

**FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)
BA ENGLISH LANGUAGE AND LITERATURE HONOURS
MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG2CJ101/ENG2MN100				
Course Title	READING FICTION				
Type of Course	MAJOR				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4 hours	-	-	60 hours
Pre-requisites	Basic English language comprehension and inclination towards literature				
Course Summary	This course offers a comprehensive understanding of cross-cultural fictional narratives and its adaptations around the globe. The course will offer the opportunity to the students to engage with works from variety of genres, including short stories, novels, and experimental fiction. Special attention will be given to socio-cultural contexts in which these works were written, allowing students to appreciate the diversity of voices and perspectives that fiction offers.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify and explain key elements of fiction such as theme, plot structure, and narrative techniques.	R, U, An	P	Review, Quiz, poster making, podcast, blogs, vlogs etc.
CO2	Critically analyse and interpret fictional texts examining the components and their interrelations.	An, C	C, P	Roleplay, Review, writing exercise.
CO3	Critically evaluate the effectiveness of different narrative techniques and literary styles.	E	C, P	Brainstorming Quiz Viva Voce, Presentation.
CO4	Critically evaluate and analyse the historical, cultural and socio-political contexts that influence and are reflected in fiction, appreciating the diversity and complexity of literary voices and perspectives.	An, E, C	C	Debate, GD, Critic and Creative exercise.
CO5	Learns to deconstruct the canonical works by understanding layered nuances of socio, cultural and political relationships. Critically evaluate and debate the politics behind the construction of canons.	C	C	Debate, Discussion, Practices of reading and interpretation.
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (70)
I	GENRES		12	20
	1	Gothic/Mystery: Dracula (Movie Adaptation 1958) -Terence Fisher	4	
	2	Detective: The Tuesday Night Club -Agatha Christie	2	
	3	Epistolary: The Color Purple- Alice Walker (Excerpt (179-193 Phoenix 2004)	2	
	4	Epic Sci Fi: Dune part 1 (Movie Adaptation) -Denis Villeneuve	4	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Select any text of any other genre not mentioned in the syllabus and review them by submitting a written document, podcast or three-minute video, vlog, blog etc 2. Quiz based on texts (prescribed and suggested reading) 3. Representation (like installations, cartoons, posters, etc) based on the texts, scenes, or themes. 4. Choose any plot point text from the module and write your on versions or genre as a creative assignment. 		
II	NARRATIVE TECHNIQUES		12	15
	5	Ist person and stream of Consciousness: The Yellow Wallpaper- Charlotte Perkins Gilman	3	
	6	The Million Pound Note -Mark Twain	3	
	7	Backstory: Frankenstein(chapter 13)-Mary Shelley	3	
	8	<p>Hypertext: The Game of Life -Naemie Breard</p> <p>https://virtualwritingtutor.com/hypertext-narratives/23930/the-game-of-life.html</p>	3	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Identify other narrative techniques, select one text from that and submit review either as a written document, podcast or three-minute video, vlog, blog etc. 2. Group discussion on possible different climaxes based on contemporary movies and fiction. 3. Create a short hypertext fiction (group activity) 4. Write scripts for the fictional narratives for an imaginary adaptation. 		

III	DECONSTRUCTING CANON		12	15
	9	a. Cendrillon -Charles Perrault, (https://www.pookpress.co.uk/cendrillon-french-cinderella-perrault/) b. 'Cinderella' from Politically Correct Bedtime stories- James Finn Garner	6	
	10	a. Heart of Darkness -Joseph Conrad (Excerpt- page no 20-23) ("Black shapes crouched, lay, sat between the trees, leaning against the trunks, clinging to earth.....Next day I left the station at last, with a Caravan of sixty men, for a two hundred mile tramp). b. "An Image of Africa: Racism in Conrad's Heart of Darkness"- Chinua Achebe (page No 253- 256) (From 'The most interesting and revealing passages in Heart of Darkness are however about people.....to 'Marlow seems to me enjoy Conrad's complete confidence- a feeling reinforced by the close similarities between their two careers). (Heart of Darkness Norton Critical Edition Ed by Robert Kimbrough)	6	
		Suggested Activities: 1. Debate on different perspectives based on any prescribed text 2. Rewrite any canonical texts, movies, epics 3. Create a page on a character or theme (from the syllabus) on any social media platform and submit the report (not necessarily in written format)		
IV	EXPLORING THE MARGINS		12	20
	11	Dalit: A Corpse in the Well-(excerpt from Taral Antaral-Shankar Ramachandra Kharat)	3	
	12	War: Open It -Sadat Hasan Manto	3	
	13	Ecology: The Great Indian Tee and Snakes- Kartika Pandey	3	
	14	Race and Gender: Droupadi-Mahashweta Devi	3	
		Suggested Activities: 1. Script writing/ drama/ video/audio presentations (based on the prescribed stories). 2. Compilation of anthologies/ magazines based on specific themes. 3. Learners should produce an audiobook prescribed in the text. 4. GD on each genre suggested in the module then write short notes on it.		
V	OPEN-ENDED		12	

Note: The course is divided into five modules, with four having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 transaction 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 examination, however, covers only the 14 units from the fixed modules.

Suggested Reading:

1. Romance: *Pride and Prejudice*- Jane Austen
2. Fantasy: *Harry Potter Vol 1*-JK Rowling
3. Graphic: *Akira Vol 1*-Katsushiro Otomo
4. Flash Fiction: *Girl* -Jamaica Kincaid
5. Gothic/ Mystery: *Dracula* (novel) -Bram Stoker
6. Epic Sci Fi: *Dune*-Frank Herbert
7. Study on Fiction: *The Art of Fiction*-David Lodge
8. II-person narrative/ metafiction: *If on a Winter's Night a Traveller*-Italo Calvino
9. Magical Realism: *The Color Master* -Aimee Bender
10. Non-linear narrative: *The Garden of Forking Paths*-Jorge Luis Borges
11. Pair
 - a. Ravana's tale from *Ramayana*
 - b. *Oorukaval*- Sara Joseph
12. Pair
 - a. *Scavenger's Son*-Thakazhi
 - b. *Vrithiyude Jathi dir*-Vidhu Vincent
13. Pair
 - a. *Hamlet* from *Shakespera's Tales*
 - b. *Ophelia* by Lisa M Klein
14. "Canon Fodder: Denouncing the Classics." *The New Yorker*, 23 May 2013,
www.newyorker.com/books/pageturner/canon-fodder-denouncing-the-classics Sam
 Sacks "Value: criticism, canons, and evaluation." *Literary Theory and Criticism*
 Patricia Waugh
15. *Queer: Middlesex*-Jeffrey Eugenides
16. *Diaspora: The Namesake*-Jhumpa Lahiri
17. *Ethnicity: The Judgement*-Ananya Guha
18. *Disability: Out of my Mind*-Sharon M Draper

Mapping of COs with PSOs and POs:

	P S O 1	PS O 2	PS O3	PS O4	P S O 5	P S O 6	P O1	PO 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1	2	-	1	-	1	1	3	2	-	1	1	-	2
C O 2	2	3	3	-	2	1	3	2	-	1	1	-	2
C O 3	3	1	2	1	-	2	3	-	2	1	1	-	2
C O 4	1	3	3	-	2	2	3	1	-	-	3	3	3
C O 5	3	-	1	-	2	2	3	3	2	3	2	-	-
C O 6	-	3	3	-	2	2	3	1	1	-	-	3	3

Correlation Levels:

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

Assessment Rubrics:

- Class Participation/ Discussions/ Seminars/ Interactive essays with multimedia elements/ peer teaching (10 %)
- Quizzes/Assignments/ Digital Story Telling/ Podcasts or Audio Essays/ (10 %)
- Mid-Semester Test/Viva/ Creative projects/ Social Media Simulation (10 %)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam/ Creative projects/ social media simulation	Assignment/Quizzes/ Digital story telling/ podcasts/	Class Participation/ Discussion/ interactive essays with multimedia elements/ peer teaching	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓		✓	✓
CO 4	✓		✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓		✓	✓

SEMESTER II

CORE COURSE2 IN MAJOR–HISTORY OF KERALAM
FROM 13TH CE TO 18TH CE

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

Programme	BA History Honours				
Course Code	HIS2CJ101/HIS2MN100				
Course Title	History of Keralam from 13th CE 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 OUT COMES (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 Keralam from 13 th 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) Meta cognitive Knowledge (M)			

Mod ule	Unit	CONTENT	Hrs 60	Marks 70
I	The Era of Swarupams		12	16
	1	Break up of Central authority- Formation of Naduvazhi Swarupams and Sanketams Kolathunadu-Samoothiris-Perumpadappu-Venad	3	
	2	Marumakkathayam	2	
	3	Jati formation – purity and pollution – Mannappedi Pulappedi	2	
	4	Changes inland Relations-Janmam-Kanam-Maryadai	3	
	5	Medieval Ordeals-Sathyaparikshakal	2	
		Readingmaterials 1. A Sreedhara Menon. <i>A Survey of Kerala History</i> . Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 2. KNGanesh, <i>KeralathinteInnalekal</i> , Thiruvananthapuram 1990 3. RaghavaVarier&RajanGurukkal, <i>Keralacharithramvol-1</i> , Sukapuram, 1991 4. Raghava Varier, <i>AmmavazhiKeralam</i> , Kerala Sahithya Academy, Kottayam, 2006 5. RajanGurukkal&RaghavaVarier, <i>History of Kerala- prehistoric to the present</i> , 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	MartialArts- Kalari- Poithu-Ankam- Mamankam	3	
	10	Medieval Trade–Inland and foreign	3	
		ReadingMaterials 1. A Sreedhara Menon. <i>A Survey of Kerala History</i> . Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 2. K N Ganesh, <i>KeralathinteInnalekal</i> , Thiruvananthapuram 1990 3. RaghavaVarier&RajanGurukkal, <i>Keralacharithramvol-1</i> , Sukapuram, 1991 4. PJCherian(ed.). <i>PerspectivesonKeralaHistory</i> ,		

		<p>Gazetteer Department, Thiruvananthapuram, 2000</p> <p>5. Rajan Gurukkal & Raghava Varier, <i>History of Kerala- prehistoric to the present</i>, Orient Blackswan, New Delhi, 2018</p> <p>6. N M Namboothiri, <i>Mamankam Rekhakal</i>, Vallathol Vidyapeedam, Sukapuram, 2005</p>		
III	On set 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-Kulachalwar–Hortus Malabaricus-French in Mahe	2	
	15	Forts as Power centres of military and trade Engagements	2	
	16	Europeans involvement in Local Politics	2	
		<p>Reading Materials</p> <p>1. A Sreedhara Menon. <i>A Survey of Kerala History</i>. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003</p> <p>2. K.M Panikker, <i>Malabar and the Portuguese</i>, later edn., 1997</p> <p>3. K N Ganesh, <i>Keralathinte Innalekal</i>, Thiruvananthapuram, 1990</p> <p>4. K.S Mathew, Poulomi Aich Mukherjee, <i>The Portuguese presence in India Malabar and Goa</i>, Manohar Publishers, Delhi, 2021</p> <p>6. PJ Cherian (ed.). <i>Perspectives on Kerala History</i>, Gazetteer, Department, Thiruvananthapuram, 2000</p> <p>7. Rajan Gurukkal & Raghava Varier, <i>History of Kerala- prehistoric to the present</i>, Orient Blackswan, New Delhi, 2018</p> <p>8. Margret Frenz: <i>From Contact to Conquest: Transition to British Rule in Malabar, 1790-1805</i>, OUP, 2003</p>		
IV	18th century Keralam		12	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	2	
	22	Sreerangapattanam Treaty and the imposition of British East India Company Rule- Malabar under the Madras Presidency	2	
		<p>Reading Materials</p> <p>1. A Sreedhara Menon. <i>A Survey of Kerala History</i>. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003</p> <p>2. CK Kareem, <i>Kerala Under Haidar Ali and Tipu Sulthan</i>, Kerala History Association, 1973</p> <p>3. K N Ganesh, <i>Keralathinte Innalekal</i>,</p>		

		<p>Thiruvananthapuram 1990</p> <p>4. Ashim Das Gupta, <i>Malabar in Asian Trade, 1740-1800</i>, CUP, 1966</p> <p>5. Raghava Varier & Rajan Gurukkal, <i>Keralacharithram vol-1</i>, Sukapuram, 1991</p> <p>6. P J Cherian (ed.), <i>Perspectives on Kerala History</i>, Gazetteer, Department, Thiruvananthapuram, 2000</p> <p>7. Pamela Nightingale, <i>Trade and Empire in Western India, 1784-1806</i>, CUP, 1970</p>		
V		Open Ended	12	
		<p>Experiential learning through Field Visit: Colonial Forts/Palaces and Temples of Naduvazhis. Eg. 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, Thiruvananthapuram etc./ Jewish Synagogues/ Medieval trade centers; eg. Valappattanam, Madayi, Panthalayani, Ponnani, Kodungallur, Kochi, Kollam, Vizhinjam etc.</p> <p>Or</p> <p>Seminar Presentations and discussions</p>		
		<p>Activities and assessment of the Open Ended</p> <p>Prepare and submit a report, which can be considered as an assignment on the field visit</p> <p>Assessment</p> <p>Assess the understanding level of the Student as per the report.</p>		
		<p>General Readings</p> <p>1. Margret Franz, <i>From Contact to Congest</i>, OUP, New Delhi, 2003</p> <p>2. Raghava Varier, <i>Madhyakaala Kerala Swarupaneethiyude Charithrapaadangali</i>, SPCS, Kottayam, 2022</p> <p>3. N M Namboothiri, <i>Samoothiri Charithrathile Kanappurangal</i>, Lateredn., Kerala Bhasha Institute.</p> <p>4. V V Haridas, <i>Zamorins and the Political Culture of Medieval Kerala</i>, Orient Blackswan, 2018</p> <p>5. Rajan Gurukkal & Raghava Varier, <i>History of Kerala-</i></p> <p>6. <i>Prehistoric to the Present</i>, Orient Blackswan, New Delhi, 2018</p> <p>7. MP Mujeeb Rehman, <i>Malabar in Transition</i>, Arts & Science Academic Publishing, Delhi, 2020</p>		

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
- Mid termExam
- Final Exam(70%)

Mapping of COs to Assessment Rubrics:

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

Model Question
II SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS
HIS2CJ101/HIS2MN100 History of Kerala from 13th CE to 18th CE
(Credits:4)

Maximum time: 2 hours

Maximum Mark 70

Section A

[Answer all. Each question carries 3 marks]

(ceiling 24 Marks)

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

Section B

[Answer all. Each question carries 6 marks]

(Ceiling 36 Marks)

11. Explain the important features of Swaroopam
12. What is Janmam Kanam?
13. Discuss the process of Jati formation
14. Write a note on Sandesa Kavyas
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 Sakthan Thampuran
18. Write a note on the political importance of Mysore invasion

Section C

[Answer anyone. Each question carries 10 marks]

(1x10=10 marks)

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

SEMESTER II

CORE COURSE 6 IN MAJOR: HISTORY OF WORLD UPTO 5TH CE

Course description:

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

Programme	BA History Honours				
Course Code	HIS4CJ204				
Course Title	History of World upto 5 th CE				
Type of Course	Major				
Semester	II				
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)
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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 <ol style="list-style-type: none"> 1. Thomas Walter Wall Bank and Alastair Mac Donald Taylor, <i>Civilization Past and Present</i>, HarperCollins College Publishers, New York, 1996, 2. Edward Mac Nall Burns et.al, <i>World Civilizations</i>, Vol.A, Norton publishers, New York, 1964 3. Chris Harman, <i>A Peoples History of the World</i> Bookmarks Publications, London, 1999. 1. Gordon Childe, <i>Man Makes Himself</i>, Aakar Books, Reprint 2. Gordon Childe, <i>What Happened in History</i>, Aakar Books, Reprint 		
II	EARLY RIVERINE CIVILIZATIONS		14	18
	5	Early River Valley civilizations-Egypt.	3	
	6	Mesopotamian Civilization	3	
	7	Assyrian	2	
	8	Chinese	2	
	9	Harappan Civilization	2	
	10	Theories regarding decline of Harappa	2	
		Reading List <ol style="list-style-type: none"> 1. Thomas Walter Wall Bank and Alastair Mac Donald Taylor. <i>Civilization Past and Present</i>, HarperCollins College Publishers, New York 1996, 2. Edward MacNall Burnset.al, World 		

		<p><i>Civilizations, Vol.A, Norton publishers, New York,1964</i></p> <p>3. Shereen Ratnagar,<i>Understanding Harappa Civilization in the Greater Indus Valley</i>,TulikaBooks,2015</p>		
III	ADVANCEMENT OF HUMAN LIFE		17	22
	11	Homeric Age: Evolution of classical Greece	2	
	12	Athens and Sparta	2	
	13	Persian and the Peloponnesian wars.	2	
	14	The PericlenianAge	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	
		<p>Readinglist</p> <ol style="list-style-type: none"> 1. Thomas Walter Wall Bank andAlastair MacDonald Taylor.<i>Civilization Past andPresent</i>,HarperCollinsCollegePublishers,New York, 1996 2. Edward Mac Nall Burns et.al, <i>World Civilizations, Vol.A</i>Norton publishers, New York,1964 3. RobinSowerby,<i>TheGreeksAnIntroductionto their Culture</i>, routledge publications,London,2014 4. James M.Powell,<i>The Civilization of the West</i>,western publisher,newyork,1967 5. Chris Harman,A Peoples <i>History of the World</i>BookmarksPublications, 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	
		<p>Readinglist</p> <ol style="list-style-type: none"> 1. Thomas Walter Wall Bank and Alastair MacDonald Taylor,<i>Civilization Past and Present</i>, HarperCollinsCollegePublishers, New York1996, 2. John L.Stipp,C.WarrenHollister,Allen W. Dirrim,HaroldlBauman,<i>The Rise and Development ofWesternCivilization</i> Wileypublishers,NewYork 1972 3. l.S.Stavrianos,<i>Man 'sPastandPresent-AGlobal</i> 		

		<p><i>History</i>, Englewood Cliffs, New York, 1975</p> <p>4. Chris Harman, <i>A Peoples History of the World</i>, Bookmarks Publications, London, 1999.</p> <p>5. Edward Gibbon, <i>Decline and fall of the Roman Empire</i>, London, 1776</p> <p>6. Sharma, Manoj: <i>History of World Civilization</i>, Anmol Pub, New Delhi, 2005</p>		
V		Open Ended: Transition from ancient to medieval world	12hrs	
		Europe after Rome's decline-early medieval economy		
		The church in the middle ages		
		The crusades		
		<p>Activities and Assessment of open ended</p> <ul style="list-style-type: none"> ➤ Conducted a quiz on medieval world ➤ Assignments and seminar on manorial system abstract the main arguments/concepts/ideas of Medieval World discussion about crusades <p>Assessment</p> <ul style="list-style-type: none"> ❖ Evaluate the medieval economy ❖ Evaluate the causes and effects of crusades ❖ Evaluate the understanding of transition of medieval world <p>Reference:</p> <ol style="list-style-type: none"> 1. Amar Farooqui, <i>Early Social Formations</i>, Vijay Chowk Laxmi Nagar, 2001 2. Chris Harman, <i>A Peoples History of the World</i> Bookmarks Publications, London, 1999. 3. Edward Gibbon, <i>Decline and fall of the Roman Empire</i>, London, 1776 4. Edward MacNall Burnset. al, <i>World Civilizations</i>, Vol. A Norton publisher, New York, 1964 5. James M. Powell, <i>The Civilization of the West</i>, Western Publisher, New York, 1967 6. John L. Stipp, C. Warren Hollister, Allen W. Dirrim, Harold I. Bauman, <i>The Rise and Development of Western Civilization</i> Wiley Publishers, New York 1972 7. Perry Anderson <i>Passages From Antiquity To Feudalism</i>, Verso Books, USA, 8. Robin Sowerby, <i>The Greeks An Introduction to their Culture</i>, Routledge publications, London, 2014 9. Shereen Ratnagar, <i>Understanding Harappa Civilization in the Greater Indus Valley</i>, Tulika Books, 2015 10. Stavrianos, I. S. <i>Man's Past and Present - A Global History</i>, Englewood Cliffs, New York, 1975 11. Sharma, Manoj: <i>History of World Civilization</i>, Anmol Pub, New Delhi, 2005 		

		12. Thomas Walter Wall Bank and Alastair MacDonald Taylor, <i>Civilization Past and Present</i> , Harper Collins College Publishers, New York 1996,
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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	✓	✓		✓

MODELQUESTIONPAPER

IVth Semester BA HISTORY(CUFYUGP)DegreeExaminationOctober2024
(Major)

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

MaximumTime:2hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling:24 Marks)

1. Uruk
2. Periclean age.
3. HuangHo
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:36Marks)

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 anyone. 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

Course II (GROUP 5)
HIS2MN105 History of Modern World-2

Course description: This course contains an interesting part of history-revolutions. Four major revolutions namely, the American, the French, the Russian and the Chinese have been traced and highlighted. Reasons for the outbreak, course and the deep impact they made on respective societies have been identified for study.

Programme	BA History Honours				
Course Code	HIS2MN105				
Course Title	History of Modern World-2				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the common reasons for the outbreak of revolutions	R	F	Discussion
CO2	Find out the social, economic and other reasons for the outbreak of American, French, Russian and Chinese revolutions.	E	P	Seminar/ Group discussion
CO3	Comprehend the characteristics of societies that necessitated revolutions	An	P	Debates
CO4	Find out the features of revolutions that highlight the natural rights of humans	An	P	Discussions and debates
CO5	Identify the role of ideology in Russian and Chinese Revolutions	An	P	Debates and discussions
CO6	Find out how one revolution inspired the other .	U	F	Quick quizzes/ Group discussions/

	<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>
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Module	Unit	CONTENT	Hrs60	Marks 70
I		AMERICAN REVOLUTION- COLONIALISM CHALLENGED	11	18
	1	Introduction Revolution-Meaning-features	1	
	2	Colonisation of America Migration- Colonies of England.	2	
	3	Rise of American Nationalism Causes- Exploitation- Solidarity against Colonialism	2	
	4	War against colonial domination Declaration of Independence-Treaty of Paris	2	
	5	Reasons for the British failure in the war Spirit of freedom- Leaders- Role of France- Distance between England and America, etc.	2	
	6	Impact of the American war of independence New Nation-Democracy- Inspiration to other countries	2	
		Readings <ol style="list-style-type: none"> 1. Said Amir Arjomand, Revolution: Structure and Meaning in World History, The University of Chicago Press,2019 2. John Ferling, Almost a Miracle: The American Victory in the War of Independence, Oxford University Press,2009 3. Jack P Greene and J R Role, A Companion to American Revolution, Blackwell Publications,2000 4. John Richard Alden, The American Revolution 1775-1783, Harper Torch Books,1962 5. Harold E Selesky, Encyclopedia of the American Revolution,1990 6. Howard Zinn, A People's History of the United States, Harper Perennial Modern Classics,2010 		
II		FRENCH REVOLUTION-AGAINST MONARCHY AND FEUDAL EXPLOITATION	13	19
	7	Political Background Bourbon Monarchy- Oppression	2	

	8	Society, Religion and Economy Stratified Society- Three Estates– Domination of Nobility and Church-exploitation- Intellectual Influence.	3	
	9	Role of Intellectuals Voltaire- Montesquieu- Rousseau- Mirabeau- Diderot etc.	2	
	10	Course of revolution Meeting of estates general-tennis court oath-fall of Bastille. Constitution of 1791-Declaration of the rights of man-reign of terror-execution of the king-end of monarchy-new constitution in 1795- Directory	3	
	11	Nature and Effects of Revolution Violent –Anarchy-Different Views. Changed the Course of History-Declaration of Rights –Democracy-Spirit of Nationalism- Effects on other parts of the World	3	
		Readings 1. Jocelyn Hunt, The French Revolution , Routledge,2005 2. Francois Auguste Mignet, History of the French Revolution from 1789-1814,Biblio Bazar,2006 3. William Doyle, The French Revolution-A very Short Introduction, Oxford University Press,2001 4. Norman Hampson, A social History of the French Revolution, Routledge,2006 5. Francois B Furet, The French Revolution 1770-1814, Blackwell,1994 6. Albert Soboul, Fench Revolution 1787-89,1974 7. Gary Kates (ed.),The French Revolution :Recent Debates and new Controversies,Routledge,2002		
III	RUSSIAN REVOLUTION: EXECUTION OF NEW IDEOLOGY		12	17
	12	Political Background of the Revolution Tsar Monarchy- Oppressive Nature- Russo- Japanese War	2	
	13	Towards Revolution Backwardness of Russia-Feudalism- Religion- New Ideas-1905 Revolution -First World War.	3	
	14	Two Phases of Revolution February Revolution- October Revolutionof 1917	2	
	15	Results of Revolution Social-Political-Economic-Marxism-USSR	2	

	16	New Government and the Leaders Brest Litovsk Treaty- Reforms - Nature of the Socialist Government-Civil War- NEP-Lenin- Trotsky	3	
		Readings 1.S A Smith , The Russian Revolution-A Very Short Introduction, Oxford University Press,2002 2. Alan Wood, The Origins of The Russian revolution,1861-1917, Routledge,2003 3. Richard Pipes,The Russian Revolution-A Very Short Introduction, Vintage Books,1991 4. History of the Russian Revolution, Oxford University Press,2000 5. Mark D Steinberg, The Russian Revolution 1905-21, Oxford University Press,2017 6.Peter Kenez, A History of the Soviet Union from the Beginning to the End,Cambridge University Press,1999.		
IV	CHINESE REVOLUTION-THE PEOPLE’S REVOLUTION		12	16
	17	Imperial China Social Political and Economic Situation-Chinese Feudalism	2	
	18	Western Intervention Portugal and Britain-Opium War-Treaty of Nanking- The Hundred Days’ Reform-Germany- Japan-Russia-Boxer Rebellion.	2	
	19	Revolution of 1911 Sun Yat Sen-Kuomintang- Nationalism, Democracy and Livelihood.	2	
	20	The First Republic 1912-1949 Nationalism and communism-Chinese Communist Party-Mao Zedong-Kuomintang- Communist Alliance against Japanese occupation.	2	
	21	Civil war 1937-49 Communist- Kuomintang Rivalry-Mao Zedong- Long March-Chiang Kai-shek- Communist Revolution of 1949	2	
	22	The People’s Republic of China Formation of New Government- Programme of Land Reform-Collectivisation of Agriculture- State Owned Enterprises	2	

		Readings <ol style="list-style-type: none"> 1. Lucien Bianco, Origins of the Chinese Revolution, 1915-49, Stanford University Press, 1971 2. John King Fairbank, The Great Chinese Revolution 1800-1985, Harper Collins, 1986 3. Ranbir Vohra, The Chinese Revolution 1900-1950, Houghton Mifflin, 1974 4. Kenneth Pletcher (Ed), The history of China, Britannica, 2011 5. John King Fairbank, The Cambridge History of China Vol. 10, late Ching 1800-1911, Cambridge University Press, 1980 		
V	Open Ended: Contemporary Latin American Revolutions Analyses major revolutions in Latin America in the 20 th century.		12	
		The Mexican Revolution, 1910-1920		
		The Guatemalan Revolution, 1944-1954		
		The Bolivian Revolution, 1952-1964		
		The Cuban Revolution, 1959		
		Readings <ol style="list-style-type: none"> 1. Marc Becker, Contemporary Latin American Revolutions, Rowman & Littlefield, 2021 2. Eric Selbin, Modern Latin American Revolutions, Westview Press 1998 3. Edwin Williamson, The Penguin History of Latin America, 2009 4. George Lambie, Cuban Revolution in the 21st Century, Pluto Press, 2010 		

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

Mapping of COs with PSOs and POs :

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

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

II nd Semester B A (CUFYUGP) Degree Examination 2024
HIS2MN105 History of Modern World-2

Maximum Time: 2hours

Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Define the concept of a revolution and describe its main features.
2. Summarize the causes of American nationalism before the American Revolution.
3. Outline the major events leading to the Declaration of Independence.
4. Discuss the significance of the Treaty of Paris (1783).
5. Explain the role of France in the American War of Independence.
6. Describe the societal structure of pre-revolutionary France.
7. What was the Tennis Court Oath, and why was it important?
8. Highlight the contributions of Voltaire to the French Revolution.
9. Provide an overview of the key outcomes of the French Revolution.
10. Describe the political background leading to the Russian Revolution.

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Discuss the process of colonization in America and its effects on the indigenous population.
12. Analyze the economic and political reasons behind the rise of American nationalism.
13. Explain how the American War of Independence influenced other nations.
14. Evaluate the reasons for the British failure in the American Revolutionary War.
15. Describe the oppression faced by the lower estates in pre-revolutionary France and its impact on the revolution.
16. How did the intellectuals like Montesquieu and Rousseau influence the French Revolution?
17. Examine the effects of the French Revolution on the rest of the world.
18. Describe the role of the First World War in the lead-up to the Russian Revolution.

Section B

(Answer Anyone. Each Question carries 10 marks)

(1 x 10=10)

19. Compare and contrast the causes and outcomes of the American Revolution and the French Revolution. How did each revolution address issues of oppression and governance, and what were their impacts on their respective societies and the world?
20. Analyze the key factors leading to the success of the Chinese Communist Party in the Civil War (1937-1949). Discuss the roles of leadership, strategy, and external influences in the victory of the communists and the establishment of the People's Republic of China.

COURSE 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 <ol style="list-style-type: none"> 1. A R Desai, <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023. 2. Bipan Chandra, Mridula Mukherjee, et.al, <i>India's Struggle for independence</i>, Penguin, New Delhi, 2000. 3., <i>Essays on Indian nationalism</i>, Har-Anand publications, New Delhi, 2007. 4., <i>Nationalism and colonialism in modern India</i>, Orient Longman, New Delhi, 1996. 5. Ramachandra Guha, <i>Gandhi Before India</i>, Penguin Books, New Delhi, 2013. 6., <i>Makers of Modern India</i>, Penguin, New Delhi, 2010. 7., <i>Gandhi: The Years That Changed the World, 1914-1948</i>, 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 <ol style="list-style-type: none"> 1. A R Desai. <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai , 2023. 2. Rajendra Prasad, <i>Sathyagraha in Champaran</i>, Ocean Books, New Delhi, 2013. 3. Sekhara Bandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 4. Sumit Sarkar, <i>Modern India 1885 – 1947</i>, MacMillan, New Delhi, 1989. 5. Bipan Chandra, Mrudula Mukherjee , et.al, <i>India's Struggle for Independence</i>, Penguin Random House, New Delhi, 2000. 6. M K Gandhi, <i>The Story of my Experiment with Truth, Mahatma Gandhi, An Autobiography</i>, Navajivan, Gujrat. 7. B R Nanda, <i>Mahatma Gandhi</i>, New Delhi, 1958. 		
III	GANDHIAN ERA – FIRST PHASE		12	20
	12	The Anarchical and Revolutionary Crimes Act of 1919- Jallian Walabagh 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 – Chauri – 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 <ol style="list-style-type: none"> 1. A R Desai. <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai , 2023. 2. Sekhara Bandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 3. Sumit Sarkar, <i>Modern India 1885 – 1947</i>, MacMillan, New Delhi, 1989. 4. Bipan Chandra, Mrudula Mukherjee , et.al, <i>India's Struggle for Independence</i>, Penguin Random House, New Delhi, 2000 5. Jawaharlal Neru, <i>An Autobiography</i>, 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 <ol style="list-style-type: none"> 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.		

		<p>Assessment</p> <p>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.</p> <p>Presentation Evaluation Students will be assessed on their presentation skills, ability to engage in a group and the clarity of their presentations.</p> <p>Peer Feedback Students will provide feedback on their peers' exhibits, focusing on the educational value and historical representation.</p> <p>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.</p> <p>Readings :</p> <ol style="list-style-type: none"> 1. A R Desai. <i>Social Background of Indian Nationalism</i>, Popular Prakasam, Mumbai ,2023. 2. Bipan Chandra, MridulaMukherjee , et.al, <i>India's Struggle for independence</i>, Penguin, New Delhi,2000. 3. <i>Essays on Indian nationalism</i>, Har-Anand publications, New Delhi, 2007. 4. <i>Nationalism and colonialism in modern India</i>, Orient Longman, New Delhi, 1996. 5. SekharBandhopadhyay, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 6. Sumit Sarkar,<i>Modern India 1885-1947</i>,Tulika,2000. 	
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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 :

	PS O1	PSO 2	PSO 3	PSO4	PSO 5	PO 1	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	Assignme nt	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 of the revolutionary nationalists in the Indian freedom struggle?
20. Discuss the Gandhian method of struggle.

SEMESTER II / III
HIS2FM106-1/HIS3FM106-1 Kerala Towards Modernity 1889 Onwards

Course description: This course will cover the transformation of Kerala towards modernity from the year 1889 onwards. The history will be discussed with a special focus on the contributions of social reformers, the introduction of the modern education system, the emergence of modern values in literature, the impact of political movements, and major developments after independence.

Programme	BA History Honours				
Course Code	HIS2FM106-1/HIS3FM106-1				
Course Title	Kerala Towards Modernity 1889 Onwards				
Type of Course	MDC				
Semester	II / III				
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 role and impact of social reformers on Kerala society.	U	F	Group discussion/ Debate/ Seminar
CO2	Understand the different social legislations that have been implemented In modern Kerala, And explain their role in transforming society.	U	F	Quick quizzes/Group discussion/ Seminar
CO3	Recognize the influence of modernity on Malayalam literature.	An	P	Group discussion/ Seminar/ Prepare list of items of Import &export
CO4	Realize the process by which the modern education system was introduced in Kerala.	E	P	Group discussion/Debate/ Seminar
CO5	Understand the political changes that took Place during the National Movement and how it affected the society of Kerala.	An	P	Quick quizzes/ Group discussion/ Debate/ Seminar
CO6	Learn about major advancements in Kerala after independence that helped progress society towards modernity.	An	P	Group discussion/ Seminar
	*Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C) #-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P) Meta cognitive Knowledge (M)			

Module	Unit	Content	Hour 45	Mark 50
I		CLAMOUR FOR SOCIAL JUSTICE	8	14
	1	The Reformers; S.N.Guru, Ayyankali, V.T Bhattathiripad, VakkomMaulavi	2	
	2	Struggle for choice; Kallumala samara &Manimalarkavu strike	1	
	3	Social Legislations : Abolition of Devadasi System in Travancore	1	
	4	Changes in matrilineal-Malabar Marriage Acts	1	
	5	Temple entry movements: Vaikom Satyagraha & Guruvayur Satyagraha	2	

	6	The Temple Entry Proclamation(1936)	1	
II	EDUCATION AND LITERATURE		7	14
	7	Modernization of Education	1	
	8	Introduction of English education in Kerala	2	
	9	Concepts of Modernity in Malayalam Literature	1	
	10	<i>Indulekha, OdayilNinnu, Adukkalayil Ninnu Arangathekku, Tottiyude Makan</i>	2	
	11	Grandhasala Movement	1	
III	POLITICAL MOVEMENTS		12	12
	12	Kerala Towards democracy-Formation of Sree Mulam Popular Assembly	1	
	13	Emergence of Nationalism	2	
	14	Indian National Congress and Kerala	3	
	15	Communist Movements in Kerala	3	
	16	Labour movements in Kerala	2	
	17	Aikya Kerala Movement	2	
	18	Formation of Kerala State	1	
IV	KERALA AFTER INDEPENDENCE		10	10
	19	Landmark Reforms; Land reforms & Educational Reforms	2	
	20	Kerala Model Development	4	
	21	Press and reading culture	2	
	22	Transformation of Houses: disintegration of <i>Taravadus</i>	1	
	23	Decline of matrilineal system	1	
	24	Migration and its influence	2	
	25	Changes in population	2	
V	Open-Ended: Migration Trends in Kerala		8	
	1	Migration-Meaning and definition		
	2	Factors of migration		
	3	The Gulf migration		
	4	New trends–Migration to the west		
	5	Impact of migration on Kerala society and Economy		
		Activities and assessment of Open ended		

		<ul style="list-style-type: none"> * Visit the NORKA ROOTS website and assess the level of migration from Kerala. * Identify the impact of migration on senior citizens. * Estimate the impact of migration on population dynamics. <p>Assessment</p> <ul style="list-style-type: none"> *Assess awareness of students on trends of migration. *Evaluate the understanding of key concepts. 		
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Note: The course is divided into five modules, with four having total 25 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (05marks) and the fixed modules (20marks). The final exam, however, covers only the first 25 units from the fixed modules.

Mapping of Cos with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of Cos to Assessment Rubrics:

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

II SEMESTER B.A.(CUFYUGP) DEGREE EXAMINATIONS OCTOBER 2024
HIS2FM106-1/HIS3FM106-1 Kerala towards Modernity 1889 Onwards

Maximum Time: 1.5 hours

Maximum Marks: 50

Section A

(Answer **All**. Each question carries 2 marks)

(Ceiling: 16 Marks)

- i. Devadasi system.
- ii. Kallumala Samaram.
- iii. Temple Entry Proclamation
- iv. *Indulekha*
- v. *Tottiyude Makan*
- vi. Modernity
- vii. Sree Mulam Praja Sabha
- viii. KPCC
- ix. Thiru-Kochi State
- x. *Tharavadu* system

Section B

(Answer **All**. Each question carries 6 marks]

(Ceiling: 24 Marks)

- xi. Examine the role of Sree Narayana Guru as a social reformer in Kerala
- xii. How did V.T Bhattathiripad seek the emancipation of Namboothiri women
- xiii. Analyze the modernization process of the education system in Kerala.
- xiv. Discuss the significance of the Grandhasala Movement in Kerala society.
- xv. Trace the growth of Communist Movements in Kerala.

Section C

(Answer any one. Each question carries 10 marks)

(1x10=10 marks)

- xvi. Evaluate the contributions of Aikya Kerala Movement toward formation of Kerala State.
- xvii. What do you mean by Kerala Model Development? What are major features of this Model?