

## MAJOR CORE COURSES

### FIRST YEAR

#### SEMESTER 1

#### CORE COURSE 1 IN MAJOR–HISTORY OF KERALAM UPTO 12<sup>TH</sup> CE

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

Programme	BA History Honours				
Course Code	HIS1CJ101/HIS1MN100				
Course Title	History of Keralam up to 12 <sup>th</sup> 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 12 <sup>th</sup> 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 12 <sup>th</sup> 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) #- FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge (M)				

Module	Unit	CONTENT	Hrs 60	Marks 70
<b>I</b>	<b>KERALAM: LANDSCAPE AND ENVIRONMENT</b>		<b>8</b>	<b>12</b>
	<b>1</b>	Keralam as a region	1	
	<b>2</b>	Geographical features-Western Ghats-Passes	2	
	<b>3</b>	Indian Ocean-Rivers-Backwaters-Beaches	1	
	<b>4</b>	Types of Soil Climate-Monsoons	2	
	<b>5</b>	Flora and fauna	2	
		<b>Reading Materials</b> <ol style="list-style-type: none"> <li>1. A Sreedhara Menon, <i>A Survey of Kerala History</i>. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003.</li> <li>2. Rajan Gurukkal and Raghava Varier, <i>Cultural History of Kerala</i>, Thiruvananthapuram: Department of Cultural Publications, Government of Kerala, 1999</li> <li>3. K. Soman, <i>Geology of Kerala</i>. Bangalore: Geological Society of India, 2002</li> </ol>		
<b>II</b>	<b>Keralam upto IronAge</b>		<b>12</b>	<b>18</b>
	<b>6</b>	Pre-historic settlements – Palaeolithic, Mesolithic, Neolithic	2	
	<b>7</b>	Rockshelters-Edakkal-Marayur-Tenmala	2	
	<b>8</b>	Megaliths-typology-Grave goods	2	
	<b>9</b>	Megalithic Excavations- J Babington- Porkkalam-Mangad-Ummichipoyil–Anakkara	3	
	<b>10</b>	Megalithic Culture-Belief-Economy-Society	3	
		<b>ReadingMaterials</b> <ol style="list-style-type: none"> <li>1. Elamkulam Kunjan Pilla, <i>Studies in Kerala History</i>, NBS, Kottayam 1970</li> <li>2. A Sreedhara Menon, <i>A Survey of Kerala History</i>. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003.</li> <li>3. RajanGurukkalandRaghavaVarier,<i>Cultural</i></li> </ol>		

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

	<b>18</b>	Formation of Nadu Historicity of Mushikavamsakavyam-Kolathunadu,Eranad-Venadu	3	
	<b>19</b>	Land rights and relations-Cherikkal-Brahmasvam-Devasam-Karanmai	2	
	<b>20</b>	Trade guilds-Valanchiyar-Anchuvannam-Manigramam	2	
	<b>21</b>	Temple and Brahmanic Bhakti traditions-Shiva-Vishnava	2	
	<b>22</b>	Second Chera polity(800-1122CE)	2	
		<b>Reading Materials</b> <ol style="list-style-type: none"> <li>1. ElamkulamKunjanPilla,<i>StudiesinKeralaHistory</i>, NBS,Kottayam,1970</li> <li>2. A Sreedhara Menon, <i>A Survey of Kerala History</i>. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003.</li> <li>3. KNGanesh,<i>KeralathinteInnalekal</i>, Thiruvananthapuram,SecondEditon,2019</li> <li>4. RaghavaVarierandRajanGurukkal, <i>Keralacharithramvol-I</i>,Sukapuram,1991</li> <li>5. MGS Narayanan, <i>Perumāls of Kerala Brahmin Oligarchy and Ritual Monarchy Political and Social conditions of Kerala under the CēraPerumāls of Mākōtai (c AD 800 – AD 1124)</i>.Thrissur: Cosmo books, (1996), 2013.</li> <li>6. Veluthat, Kesavan. <i>Brahman Settlements in Kerala: Historical Studies</i>. Thrissur: Cosmo Books, (1978) 2013.</li> </ol>		
<b>V</b>		<b>Open Ended</b>	<b>12</b>	
		<p>Experience learning through field visit (Doing History): The pre-historic, megalithic, early historic sites of Keralam- Edakkal / Marayur Cheramanangad, Ariyannur, Kandanassery, Porkkalam, Kodungallur and Pattanam / Valapattanam and Madayi, Kodungallur and Tiruvanchikkulam etc.</p> <p style="text-align: center;"><b>Or</b></p> <p>Heritage Walk to the villages Or known historical sites in the nearby towns and villages, landscape and culture.</p>		
		<b>Activities and assessment of the Open ended</b> Prepare and submit a report, which can be considered as an assignment on the field visit or the heritage walk <b>Assessment</b> Assess the level of understanding in the report Or of the Student		
		<b>General Reading</b> <ol style="list-style-type: none"> <li>1. Narayanan, M.G.S. <i>Kerala Charitrattinte Aṭisthāna Śilakal</i>. Calicut: Navakerala Cooperative Publication, 1971</li> <li>2. Narayanan, M.G.S. <i>Cultural Symbiosisin Kerala</i>. Trivandrum: Kerala Historical Society, 1972.</li> <li>3. KN Ganesh,<i>Reflectionon Pre-Modern Kerala</i>. Thrissur:CosmoBooks,2016</li> <li>4. PJCherian(ed.).<i>Perspectiveson Kerala History</i>, GazetteerDeartment,Thriuvananthapuram,2000</li> </ol>		

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

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

#### Mapping of COs with PSOs and POs:

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

#### Correlation Levels:

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

#### Assessment Rubrics:

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

#### Mapping of Cos to Assessment Rubrics:

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

Model Question  
I SEMESTER BA(CUFYUGP) DEGREE EXAMINATIONS  
HIS1CJ101/HIS1MN100 History of Keralam upto 12<sup>th</sup> CE  
(Credits: 4)

Maximum time: 2 hours

Maximum Mark 70

**Section A**

**[Answer all. Each question carries 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 carries 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 rockshelters 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 Landrights of Perumal period

**Section C**

**[Answer anyone. Each question carries 10 marks]**

(1x10=10 marks)

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

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

Programme	<b>BA ENGLISH LANGUAGE AND LITERATURE HONOURS</b>				
Course Code	<b>ENG4CJ205</b>				
Course Title	<b>GENDER PERSPECTIVES IN LITERATURES</b>				
Type of Course	<b>MAJOR</b>				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of literature.				
Course Summary	The course aims to understand the concept of gender and its trajectories across literature and popular culture.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic concepts related to gender, gender issues, and gender stereotypes.	U	F	Assignments
CO2	Analyse power dynamics related to gender in various social economic and political context.	An	F	Assignments
CO3	Explore basic concepts and frameworks related to gender including feminism, queer and post-colonial perspectives.	E	F, P	Seminar Presentation
CO4	Foster critical thinking and contribute to the development of a more equitable and inclusive society.	C	F	Seminar Presentation
CO5	Develop the ability to analyze and interpret literary texts through the lens of gender, understanding how gender dynamics shape narratives, character development, and thematic elements.	Ap	C, M	Debates and Discussion
CO6	Gain a comparative and contextual understanding of how societal norms on gender across cultural contexts is embedded in the literature of its time.	C	C, M	Debates and 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)



**Detailed Syllabus:**

Module	Unit	Content	Hrs	Marks(70)
<b>I</b>	<b>Introduction</b>		11	<b>18</b>
	1	Gender Studies - Introduction to Gender	2	
	2	Sex and Gender	3	
	3	Gender as a Social Construct	3	
	4	Gendre and Patriarchy	3	
		<b>Suggested Activities:</b> 1. Initiate a discussion about gender roles in domestic and public spaces. 2. Discussion and debate on politics of childhood toys.		
<b>II</b>	<b>Gender and Identity</b>		12	<b>17</b>
	5	Intersectionality: Gender and Caste	3	
	6	Intersectionality: Class and Race	3	
	7	Pretha Bhashanam- C Ayyappan. Trans. V.C Harris	2	
	8	Breaking Barriers: The Quest of Palestinian Women in Leadership-Vera Baboun -TED Talks September 2022	2	
	9	Ain't I a Woman? - Sojourner Truth	2	
		<b>Suggested Activities:</b> 1. Learners can analyze real-world stories highlighting intersections of gender, caste, and race, followed by group discussions and presentations. 2. Learners can create visual maps illustrating how gender, caste, and race intersect in various contexts, using historical and contemporary examples. 3. Learners can participate in a debate on gender, caste, and race to explore multiple perspectives and foster empathy.		

<b>III</b>	<b>What is Queer</b>		<b>13</b>	18
	10	LGBTQIA+ - A brief introduction	3	
	11	Queer- Issues and challenges: Prejudice, mental health and legal rights	3	
	12	Homosexuality in India: Past and Present-Ruth Vanita	2	
	13	Your Life- Andrea Gibson <a href="https://youtu.be/LmBdIZTZMbA?si=s_TK0M8q9oG4se6G">https://youtu.be/LmBdIZTZMbA?si=s_TK0M8q9oG4se6G</a>	2	
	14	I Dream of Horses Eating Cops- Joshua Jennifer Espinoza	2	
		<b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Learners can create collages that visually represent their own gender identities and the factors that influence them, followed by a class discussion.</li> <li>2. Learners can write and share short personal narratives exploring their experiences with gender and identity, highlighting how these aspects have shaped their lives.</li> <li>3. Learners can watch and analyze films or documentaries that explore themes of gender and identity, discussing how these narratives challenge or reinforce societal norms.</li> </ol>		
<b>IV</b>	<b>Gender and Media</b>		<b>12</b>	17
	15	Gender representation in Media- stereotypes and biases	6	
	16	‘Coded Bias’: Documentary (90 mins) - Dir. Shalini Kantayya	3	
	17	‘#IWD2023 Interview: The Growing Opportunities for Women and Girls in Cybersecurity’ - Interview with Kathleen Hyde- <a href="https://www.infosecurity-magazine.com/interviews/opportunities-women-girls/">https://www.infosecurity-magazine.com/interviews/opportunities-women-girls/</a>	3	
		<b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Learners can analyze gender representations and interactions on social media platforms, identifying patterns of bias or empowerment.</li> <li>2. Learners can create and reflect on online personas with different gender identities to understand digital self-presentation and perception.</li> <li>3. Learners can examine case studies of gender-based cyberbullying, discussing its impact and proposing strategies for prevention and support.</li> </ol>		
<b>V</b>	<b>Open Ended</b>		<b>12</b>	

**Note:** The course is divided into five modules, with four having total 17 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 18 units from the fixed modules.

## Suggested Readings

1. M H Abrams. A Glossary of Literary Terms. 2020.
2. Peter Barry. Beginning Theory: An Introduction to Literary and Cultural Theory. Viva Books, 2018.
3. *Women, Race and Class*. Angela Davis. Navayana Publishing: 2013 New Delhi.
4. *Dislocating Cultures: Identities, Traditions and Third World Feminism*. Narayan U. London, Routledge, 1997.
5. *Feminism and Race* , Bhavnani Kumkum, (ed) New York, Oxford University Press ,2003
6. *Masculinities*- R W Connell
7. *Literature and Gender*- Lizbeth Goodwell.
8. An Essay About Men: Considering the Inner Worlds of Those Who Are Taught to Deny Them- Bell Hooks
9. *Female Masculinity*- Judith Halberstam  
<https://www.theguardian.com/uk/2007/jan/10/ukcrime.prisonsandprobation>
10. Meena T Pillai, Affective Feminisms in Digital India Intimate Rebels. Routledge, 2023.
11. Technically Wrong: Sexist Apps, Biased Algorithms and Other Threats of Toxic Tech by Sarah Wachter- Boettcher

### Mapping of Cos with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	P01	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	2	3	3	1	2	1	1	3	2	1	1	3	2
C O 2	2	3	3	1	2	1	1	3	2	1	1	3	2
C O 3	2	3	3	1	2	1	1	3	2	1	1	3	2
C O 4	2	3	3	1	2	1	1	3	2	1	1	3	2
C O5	2	3	3	1	2	1	1	3	2	1	1	3	2
C O6	2	3	3	1	2	1	1	3	2	1	1	3	2

### Correlation Levels:

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

### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Programming Assignments (10%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics:**

	<b>Quiz/ Discussion/ Seminar (10%)</b>	<b>Internal Exam (10%)</b>	<b>Assignment (10%)</b>	<b>End Semester Exam (70%)</b>
<b>CO 1</b>	✓	✓	✓	✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>	✓	✓	✓	✓
<b>CO6</b>	✓	✓	✓	✓

**FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)**  
**BA ENGLISH LANGUAGE & LITERATURE HONOURS**  
**MAJOR**

Programme	<b>BA ENGLISH LANGUAGE &amp; LITERATURE HONOURS</b>				
Course Code	<b>ENG1CJ101/ENG1MN100</b>				
Course Title	<b>INTRODUCTION TO THE WORLD OF LITERATURE</b>				
Type of Course	<b>MAJOR</b>				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Basic understanding of the characteristics and conventions of various literary genres including poetry, fiction, drama and short stories.				
Course Summary	This course offers a comprehensive examination of various literary expressions interweaving the past and present. Through a combination of classic and contemporary works, as well as engaging TED Talks, speeches, illustrative narratives, web series and films, students will delve into the rich tapestry of human expressions through literature				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquaint various genres of literary representations and their multiple interpretations.	U	F, C, M	Assignments Quiz
CO2	Sensitize learners with the critical aspect of reading literature.	U, An	C, M	Assignments Seminars
CO3	Learns to appreciate the aesthetic, imaginative and creative range of poetry along with the basic elements of poetry, including the stylistic and rhetorical devices.	U, An, E	C, M	Peer Evaluation Test Paper
CO4	Familiarize the basic elements of drama and thereby appreciate the art form.	U, An	C, M	Discussion/ Presentation
CO5	Learn to identify how fiction inculcates the question of social/ cultural /ethical/ gender/political contexts and frameworks in the texts.	U,An,E	C,M	Assignment/ Seminars
CO6	Be exposed to the digital and broader aspects of literature.	Ap,E	M,P	Practical Assessment/ Assignment
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create ©</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Marks (70)
I	<b>LOVE ACROSS TIME</b>		<b>10</b>	20
	1	What he said -Avvaiyar (trans. by A K Ramanujan)	2	
	2	Western Wind- Lyric of unknown authorship from the Middle English period	2	
	3	A Red, Red Rose- Robert Burns	2	
	4	Before You Came-Faiz Ahmed Faiz	2	
	5	Sthandwa sami(my beloved isiZulu)- Yrsa Daley-Ward	2	
II	<b>WAR &amp; PEACE</b>		<b>12</b>	15
	6	The Art of War -Sun Tzu (Chapter 4)	3	
	7	Sayonara Sayonara- Totto Chan-Tetsuko Kuroyanagai	3	
	8	To Every Briton- M K Gandhi <a href="https://www.mkgandhi.org/mynonviolence/chap46.php">https://www.mkgandhi.org/mynonviolence/chap46.php</a>	3	
	9	Nobel Prize Lecture-Maria Ressa, Nobel Prize 2021' <a href="https://youtu.be/NsWVb2AUl5Y?si=H4Tlz-f-GjiTiSLm">https://youtu.be/NsWVb2AUl5Y?si=H4Tlz-f-GjiTiSLm</a>	3	
III	<b>THE WORLD WE LIVE IN</b>		<b>12</b>	20
	10	Burgersfort Landfill-Vonani Bila	3	
	11	Queenie-Alice Munroe	3	
	12	Speech delivered by Amanda Gorman at Joe Biden's Presidential Inauguration <a href="https://youtu.be/Jp9pyMqnBzk?si=OqEfJ15FzY5nqjk3">https://youtu.be/Jp9pyMqnBzk?si=OqEfJ15FzY5nqjk3</a>	3	
	13	Adults in the Room- Dir. Costa Gavras	3	
IV	<b>GOING DIGITAL</b>		<b>11</b>	15
	14	Twitter Fiction-David Lodge, Ian Rankin, Sophie Hanna and Anne Enright <a href="https://www.theguardian.com/books/2012/oct/12/twitter-fiction-140-character-novels">https://www.theguardian.com/books/2012/oct/12/twitter-fiction-140-character-novels</a>	3	
	15	In the Pale Moonlight- Season 6 Episode 19 -Star Trek Deep Space Nine dir. Victor Lobi	3	
	16	Intro.-rh Sin (A Beautiful Composition of Broken-Instagram Poem)	2	
	17	'The Popular Vampires'- The Bloomsbury Introduction to Popular Fiction edited by Christine Berberich (Section 2- American Pace till the line 'Tellingly, these references demonstrate how Meyer has indeed created a new breed of superheroes, or gods, to both save humans and show them how to live differently and better')	3	



V	Practicum		30	
	1	<p>Module I:</p> <ol style="list-style-type: none"> <li>1. Organise a group discussion on the evolution of love through literature.</li> <li>2. Arrange writers given in the module chronologically categorising them based on their nationality and identify their contemporaries.</li> <li>3. Submit an assignment about the historical context of writers given in the module.</li> <li>4. Identify regional literatures foregrounding the idea of love and its interpretations.</li> <li>5. Compare the theme of love in different genres of literature and prepare a brief note on it.</li> <li>6. GD- Scottish Literature.</li> <li>7. Prepare an article focusing on themes, characters, symbolism, and narrative techniques related to love across different periods in the texts provided.</li> <li>8. Explore how factors such as race, gender, sexuality, and class influence individuals' experiences of love and relationships and write an essay.</li> </ol>	8	
	2	<p>Module II:</p> <ol style="list-style-type: none"> <li>1. Identify and present other writings on war tactics in the class and discuss its effect on respective cultures. Organise a debate on the present war zone and how is it going to end.</li> <li>2. Organize a discussion on the concept of pacifism and how it evokes multiple arguments during the time of military operations done by political states, trace the evolution of the given philosophy and compare the moral high note it possesses against the prescribed sections from the art of war.</li> <li>3. Read the novel and consolidate your observations on the effect of war on the individual and their personal choices then identify and present the real-life stories of individuals experiencing conflict due to their voice of dissent regarding war in your classroom.</li> <li>4. Read the novel Totto Chan and write a Japanese perspective on how the war affected them</li> <li>5. Write a paper on the role of Journalists and activists in bringing political change.</li> <li>6. Collect famous letters written by world leaders and organise an exhibition in the class</li> <li>7. Prepare a speech on the concept of nonviolence.</li> </ol>	7	

3	<p>Module III:</p> <ol style="list-style-type: none"> <li>1. A Group discussion on people on the peripheries based on the module.</li> <li>2. Identify other memoirs from your context after watching the adaptation.</li> <li>3. Write an assignment on Women &amp; Contemporary literature. (you could talk about writers of your region)</li> <li>4. Curate profiles of the writers incorporated in the module.</li> <li>5. Conduct a GD on healthy human relationships after reading Queenie.</li> <li>6. Fiction is an excellent medium to explore the complexity of human emotions. Do you agree? Prepare a write-up.</li> <li>7. Poetry is a powerful medium to expose social discrimination. Conduct a discussion based on the poem by Vonani Bila.</li> <li>8. Prepare a brief note on contemporary African poetry.</li> </ol>	8	
	<p>Module IV:</p> <ol style="list-style-type: none"> <li>1. Write an assignment on how new social media platforms transforms the concept of writing.</li> <li>2. Write a short story of your own as a creative assignment and post it in any platform you like then attempt to write a review of it in the class.</li> <li>3. Explore and identify various digital platforms and genres</li> <li>4. List out similar illustrations which are connected to your childhood.</li> <li>5. Identify and analyze Instagram poets from your language and share it in the class.</li> <li>6. Attempt to write a fanfiction on a movie you recently watched and post it in an available in the collaborative fanfiction writing sites and then share the reviews with the class.</li> <li>7. Discuss the credibility and quality of web literature by incorporating the analysis of the texts from the module.</li> <li>8. Familiarise yourself with sci-fi narratives on digital platforms.</li> <li>9. Create a science fiction/ short film/ instead of write a fan fiction illustration instead on book.</li> </ol>	7	

Note: The course is divided into five modules, with four having total 17 fixed units and one open-ended module with a variable number of units. There are total 45 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 16 units from the fixed modules.

### Suggested Readings:

1. *Poems of Love and War: From the Eight Anthologies and the Ten Long Poems of Classical Tamil*- A K Ramanujan
2. Message from 2023 Nobel Peace Prize Laureate Narges Mohammadi  
<https://youtu.be/FbBY-SGBKrw?si=MAvSzdTgXJAQysM7>
3. Hope's Journey: A Tale of Peace and Justice- Story.com  
<https://www.story.com/story/children-stories/hopes-journey-9>
4. *The Dark Knight Returns*- Frank Miller
5. "Asvathama's Promise" *Urubhanga* by Bhasa

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PSO 3	PS O4	PS O5	PS O6	PS O7	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7
CO 1	-	1	3	3	2	3	3	3	1	-	3	2	3	1
CO 2	-	-	3	3	2	3	3	3	-	-	1	2	2	1
CO 3	-	1	3	-	-	1	3	3	-	-	-	1	-	-
CO 4	1	1	2	-	1	1	3	3	1	-	-	1	1	-
CO5	-	2	3	3	2	3	3	3	1	-	-	2	2	2
CO6	2	3	1	2	1	2	3	2	1	1	3	2	2	1

Correlation Levels:

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

#### Assessment Rubrics:

- Quiz / Classroom Participation / Discussion / Seminar
- Midterm Exam
- Viva
- Assignments
- Final Exam

#### Mapping of COs to Assessment Rubrics:

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

## 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 impoverisation and 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 the different 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.

	<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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Mod ule	Unit	CONTENT	Hrs 60	Marks 70
<b>1</b>	<b>CONSOLIDATION OF BRITISH POWER IN INDIA</b>		<b>10</b>	<b>15</b>
	<b>1</b>	Advent of British – battle of Plassey – Battle of Buxar.	2	
	<b>2</b>	Methods of consolidation – Treaties – Alliances – conquests.	2	
	<b>3</b>	Changes in administration – Land revenue – Taxation	2	
	<b>4</b>	Early resistance movements – Sanyasi –Fakir – Santhal – Kurichya revolts -	2	
	<b>5</b>	First war of Independence – causes – results	2	
		<b>Readings</b> <ol style="list-style-type: none"> <li>1. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014.</li> <li>2. A R Desai, <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023.</li> <li>3. R C Dutt, <i>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</i>, Routedlege, 2013.</li> <li>4. SumitSarkar, <i>Modern India 1885 – 1947</i>, Mac Millan, New Delhi, 1989.</li> <li>5. Irfan Habib, <i>Economic History Under Early British Rule 1757 – 1858, A Peoples history of India</i>, Vol.25, Tulika, New Delhi, 2013.</li> </ol>		
<b>II</b>	<b>SOCIO- RELIGIOUS REFORM MOVEMENTS</b>		<b>16</b>	<b>22</b>
	<b>6</b>	Factors – Western Education, Legality, Press, role of intellectuals	<b>3</b>	
	<b>7</b>	Brahma Samaj – Rajaram Mohan Roy – Debendranath Tagore – changes.	<b>2</b>	
	<b>8</b>	Aryasamaj– revivalism	<b>3</b>	
	<b>9</b>	SathyasodakSamaj	<b>2</b>	
	<b>10</b>	Aligarh Movement	<b>2</b>	
	<b>11</b>	Ramakrishna Mission	<b>2</b>	

	12	Impact of the movements	2	
		<b>Readings :</b> <ol style="list-style-type: none"> <li>1. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014.</li> <li>2. A R Desai, <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023.</li> <li>3. BipanChandra, Mrudula Mukherjee ,et.al, <i>India's Struggle for Independence</i>, Penguin Random House, New Delhi, 2000</li> <li>4. Kenneth W, Jones, <i>Cambridge history of India, Socio-Religious reform movements in India-I</i> , Cambridge University Press, Cambridge, 2003.</li> <li>5. Uma Chakravarti, <i>Rewriting History: The Life and Times of Pandita Ramabai</i>,, Zubban, Kali for women, New Delhi, 2013.</li> </ol>		
<b>III</b>	<b>EARLY PHASE OF INDIAN NATIONALISM</b>		<b>12</b>	<b>18</b>
	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	
		<b>Readings</b> <ol style="list-style-type: none"> <li>1. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014.</li> <li>2. A R Desai, <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023.</li> <li>3. SumitSarkar, <i>Modern India 1885 – 1947</i>, MacMillan, New Delhi, 1989.</li> <li>4. BipanChandra, Mrudula Mukherjee ,et.al, <i>India's Struggle for Independence</i>, Penguin Random House, New Delhi, 2000.</li> <li>5. Bipan Chandra, <i>Nationalism and colonialism in modern India</i>, OrientLongman, New Delhi, 1996</li> </ol>		
<b>IV</b>	<b>INDIAN NATIONALISM – EARLY TWENTIETH CENTURY</b>		<b>10</b>	<b>15</b>
	19	Rise of extremist ideology – factors – leaders.	1	
	20	Ideology – methodology	1	

	21	Partition of Bengal	2	
	22	Swadeshi Movement	2	
	23	Minto-Morley reforms of 1909 – provisions	2	
	24	Home Rule League – Tilak and Annie Besant.	2	
		<b>Readings</b> <ol style="list-style-type: none"> <li>1. A R Desai, <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023.</li> <li>2. Sumit Sarkar, <i>Modern India 1885 – 1947</i>, MacMillan, New Delhi, 1989.</li> <li>3. Bipan Chandra, Mrudula Mukherjee, et.al, <i>India's Struggle for Independence</i>, Penguin Random House, New Delhi, 2000.</li> <li>4. .... , <i>Nationalism and colonialism in modern India</i>, Orient Longman, New Delhi, 1996.</li> </ol>		
V		<b>OPEN ENDED:</b> 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	
		<b>Activity 1: Quiz Programme</b> Conduct quiz programme in their respective class room or college based on the syllabus.		
		<b>Activity 2: Discussion</b> 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.		
		<b>Activity 3 : Poster exhibition</b> Organize a poster exhibition on special days.  <b>Assessment</b> Participation in the above mentioned programme.  <b>Presentation Evaluation</b> Students will be assessed on their presentation skills, ability to engage the audience, and the involvement in the group activity.  <b>Peer Feedback</b> 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.		



	<b>Reading List:</b> <ol style="list-style-type: none"> <li>1. A R Desai, <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023.</li> <li>2. Irfan Habib, <i>Economic History Under Early British Rule 1757 – 1858</i>, A Peoples history of India, Vol.25, Tulika, New Delhi, 2013.</li> <li>3. Jawaharlal Nehru, <i>Discovery of India</i>, Oxford University Press, Oxford, 1994.</li> <li>4. R C Dutt, <i>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</i>, Routedlege, 2013.</li> <li>5. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014.</li> <li>6. Sumit Sarkar, <i>Modern India 1885 – 1947</i>, Mac Millan, New Delhi, 1989.</li> <li>7. Kenneth W, Jones, <i>Cambridge history of India, Socio-Religious reform movements in India-I</i>, Cambridge University Press, Cambridge, 2003.</li> <li>8. Uma Chakravarti, <i>Rewriting History: The Life and Times of Pandita Ramabai</i>, Zubban, Kali for women, New Delhi, 2013.</li> <li>9. Bipan Chandra, Mrudula Mukherjee ,et.al, <i>India's Struggle for Independence</i>, Penguin Random House, New Delhi, 2000.</li> </ol>	
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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 Semester B.A.(CUFYUGP) Degree Examinations October 2024  
**HIS1MN112 Modern Indian History: 1757- Early Twentieth Century**

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

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

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.

**Section B**

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

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. Each question carries 10 marks] (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.

**GROUP 5**  
**Course I: HIS1MN105 History of Modern World-1**

**Course description:** This course examines the Renaissance and Reformation, exploring transformative changes in art, literature, religion, politics, science, absolutism, and Enlightenment ideas shaping modern Western society.

Programme	BA History Honours				
Course Code	HIS1MN105				
Course Title	History of Modern World- 1				
Type of Course	Minor				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

**COURSE OUTCOMES (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the features of major historical events under discussion	R	U	Seminar Presentation
CO2	Frame their own arguments and opinions about the events and movements	E	U	Seminar/ Group discussion
CO3	Critical analysis of events like Renaissance, Scientific Revolution, Nationalism etc.	An	P	Debates/ Historical simulations/ role play activities
CO4	Critical examination of the existing views and arguments about historical events under discussion	An	P	Discussions and debates
CO5	Compare various interpretations about the events and movements of World History and shape up their own views	An	P	Group Discussion/Debat es
CO6	Define and interpret various terms and concepts related to movements like scientific revolution, Enlightenment, colonialism etc.	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	Hrs 60	Marks 70
<b>I</b>	<b>AGE OF TRANSITION: RENAISSANCE AND REFORMATION</b>		<b>12</b>	<b>16</b>
	1	Renaissance- Background- meaning- Renaissance in Italy- Humanist Philosophy.	2	
	2	Renaissance in Literature- Growth of Vernacular Language- Italian- Boccaccio, Machiavelli Spanish- Cervantes French- Francois Rabelais Dutch- Erasmus English- Thomas More, Edmund Spenser	2	
	3	Renaissance in Art and Architecture- Pioneers and their contributions Impact of Renaissance	2	
	4	Reformation- Meaning- Causes- Reformation in Germany- Martin Luther	2	
	5	Reformation in England- Lollards- Henry VIII, Queen Elizabeth- Anglican Settlement -	2	
	6	Counter Reformation Effects of Reformation	2	
		<b>Readings</b> <ol style="list-style-type: none"> <li>1- Jocelyn Hunt : The Renaissance</li> <li>2- John M. Najemy (Ed.) Italy in the Age of Renaissance 1330-1550</li> <li>3- Michael Mullett : Historical Dictionary of the Reformation and Counter Reformation</li> <li>4- Siobhan Keenan : Renaissance Literature</li> </ol> Diarmaid MacCulloch : The English Reformation		
<b>II</b>	<b>ROYAL ABSOLUTISM</b>		<b>10</b>	<b>16</b>
	7	Absolutism Meaning and Definition - Characteristics of Absolute Monarchy	2	
	8	Absolutism in FranceThe Bourbons- Louis XIII and Louis XIV-	2	
	9	Stuart Monarchy in England – Features of Stuart Monarchy- Civil War	3	
	10	Absolutism in Russia	1	

		Rule of the Romanovs- Peter and Catherine		
	<b>11</b>	Prussia under Frederick II Reforms- Enlightened Despot	<b>2</b>	
		<b>Readings</b> 1. John M. Merriman : Absolutism 2. J.H. Shennan : The Bourbons: The History of a Dynasty 3. Peter H. Wilson : Absolutism in Central Europe Simon Sebag Montefiore: The Romanovs: 1613-1918		
<b>III</b>	<b>AGE OF SCIENTIFIC REVOLUTION</b>		<b>16</b>	<b>22</b>
	<b>12</b>	Science in the Middle Ages- Overview Europe- Domination of Church Achievements in China and Arabia	<b>2</b>	
	<b>13</b>	Development of Modern Science- Francis Bacon and Descartes Geo-centric Theory- Copernicus- Kepler and Gallio – Scientific Societies- Isaac Newton	<b>3</b>	
	<b>14</b>	Influence of Science on Sea and Sea Voyages Ship building technology- Mariner's Compass- Astrolabe- Map Making- Gun Powder- Printing	<b>2</b>	
	<b>15</b>	Geographical Explorations Background- Pioneers and major discoveries -Impact	<b>2</b>	
	<b>16</b>	Advent of Colonialism- Meaning and definition- Causative factors- Basic features –Stages of Colonialism	<b>2</b>	
	<b>17</b>	Legitimization of Colonialism- Whiteman 's Burden and Civilizing Mission- Orientalism- Edward Said	<b>2</b>	
	<b>18</b>	Industrial Revolution Meaning and Features Major inventions and discoveries- Textile Industry- Mining- Iron and Steel- Transport and communication Impact	<b>3</b>	
		<b>Readings</b> 1. Edward Dolnick : The Clockwork Universe: Isaac Newton, the Royal Society, and the Birth of the Modern World 2. A.C. Grayling : The Age of Genius: The Seventeenth Century and the Birth of the Modern Mind 3. Richard Humble: The Age of Exploration: From Christopher Columbus to Ferdinand Magellan 4. Juan Carlos Ochoa Sosa : Colonialism: A Theoretical Overview 5. Robert C. Allen : The Industrial Revolution: A Very Short Introduction		
<b>IV</b>	<b>ENLIGHTENMENT MOVEMENT</b>		<b>10</b>	<b>16</b>
	<b>19</b>	Enlightenment-Concept and Features- Background Ideas of Liberty, Equality, Secularism, Democracy etc.	<b>4</b>	

	20	Philosophes and Physiocrats	1	
	21	Champions of Enlightenment John Lock- Rousseau- Voltaire	3	
	22	Cultural Manifestations of Enlightenment Romanticism- Wordsworth, Keats, and Shelly	2	
		<b>Readings</b> <ol style="list-style-type: none"> <li>1. John Robertson : The Enlightenment: A Very Short Introduction</li> <li>2. Isaiah Berlin (Ed.): The Age of Enlightenment: The 18th Century Philosophers</li> <li>3. Michael Ferber : Romanticism: A Very Short Introduction</li> </ol>		
V		<b>Open Ended:</b> Analysing the Impact of Major Events and Movements of World History during the 15 <sup>th</sup> to 19 <sup>th</sup> Centuries	12	
		<ul style="list-style-type: none"> <li>• Social Changes: Decline of Feudalism- Rise of Middle Class- Growth of Capitalism- Working class and Labour Movements- Condition of Women</li> </ul>		
		<ul style="list-style-type: none"> <li>• Impact of Colonialism- Exploitation of resources- Struggle for Colonies- Destruction of indigenous cultures- Growth of National Movements in Asia, Africa, and Latin America</li> </ul>		
		<b>Activities and assessment of Open ended</b> *Present documentaries, or creative narrative about the features of European society during the period between 15 <sup>th</sup> and 19 <sup>th</sup> centuries *Prepare and present the biographies of the leaders of national movement in the colonies of Asia, Africa and Latin America *Compare and contrast the condition of labour in Europe during the period of Industrial Revolution with their contemporary counterparts.  <b>Assessment</b> *Evaluate the clarity of ideas developed about the social changes during the period. *Evaluate the effective and critical analysis of the nature of national movements in various parts of the world. *Evaluate the level of understanding of the enduring relevance of the labour movements of Europe.		

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

#### Mapping of COs with PSOs and POs :

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

#### Correlation Levels:

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

#### Assessment Rubrics:

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

#### Mapping of COs to Assessment Rubrics :

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



**Section A**

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Humanist Philosophy in the Renaissance
2. Contributions of Boccaccio and Machiavelli to Italian Literature
3. Impact of the Renaissance on Art and Architecture
4. Martin Luther and the Reformation in Germany
5. Henry VIII and the Anglican Settlement
6. Counter Reformation and its Effects
7. Characteristics of Absolute Monarchy
8. Peter the Great's Reforms in Russia
9. Scientific Contributions of Isaac Newton
10. Impact of the Industrial Revolution on the Textile Industry

**Section B**

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Discuss the background and meaning of the Renaissance, focusing on its origins in Italy.
12. Analyze the contributions of Cervantes, Rabelais, and Erasmus to the literature of their respective countries during the Renaissance.
13. Evaluate the impact of the Renaissance on European art and architecture, highlighting the contributions of key figures.
14. Explain the causes of the Reformation in Germany and Martin Luther's role in its development.
15. Discuss the significance of the Reformation in England, focusing on the roles of the Lollards, Henry VIII, and Queen Elizabeth.
16. Analyze the concept of absolutism and its characteristics, providing examples from France and England.
17. Evaluate the impact of the Scientific Revolution on European exploration and colonization.
18. Discuss the major inventions and discoveries of the Industrial Revolution and their impact on industries such as mining and iron and steel production.

**Section C**

(Answer Anyone. Each Question carries 10 marks)

(1x10=10)

19. Evaluate the causes and effects of the Renaissance and Reformation in transforming European society. Discuss how these movements influenced subsequent developments in art, literature, religion, and politics.
20. Analyze the Enlightenment's impact on Western thought and culture, focusing on key figures such as John Locke, Rousseau, and Voltaire. How did Enlightenment ideas shape the concepts of liberty, equality, and democracy?

**FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)**

**GENERAL FOUNDATION COURSE**

**I SEMESTER MULTI-DISCIPLINARY COURSE**

Programme	<b>BA ENGLISH LANGUAGE AND LITERATURE HONOURS</b>				
Course Code	<b>ENG1FM105</b>				
Course Title	<b>Introducing Print and Digital Narratives</b>				
Type of Course	<b>MULTI-DISCIPLINARY COURSE (MDC)</b>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the English language, literary sensibility and a desire to enhance language proficiency and sensibility for personal and professional growth.				
Course Summary	The course is designed primarily for the generation of digital natives and their diverse interests. Specifically, the course aims to generate an aesthetic and humane sensibility that will equip learners to appreciate and accept various forms of life and art while focusing on philosophical/political questions about life in general and marginalised communities, in particular.				

**Course Outcomes (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
<b>CO 1</b>	Critically appreciate literary and artistic creations through simple and popular works.	U, E	C, M	Comprehension/Vocabulary Building Exercises/ JAM/ Discussion/ Presentation/ Mock Interview/ Personal Narration/ Role Play/ Assignments
<b>CO 2</b>	Critically evaluate the different multi-media narratives.	A, E	P, C	Review/Presentation/ Digital Content Creation/Assignments
<b>CO 3</b>	Contextualise a social/political phenomenon in a larger frame and analyse its implications in the light of an inclusive social, philosophical and environmental awareness created by the course.	An, E	P, M	Assignments/ / Reporting/ JAM/Discussion/Presentation
<b>CO 4</b>	Promote the cultivation of egalitarian principles and democratic ideals that foster acceptance of diversity, while simultaneously fostering heightened consciousness of environmental issues.	U,Ap	F, M	Debates/ Panel discussions/News Reporting/Analysis of contemporary events
<b>CO 5</b>	Identify the features of the various literary and visual media genres like Folk songs, Pop songs, Flash fiction, Animation shorts, Reels, Graphic narratives, Shortfilms, documentaries, Stand Up comedies etc.	U,C	P, M	Create/Differentiate/Compare between the different genres.
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hours	Marks
<b>I</b>	<b>SONGS AND POEMS</b>		<b>8</b>	<b>10</b>
	1	Spring Day- BTS Album <a href="https://youtu.be/xEeFrLSkMm8?si=y-l7dGMjdVrp_FXR">https://youtu.be/xEeFrLSkMm8?si=y-l7dGMjdVrp_FXR</a>	2	
	2	I Write the Land- Najwan Darwish <a href="https://www.worldliteraturetoday.org/2021/summer/three-poems-palestine-najwan-darwish">https://www.worldliteraturetoday.org/2021/summer/three-poems-palestine-najwan-darwish</a>	2	
	3	Why Does the Peacock Perch on My Door Peg Cry?- Gujarati Folk Song <a href="https://youtu.be/GHbd8Gj0h2g?si=NTOnwAXM8r3AqexJ">https://youtu.be/GHbd8Gj0h2g?si=NTOnwAXM8r3AqexJ</a>	2	
	4	Text- Carol Ann Duffy <a href="https://closeenoughtoread.wordpress.com/2012/10/04/carol-ann-duffy-text/">https://closeenoughtoread.wordpress.com/2012/10/04/carol-ann-duffy-text/</a>	2	
		<b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Group activity: Learners can recite/perform poems of their choice and discuss the literary and political relevance of the same.</li> <li>2. Compare songs and poems in the learners' mother tongues with the ones prescribed so that the cultural and linguistic variables can be identified and related.</li> <li>3. Collect more poems and songs and prepare an appreciation of each.</li> <li>4. Collect folk songs from the learner's locality.</li> </ol>		

<b>II</b>	<b>NON-FICTION</b>		<b>11</b>	<b>15</b>
	5	“A Muslim Deity in a Hindu Temple” in The Courtesan, the Mahatma & the Italian Brahmin : Manu S. Pillai. Published by Context, Westland Publications Pvt. Ltd. 2019 . Pages 12-17.	3	
	6	Advice to Youth (Except from the paragraph on ‘Lies’)- Mark Twain <a href="https://english.ntcu.edu.tw/download.php?dir=news&amp;filename=249559d70d6a50da7797f6aecc3c7aa7.pdf&amp;title=3-Advice%20to%20Youth">https://english.ntcu.edu.tw/download.php?dir=news&amp;filename=249559d70d6a50da7797f6aecc3c7aa7.pdf&amp;title=3-Advice%20to%20Youth</a>	2	
	7	My Birth is My Fatal Accident: Rohit Vemula	3	
	8	Our Flowery Fantasy- Sumana Roy <a href="https://epaper.indianexpress.com/c/75022966">https://epaper.indianexpress.com/c/75022966</a>	3	
		Suggested Activities: <ol style="list-style-type: none"> <li>1. Group activity: Stage a theatrical adaptation of the legend narrated in the text, ‘A Muslim Deity in a Hindu Temple’.</li> <li>2. Identify the narrative and stylistic dimensions of the texts prescribed and write articles using similar structures.</li> <li>3. Use 10 new words from the given texts in sentences of your own.</li> <li>4. Watch the movie, <i>Laapataa Ladies</i> (Dir. Kiran Rao) and discuss its characteristic features in groups of 5 learners.</li> </ol>		
<b>III</b>	<b>STORIES</b>		<b>9</b>	<b>15</b>
	9	The Rock- Gracy (Trans. V. C. Haris) Indian Literature. May- June 1993	2	
	10	The Cop and the Anthem- O Henry <a href="https://americanenglish.state.gov/files/ae/resource_files/the-cop-and-the-anthem.pdf">https://americanenglish.state.gov/files/ae/resource_files/the-cop-and-the-anthem.pdf</a>	2	
	11	Graphic Narratives <ol style="list-style-type: none"> <li>a) Nahi Bol Payi, Bas Nahi Bol Payi (‘Couldn’t Say, Just Couldn’t Say)- Sanjana <a href="https://www.instagram.com/ttt_official/reel/C4BEtGdsLcx/">https://www.instagram.com/ttt_official/reel/C4BEtGdsLcx/</a></li> <li>b) How to Choke Myself in the Ugly Kitchen- Naoko Fujimoto <a href="https://www.naokofujimoto.com/gallery-of-graphic-poems.html">https://www.naokofujimoto.com/gallery-of-graphic-poems.html</a></li> </ol>	4	
	12	Sticks (Flash Fiction)- George Saunders <a href="https://www.unm.edu/~gmartin/535/Sticks.htm">https://www.unm.edu/~gmartin/535/Sticks.htm</a>	1	
		Suggested Activities: <ol style="list-style-type: none"> <li>1. Group activity: Stage a theatrical adaptation of either of the short stories for study.</li> </ol>		

		2. Discuss other translated stories from Malayalam to English. 3. Look up other graphic narratives and discuss them in class. 4. Group exercise: Create a story/short video script.		
IV	DOCU- FICTION		8	10
	13	<i>New Normal</i> - Dir. Monisha Mohan Menon <a href="https://www.youtube.com/watch?v=7_VGS7lGF64">https://www.youtube.com/watch?v=7_VGS7lGF64</a>	2	
	14	Comedian Trashes India's Fair Skin Obsession - Brut India <a href="https://www.youtube.com/watch?v=b9yTmNFde5s">https://www.youtube.com/watch?v=b9yTmNFde5s</a>	2	
	15	Women's Football in India- DW Documentary <a href="https://www.youtube.com/watch?v=jPiz_y1dG3o">https://www.youtube.com/watch?v=jPiz_y1dG3o</a>	2	
	16	<i>Hair Love</i> - Matthew A. Cherry et al. <a href="https://www.youtube.com/watch?v=kNw8V_Fkw28">https://www.youtube.com/watch?v=kNw8V_Fkw28</a>	2	
		Suggested Activities: 1. Group activity: Divide the class into groups and each group may attempt to make a short film on a topic of their choice. 2. Discuss the different changes in today's society with reference to various new normals. 3. Identify various elements of visual language. 4. Create a Stand-up comedy.		
V	OPEN-ENDED		9	

**Note:** The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction 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 16 units from the fixed modules.

#### Suggested References:

- Gao Chaodab Nahi ('We Will Not Leave Our Village')  
<https://www.youtube.com/watch?v=8M5aeMpZOLU>
- The Times They Are A- Changin- Bob Dylan  
<https://www.youtube.com/watch?v=uc5lyJDiyEI>
- World's Greatest Short Stories- Ed. James Daley
- Cinderella & the Glass Ceiling: And Other Feminist Fairy Tales- Laura Lane & Ellen Haun
- Purl- Dir- Kristen Lester  
[https://www.youtube.com/results?search\\_query=purl](https://www.youtube.com/results?search_query=purl)

6. Too Tight?-wawawiwacomics  
[https://www.instagram.com/wawawiwacomics/p/C4IrzZPMLhV/?img\\_index=1](https://www.instagram.com/wawawiwacomics/p/C4IrzZPMLhV/?img_index=1)
7. 5 Women Bikers Breaking Stereotypes One Ride at a Time- Namrata Ganguly  
<https://www.herzindagi.com/society-culture/women-bikers-breaking-stereotypes-one-ride-at-a-time-article-205290>
8. Stories in your Pocket: How to Write Flash Fiction- David Gaffney  
<https://www.theguardian.com/books/2012/may/14/how-to-write-flash-fiction>
9. Poisoned Bread: Translations from Modern Marathi Dalit Literature- Ed. Arjun Dangle
10. What is Climate Change? - The Climate Question (Podcast)- BBC World Service  
<https://www.youtube.com/watch?v=SLEenW2UiUw>

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
<b>C O 1</b>	3	1	3	3	3	1	2	3	3	1	2	2	-
<b>C O 2</b>	3	1	2	3	2	2	1	2	2	3	1	1	1
<b>C O 3</b>	1	3	3	2	2	2	3	1	2	3	3	3	1
<b>C O 4</b>	3	3	3	2	3	2	2	2	2	3	3	3	-
<b>C O 5</b>	2	2	3	2	1	3	3	2	3	3	1	2	1

**Correlation Levels:**

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

**Assessment Rubrics:**

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

**Mapping of Cos to Assessment Rubrics:**

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
<b>CO 1</b>	✓	✓	✓	✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>	✓	✓	✓	✓