		**25**	**20**			**500**

8	SJHIS8CJ406/ SJHIS8MN406	Core Course 19 in Major – Sources in Historical Studies	75	5	4	30	70	100
	SJHIS8CJ407/ SJHIS8MN407	Core Course 20 in Major – Research in Local History – Methods and Practice	60	4	4	30	70	100
	SJHIS8CJ408/ SJHIS8MN408	Core Course 21 in Major – History of Kerala Education	60	4	4	30	70	100
	OR (instead of Core Courses 19 - 21 in Major)							
	SJHIS8CJ449	Project (in Honours programme)	360*	13*	12	90	210	300
	OR							
	SJHIS8CJ499	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)							
	SJHIS8CJ489	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	SJHIS1CJ101/ SJHIS1MN100	Core Course 1 in Major – History of Keralam up to 12th CE	4	4
2	SJHIS2CJ101/ SJHIS2MN100	Core Course 2 in Major –History of Keralam from13th CE to 18th CE	4	4
3	SJHIS3CJ201	Core Course 3 in Major – History of India up to 6th CE	4	4
	SJHIS3CJ202/ SJHIS3MN200/	Core Course 4 in Major –History of Keralam from19th CE to the present	4	4
4	SJHIS4CJ203	Core Course 5 in Major – History of India from 7th CE to 18th CE	4	4
	SJHIS4CJ204	Core Course 6 in Major – History of World up to 5th CE	4	4
	SJHIS4CJ205	Core Course 7 in Major – History of World from 6thCEto 15th CE	4	4
5	SJHIS5CJ301	Core Course 8 in Major – History of India from 18thCE to 1947	4	4
	SJHIS5CJ302	Core Course 9 in Major – History Of World - From 16th CE To 1848	4	4
	SJSSJHIS5CJ303	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
	SJHIS6CJ304/	Core Course 11 in Major – History of India From 1947 to the Present	4	4

6	SJHIS8MN304			
	SJHIS6CJ305/ SJHIS8MN305	Core Course 12 in Major– History of the World from19th CE to the present	4	4
	SJHIS6CJ306/ SJHIS8MN306	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
	SJHIS6CJ349	Internship in Major	-	2
Total for the Three Years				**70**
7	SJHIS7CJ401	Core Course 14 in Major – History and Theory	5	4
	SJHIS7CJ402	Core Course 15 in Major – History of Keralam: Problems and Perspectives	5	4
	SJHIS7CJ403	Core Course 16 in Major –Selected Themes in Indian History	5	4
	SJHIS7CJ404	Core Course 17 in Major – Selected Themes in World History	5	4
	SJHIS7CJ405	Core Course 18 in Major – Selected Themes in South Indian History	5	4
8	SJHIS8CJ406/ SJHIS8MN406	Core Course 19 in Major – Sources in Historical Studies	5	4
	SJHIS8CJ407/ SJHIS8MN407	Core Course 20 in Major – Research in Local History – Methods and Practice	4	4
	SJHIS8CJ408/ SJHIS8MN408	Core Course 21 in Major – History of Kerala Education	4	4
	OR (instead of Core Courses 19 – 21 in Major)			
	SJHIS8CJ449	Project (in Honours programme)	13	12
	SJHIS8CJ499	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)			
	SJHIS8CJ489	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	SJHIS5EJ301	Gender in History	5	60	4	4	30	70	100
2	SJHIS5EJ302	Exploring the Historical Geography of India	5	60	4	4	30	70	100
3	SJHIS5EJ303	Indian Heritage and Multiculturalism in Historical Perspective	5	60	4	4	30	70	100
4	SJHIS5EJ304	History of Science, Technology and Medicine in Colonial India	5	60	4	4	30	70	100
5	SJHIS5EJ305	History of Human Rights	5	60	4	4	30	70	100
6	SJHIS5EJ306	Fascism in Historical Perspectives	5	60	4	4	30	70	100
7	SJHIS5EJ 307	Legal History and Its Theory	5	60	4	4	30	70	100
8	SJHIS5EJ 308	Native Legal History of India	5	60	4	4	30	70	100
9	SJHIS6EJ301	History of Indian Archaeology	6	60	4	4	30	70	100
10	SJHIS6EJ302	An Introduction to Indian Epigraphy	6	60	4	4	30	70	100
11	SJHIS6EJ303	Numismatics and History	6	60	4	4	30	70	100

12	SJHIS6EJ304	Archival Science and Digital Documentation	6	60	4	4	30	70	100
13	SJHIS6EJ305	Artificial Intelligence and the Study of History	6	60	4	4	30	70	100

14	SJHIS6EJ306	Writing Oral History	6	60	4	4	30	70	100
15	SJHIS6EJ 307	The Colonial Legal System							
16	SJHIS6EJ 308	Towards Democracy: Indian Constitutional Law							
17	SJHIS8EJ401	History of Marginalized in Kerala	8	60	4	4	30	70	100
18	SJHIS8EJ402	Kerala and Indian Ocean	8	60	4	4	30	70	100
19	SJHIS8EJ403	History of Prisons and Prison life in Kerala	8	60	4	4	30	70	100
20	SJHIS8EJ404	Selected Themes in Cultural Histories of Modern India	8	60	4	4	30	70	100
21	SJHIS8EJ405	Urban Culture of Modern India	8	60	4	4	30	70	100
22	SJHIS8EJ406	Printing and the Arrival of Books	8	60	4	4	30	70	100
23	SJHIS8EJ407	History of Kerala School of Mathematics	8	60	4	4	30	70	100

MINOR COURSES IN HISTORY

Minor 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.

1		**HISTORY OF MODERN INDIA** (preferable for Political Science, Sociology, Economics students)								
	1	SJHIS1MN 112	Modern Indian History: 1757-Early Twentieth Century.	1	60	4	4	30	70	100
	2	SJHIS2MN 112	Modern Indian History: Gandhian Phase of Indian National Movement.	2	60	4	4	30	70	100
	3	SJHIS3MN 212	Modern Indian History: Post-Independence Era	3	60	4	4	30	70	100

Minor 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
14		**HISTORICAL TOURISM** (preferable for Travel and Tourism, History, Economics, Management and HRM students)								
	1	SJHIS1MN114	Introduction to Historical Tourism	1	60	4	4	30	70	100
	2	SJHIS2MN114	Entrepreneurship in Historical Tourism	2	60	4	4	30	70	100
	3	SJHIS3MN214	Best Practices in Historical Tourism	3	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	SJHIS1FM105-1	Historical Tourism in India	45	3	3	25	50	75
2	SJHIS2FM106-2/ SJHIS3FM106-2	History of Sports	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	SJHIS4FS112-1/ SJHIS5FS112-1	Heritage Walk and Field Survey	45	3	3	25	50	75

5	SJHIS4FS 11 2-2/ SJHIS5FS 11 2-2	Cartography and Map Making	45	3	3	25	50	75
5	SJHIS4FS 11 2-3/ SJHIS5FS 11 2-3	Practicing Paleography: Brahmi and Vattezhuthu	45	3	3	25	50	75
6	SJHIS6FS113-1	Intellectual Property Right (IPR) in History	45	3	3	25	50	75
6	SJHIS6FS113-2	Digital History	45	3	3	25	50	75
6	SJHIS6FS113-3	Museology and Conservation	45	3	3	25	50	75
6	SJHIS6FS113-4	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	SJHIS3FV108	History of Gandhian Ideology (for batch A1 only)	45	3	3	25	50	75
4	SJHIS4FV110	History of Indian Constitution	45	3	3	25	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	SJHIS1CJ101/SJHIS1MN100				
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

SJHIS1CJ101/SJHIS1MN100 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	SJHIS2CJ101/SJHIS2MN100				
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

SJHIS2CJ101/SJHIS2MN100History 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	SJHIS3CJ201				
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: SJHIS3CJ201 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	SJHIS3CJ202/ SJHIS3MN200				
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:SJHIS3CJ202/ SJHIS3MN200

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	SJHIS4CJ203				
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)

SJHIS4CJ203 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	SJHIS4CJ204				
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)

SJHIS4CJ204 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 SJHIS4CJ205 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	SJHIS4CJ205				
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)

.

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*,6th Edn.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

SJHIS4CJ205 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: SJHIS5CJ301 HISTORY OF INDIA FROM 18TH CE TO 1947

COURSE DESCRIPTION: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	SJHIS5CJ301				
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
SJHIS5CJ301 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: SJHIS5CJ302 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	SJHIS5CJ302				
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
SJHIS5CJ302 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 :SJHIS5CJ303 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	SJHIS5CJ303				
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: SJHIS5CJ303**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 : SJHIS6CJ304/ SJHIS8MN304HISTORY 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	SJHIS6CJ304/SJHIS8MN304				
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,* JaicoPu*b*lishing 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

SJHIS6CJ304/ SJHIS8MN304HISTORY 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 : SJHIS6CJ305/ SJHIS8MN305
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	SJHIS6CJ305/ SJHIS8MN305				
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

SJHIS6CJ305/SJHIS8MN305 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 SJHIS6CJ306/SJHIS8MN306 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	SJHIS6CJ306/SJHIS8MN306				
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

SJHIS6CJ306/SJHIS8MN306 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 SJHIS7CJ401 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	SJHIS7CJ401				
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), C eate (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
SJHIS7CJ401 **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 SJHIS7CJ402 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	SJHIS7CJ402				
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
SJHIS7CJ402 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: SJHIS7CJ403 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	SJHIS7CJ403				
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
SJHIS7CJ403**: 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 : SJ**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	**SJHIS7CJ404**				
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	PS O5	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
SJHIS7CJ404 **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 : SJHIS7CJ405 :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	SJHIS7CJ405				
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

VII SEMESTERB.A(CUFYUGP)DEGREEEXAMINATIONS
SJHIS7CJ405
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 : SJHIS8CJ406/ SJHIS8MN406
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	**SJHIS8CJ406/S J 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

SJHIS8CJ406/SJHIS8MN406

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: SJHIS8CJ407/ SJHIS8MN407
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	**SJHIS8CJ407/ SJHIS8MN407**				
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

SJHIS8CJ407/SJHIS8MN407Research 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 SJHIS8CJ408/SJHIS8MN408 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	SJHIS8CJ408/SJHIS8MN408				
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

SJHIS8CJ408/SJHIS8MN408 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
SJHIS8CJ489 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	SJHIS8CJ489				
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*,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 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* ,6th EDI.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
SJHIS8CJ489 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

SJHIS5EJ301: 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	SJHIS5EJ301				
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
SJHIS5EJ301Gender 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

SJHIS5EJ302 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	**SJHIS5EJ302**				
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:Thesocialtransformationof theScottishHighlands.* 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*,London, 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

SJHIS5EJ302 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. DiscusstheimportanceofagricultureintheeconomyandsocietyoftheVedicperiod.
13. Analyzetherelationshipbetweenagrarianexpansionandstateformationinmedieval India
14. Discussteadvantagesandlimitationsofusingremotesensinginhistoricalresearch
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. Evaluatetheenvironmentalconsequencesofcolonialplantations inIndia, focusingonissuessuchas deforestation, soil degradation, andwater management.

20. Describethefactorscontributed to theemergenceoftheearliestcitiesintheIndiansubcontinent?

SEMESTER V

SJHIS5EJ303 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	SJHIS5EJ303				
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.			

<table>
<tr><td></td><td colspan="3">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.</td><td></td></tr>
<tr><td>II</td><td colspan="2">THE MEDIEVAL SYNTHESIS</td><td>10</td><td>10</td></tr>
<tr><td></td><td>7</td><td>Bhakthi and Sufi traditions : Making of a composite culture- Cross fertilization of religious ideas-</td><td>2</td><td></td></tr>
<tr><td></td><td>8</td><td>Kabirdas, Gurunanak: AdiGranth and concept of equal justice-Lal Ded- Basava cult.</td><td>2</td><td></td></tr>
<tr><td></td><td>9</td><td>Akbar : Sulh-i-kul- IbadatKhana and idea of secular nationalism–</td><td>2</td><td></td></tr>
<tr><td></td><td>10</td><td>Dara Shiko- Majmaul Bahrain(SagaraSangamam)</td><td>2</td><td></td></tr>
<tr><td></td><td>11</td><td>Razam Nama- Cultural confluence in Indo-Islamic art- architecture and paintings.</td><td>2</td><td></td></tr>
<tr><td></td><td colspan="3">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.</td><td></td></tr>
<tr><td>III</td><td colspan="2">NATIONAL MOVEMENT AND AFTER: THE IDEA OF INDIA</td><td>20</td><td>25</td></tr>
<tr><td></td><td>12</td><td>First war of independence (1857) and Hindu Muslim Unity</td><td>2</td><td></td></tr>
<tr><td></td><td>13</td><td>National Movement and practice of multiculturalism.</td><td>2</td><td></td></tr>
<tr><td></td><td>14</td><td>Tagore and the idea of Universal brotherhood – Gitanjali</td><td>2</td><td></td></tr>
<tr><td></td><td>15</td><td>Gandhiji‘s programme on Hindu Muslim Unity</td><td>2</td><td></td></tr>
<tr><td></td><td>16</td><td>Multicultural discourses and claiming spaces: JothibaPhule, TarabaiShinde- GulamGiri - Ambedkar</td><td>3</td><td></td></tr>
</table>

	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
SJHIS5EJ303Indian 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

SJHIS5EJ304 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	SJHIS5EJ304				
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

SJHIS5EJ304 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

SJHIS5EJ305 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	SJHIS5EJ305				
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
SJHIS5EJ305 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

SJHIS5EJ306 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	SJHIS5EJ306				
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
SJHIS5EJ306 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

SJHIS5EJ 307	**Legal History and Its Theory**

Objective: To understand the concept, nature, and scope of legal history and theoretical frameworks that shape it.

CO 1 To understand the concept, nature, and significance of legal history in shaping contemporary legal systems.

CO2 Analyse the scope of legal history within different historical and cultural contexts.

CO3 Evaluate key theoretical frameworks that have influenced the development and interpretation of legal systems over time.

CO4 To assess the evolution of legal institutions and doctrines

Modules:

1.1 **Introduction to Legal History**

- Definition, nature, and significance
- Scope and relevance in contemporary legal studies
- Sources of legal history: Literary, archaeological, inscriptional, and documentary

1.2 **Jurisprudence and Historiography**

- The Historian and the Judge
- The development of Historiography in legal History
- Legal sources in History writing

1.3 **Theories of Law and Legal Evolution**

- Natural Law Theory
- Positivist Theory
- Historical School of Law (e.g., Savigny)
- Sociological and Marxist perspectives on legal development

1.4 **Methodology of Legal Historiography**

- Historical jurisprudence
- Legal pluralism and customary law
- Colonial vs. post-colonial approaches to legal history
- Comparative legal history

SJHIS5EJ 308	**Native Legal History of India**

Objective-To explore the evolution of indigenous legal systems before and during early colonial encounters.

CO 1 To describe the characteristics and functions of indigenous legal systems prior to colonial influence.

CO2To examine the impact of early colonial encounters on traditional legal structures and practices.

CO3 To analyse the interaction between indigenous and colonial legal systems during the early phases of colonization.

CO4 To assess the historical significance of indigenous legal traditions in the broader narrative of legal and colonial history.

Modules:

2.1 **Ancient Indian Legal Traditions**

- *Dharmaśāstra* and *Smriti* literature (e.g., *Manusmriti, Yajnavalkya Smriti*)
- Role of *Sabha, Samiti,* and village panchayats
- The concept of *Dharma* and its legal implications
- Legal role of *Brahmins* and caste-based legal order

2.2 **Medieval Indian Legal Systems**

- Islamic legal traditions in India: *Sharia, Fiqh,* and *Fatwas*
- Role of *Qazis, Muftis*, and Islamic courts
- Administrative and judicial systems under the Delhi Sultanate and Mughal Empire

2.3 **Hybrid and Local Legal Practices**

- Customary law and local jurisprudence
- Role of community-based justice systems (e.g., caste councils, tribal courts)
- Interactions between Hindu, Islamic, and customary laws

2.4 **The Pre-colonial Legal System in Kerala**

- Norms-Customs-Practices
- *Vyavaharmala* as a legal text
- The role of kingdoms-cast and communities
- The system of punishments

SEMESTER VI

SJHIS6EJ301 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	**SJHIS6EJ301**				
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
SJHIS6EJ301 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

SJHIS6EJ302 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	**SJHIS6EJ302**				
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	
		<u>Reading List for the Unit</u> 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.	

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

SJHIS6EJ302 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

SJHIS6EJ303 Numismatics and History

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

Programme	BA HISTORY HONOURS				
CourseCode	SJHIS6EJ303				
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 sabouttheˌ 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
SJHIS6EJ303Numismatics 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

SJHIS6EJ304: 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	SJHIS6EJ304				
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
SJHIS6EJ304: **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

SJHIS6EJ305 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	SJHIS6EJ305				
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
SJHIS6EJ305: 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

SJHIS6EJ306 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	SJHIS6EJ306				
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

SJHIS6EJ306 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

SJHIS6EJ 307	**The Colonial Legal System**

Objective: To trace the colonial intervention and the development of judicature and legal institutions in India from colonial to post-colonial era.

CO1 To trace the major phases of colonial intervention in the Indian legal system.

CO2 To identify the key developments in the structure and function of judicature during the colonial period.

CO3 To evaluate the transformation of legal institutions from the colonial era to the post-colonial period.

CO4 To interpret the legacy of colonial legal frameworks in shaping modern Indian judicial and legal institutions.

Modules:

3.1 **Colonial Legal Frameworks**

- Earlier attempts to understand the native legal system
- Charter Acts (from 1600 to 1853)
- Regulating Act of 1773 and Pitt's India Act, 1784
- Establishment of the Supreme Court in 1774

3.2 **The Establishment of Judicature**

- Indian High Courts Act, 1861
- Indian Councils Acts and 1909 and 1919
- Government of India Acts 1935
- Codification of laws (Macaulay’s IPC, Civil Procedure Code, etc.)

3.3 **Development of Legal Institutions**

- Emergence of formal legal education-advocacy as a profession
- Establishment of court hierarchy-Privy Council
- The court system in Travancore, Cochin and Malabar
- Legal education and advocacy in colonial Kerala

3.4 **Legality in Post-Independence Period**

- The court hierarchy and judicature
- Landmark judgements
- Challenges of legal system
- Introduction of new legal codes

SJHIS6EJ 308	**Towards Democracy: Indian Constitutional Law**

Objective: To trace the historical development of constitutional law and its implications in the post-colonial era.

CO1 To trace the evolution of constitutional law in India from the colonial period to independence.

CO2 To understand the key principles and provisions that shaped the Indian Constitution.

CO3 To analyse the historical context and debates that influenced constitutional development in post-colonial India.

CO4 To evaluate the implications of constitutional law on nation-building and democratic governance in the post-colonial era.

4.1 **Framing of the Indian Constitution**

- Indian independence movement and constitutional demands
- Role of Constituent Assembly and key members
- Influences from Western and native legal systems
- Historical debates during drafting

4.2 **Features of Indian Constitution**

- Fundamental Rights-DPSP-Fundamental duties
- Constitutional principles
- Centre-State Relations
- Legislature, Executive and Judiciary

4.3 **Post-Independence Constitutional Developments**

- Judicial interpretation and evolution of constitutional principles
- Role of the Supreme Court in constitutional jurisprudence
- Amendments and legal reforms
- Indian constitution-Challenges

4.4 **Critic of Indian legal system**

- Colonial elements in the legal system
- Living law and common man
- Elite nature of legal procedure
- Justice delayed-Justice denied

SEMESTER VIII

SJHIS8EJ401 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	SJHIS8EJ401				
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
SJHIS8EJ401: **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

SJHIS8EJ402 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	SJHIS8EJ402				
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
SJHIS8EJ402 **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

SJHIS8EJ403 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	**SJHIS8EJ403**				
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 B 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
SJHIS8EJ403 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.. ?
18 Evaluate 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

SJHIS8EJ404SELECTED 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	SJHIS8EJ404				
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,Anthropology andMuseums*,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,PowerandConsciousnessin IndianCinemaandTelevision*,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:
SJHIS8EJ404: 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. Explaintheroleofphotographyduringsignificanthistoricaleventslikethe DelhiDurbars .
14. Whatis therelevanceofpopulartheatreinchallengingdominantnarrativesinIndia?
15. HowdoesIndiancinemareflectideologicalshifts post-1947?
16. Describetheimpactofleftmovements onHindustanicinemainthelate1960s
17. DiscusstheroleoftechnologyinshapingcontemporaryIndianartandperformance
18. Howdoesmediarepresentationinfluencesocietalperceptionsinmodern India?

SectionC

[Answeranyone.Eachquestioncarries10marks]

(1x10=10marks)

19. Discusstheevolutionofintimaterelationshipsinmodernlndiansociety,focusingonchangesin marriagedynamics,genderroles,andsocietalattitudestowardsnon-heterosexualbonding

20. Analysetheroleofmedia,art,andperformance inshapingculturalidentitiesandnarrativesinmodernIndia,consideringtheintersectionsofgender,caste,class,andpoliticalmovements.

SEMESTER VIII
SJHIS8EJ405 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	SJHIS8EJ405				
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
SJHIS8EJ405:**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
SJHIS8EJ406 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	SJHIS8EJ406				
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 SJHIS8EJ406 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

SJHIS8EJ407 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	SJHIS8EJ407				
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
SJHIS8EJ407**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

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, P*opular 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.

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.

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 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**	**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 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?

SKILL ENHANCEMENT COURSE (SEC)

SEMESTER V
SJHIS4FS112-1/SJHIS5FS112-1HERITAGE 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	SJHIS4FS112-1/SJHIS5FS112-1				
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

SJHIS4FS112-1/SJHIS5FS112-1HERITAGE 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
SJHIS4FS112-2/SJHIS5FS112-2 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	SJHIS4FS112-2/SJHIS5FS112-2				
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
SJHIS4FS112-2/SJHIS5FS112-2: 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
SJHIS4FS112-3/SJHIS5FS112-3 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	SJHIS4FS112-3/ SJHIS5FS112-3				
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
SJHIS4FS112-3/SJHIS5FS112-3 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)

1. Examine the evolution of writing systems in ancient India, highlighting the significance of the Brahmi script in this context.
2. Validate the significance of advanced studies in Brahmi epigraphy, highlighting the role of inscriptions in uncovering historical narratives.
3. Evaluate the importance of learning Tamil Brahmi within the broader context of practising palaeography, considering its cultural and linguistic implications.
4. Evaluate the practical application of script analysis in historical research and epigraphic studies, citing examples from real-world scenarios or case studies.
5. 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
SJHIS6FS113-1 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	SJHIS6FS113-1				
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
SJHIS6FS113-1 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
SJHIS6FS113-2 DIGITAL HISTORY

Course Description: 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	SJHIS6FS113-2				
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.		

		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
SJHIS6FS113-2 **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
SJHIS6FS113-3 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	SJHIS6FS113-3				
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
SJHIS6FS113-3 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
1. UNESCO
2. Museum Association of India
3. Restoration

SECTION B

(Answer All. Each question carries 6 marks)

(Ceiling : 24)

4. Explain the history of museum development in India
5. Discuss the scope of Museology
6. Estimate the specific roles of curator and conservator in preventive conservation
7. Explain the general principles of conservation
8. Analyse the requirements for conservation

SECTION C

(Answer anyone Each carries10 marks)

9. Explain the changing role and functions of museums
10. Analyze the various tools and equipment used in conservation

SEMESTER VI
SJHIS6FS113-4 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	SJHIS6FS113-4				
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

SJHIS6FS113-4 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
SJHIS4FV110 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	SJHIS4FV110					
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
SJHIS4FV110 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.