

GROUP 12 HISTORY OF MODERN INDIA

Course 1: HIS1MN12 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	HIS1MN12				
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) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>

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

	12	Impact of the movements	2	
		Readings : 1. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i> , Orient Long Man, New Delhi, 2014. 2. A R Desai, <i>Social Background of Indian nationalism</i> , Popular Prakasam, Mumbai, 2023. 3. BipanChandra, Mrudula Mukherjee ,et.al, <i>India's Struggle for Independence</i> , Penguin Random House, New Delhi, 2000 4. Kenneth W, Jones, <i>Cambridge history of India, Socio-Religious reform movements in India-I</i> , Cambridge University Press, Cambridge, 2003. 5. Uma Chakravarti, <i>Rewriting History: The Life and Times of Pandita Ramabai</i> , Zubban, Kali for women, New Delhi, 2013.		
III	EARLY PHASE OF INDIAN NATIONALISM		12	18
	13	Reasons for emergence of nationalism– Press, Western Education, Role of intellectuals.	3	
	14	Impact of British Rule – high tax – famine –poverty-commercialisation of agriculture - deindustrialization.	3	
	15	Early nationalist organizations – East India Association – Indian Association.	2	
	16	Indian National Congress – Conspiracy theory.	2	
	17	Moderate phase – leaders – objectives.	1	
	18	Analysis of Moderte phase	1	
		Readings 1. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i> , Orient Long Man, New Delhi, 2014. 2. A R Desai, <i>Social Background of Indian nationalism</i> , Popular Prakasam, Mumbai, 2023. 3. SumitSarkar, <i>Modern India 1885 – 1947</i> , MacMillan, New Delhi, 1989. 4. BipanChandra, Mrudula Mukherjee ,et.al, <i>India's Struggle for Independence</i> , Penguin Random House, New Delhi, 2000. 5. Bipan Chandra, <i>Nationalism and colonialism in modern India</i> , OrientLongman, New Delhi, 1996		
IV	INDIAN NATIONALISM – EARLY TWENTIETH CENTURY		10	15
	19	Rise of extremist ideology – factors – leaders.	1	
	20	Ideology – methodology	1	

	21	Partition of Bengal	2	
	22	Swedeshi Movement	2	
	23	Minto-Morley reforms of 1909 – provisions	2	
	24	Home Rule League – Tilak and Annie Besant.	2	
		Readings <ol style="list-style-type: none"> 1. A R Desai, <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023. 2. Sumit Sarkar, <i>Modern India 1885 – 1947</i>, MacMillan, New Delhi, 1989. 3. Bipan Chandra, Mrudula Mukherjee, et.al, <i>India's Struggle for Independence</i>, Penguin Random House, New Delhi, 2000. 4. , <i>Nationalism and colonialism in modern India</i>, Orient Longman, New Delhi, 1996. 		
V		OPEN ENDED: Students will be able to understand how British impoverished India and how it led to the emergence of Indian nationalism. Conduct quiz programmes – Discussions – Poster exhibition	12	
		Activity 1: Quiz Programme Conduct quiz programme in their respective class room or college based on the syllabus.		
		Activity 2: Discussion Conduct a discussion based on the ideologies of the different phases of Indian national movement in association with any of the clubs in the college.		
		Activity 3 : Poster exhibition Organize a poster exhibition on special days. <p>Assessment Participation in the above mentioned programme.</p> <p>Presentation Evaluation Students will be assessed on their presentation skills, ability to engage the audience, and the involvement in the group activity.</p> <p>Peer Feedback Students will provide feedback on their peers' performances, focusing on the educational value and historical representation. This activity encourages students to synthesize information from the entire course, apply critical thinking, and engage in creative expression. It also allows for collaborative learning and peer to peer interaction.</p>		

	<p>Reading List:</p> <ol style="list-style-type: none"> 1. A R Desai, <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023. 2. Irfan Habib, <i>Economic History Under Early British Rule 1757 – 1858, A Peoples history of India, Vol.25</i>, Tulika, New Delhi, 2013. 3. Jawaharlal Nehru, <i>Discovery of India</i>, Oxford University Press, Oxford, 1994. 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. 5. SekharaBandyopadhyaya, <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>, Mac Millan, New Delhi, 1989. 7. Kenneth W, Jones, <i>Cambridge history of India, Socio-Religious reform movements in India-I</i> , Cambridge University Press, Cambridge, 2003. 8. Uma Chakravarti, <i>Rewriting History: The Life and Times of PanditaRamabai, Zubban, Kali for women</i>, New Delhi, 2013. 9. Bipan Chandra, Mrudula Mukherjee ,et.al, <i>India's Struggle for Independence</i>, Penguin Random House, New Delhi, 2000. 	
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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 15
GENDER STUDIES
Course 1: HIS1MN115 Gender History

Course description: This course offers a comprehensive introduction to Women's Studies and Gender, exploring key concepts, historical developments, and contemporary issues. Students will engage with foundational texts and theories, analyze various gender identities, and examine the construction and politics of gender roles. The course is structured into four modules, each focusing on distinct yet interrelated aspects of gender studies.

Programme	BA History Honours				
Course Code	HIS1MN115				
Course Title	GENDER HISTORY				
Type of Course	MINOR				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Completion of Higher Secondary Education in any stream				

Course Outcomes (COs):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of key concepts and terminology in Women's Studies and Gender Studies	U	F	Multiple Choice Quizzes & Assignments
CO2	Critically analyze and apply various feminist ideologies and theoretical frameworks to contemporary issues	An & Ap	C	Case study presentations
CO3	Assess the social construction of gender roles and the effects of gender socialization and stereotyping	E	C	Discussions/Debat es
CO4	Evaluate the historical development and societal impact of matriarchal and patriarchal systems.	E	C	Take-home exams, Reflection papers
CO5	Understand the evolution and significance of Women's Studies as an academic discipline, particularly its growth and impact in India.	U	C	Written Reports, presentations
CO6	Analyze the contributions and impact of women's movements on social reforms and policy changes.	An	P	Group Projects, literature reviews

CO7	Develop and articulate informed perspectives on gender issues, demonstrating enhanced critical thinking and analytical skills.	C	M	Presentations, Portfolio assessment
* Cognitive Level -Remember(R), Understand(U), Apply (Ap), Analyze (An), Evaluate(E), Create(C)				
# Knowledge Category - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Module	Unit	CONTENT	Hrs	Marks
			60	70
I	INTRODUCTION TO WOMEN'S STUDIES AND GENDER		11	17
	1	Women's studies and the question of Gender-women studies meaning and concept-.	2	
	2	Definitions of Gender-Simon de Beauvoir - 'The Second Sex'	1	
	3	Types of gender-Agender-Androgyne-Bigender-Cisgender-Transgender.	2	
	4	Gender Roles-Gender Socialization and Stereotyping -Sex versus Gender	2	
	5	Femininity and Masculinity - construction of Femininity - politics of masculinity of power - Anthropological study of Margaret Mead	2	
	6	Concept and history of Matriarchy and Patriarchy- Matrilineal system in Kerala - Patriarchal system and Sylvia Walby	2	
	Reading List:			
	<ol style="list-style-type: none"> 1. Kamala Bhasin, <i>What is Patriarchy</i>, Kali for Women, 1993 2. Mary.E. John, <i>Women's Studies in India; A Reader</i>, Penguin India, 2008 3. V Geetha, <i>Patriarchy</i>, Stree and Samya Books, 2007 4. Jane Pilcher and Imelda Whelehan, <i>Key Concepts in Gender Studies</i>, Sage Publications, 2016 5. Gerda Lerner, <i>The Creation of Patriarchy</i>, Oxford University Press, USA, 1998 6. Richard Ekins and Dave King, <i>Blending Genders: Social Aspects of Cross Dressing and Sex Changing</i>, Routledge, 1995 7. Fedwa Malti-Douglas ed., <i>Encyclopaedia of Sex and Gender</i>, Vol. I – IV., Macmillan, 2007 8. Simon de Beauvoir, <i>The Second Sex</i>, Vintage, 2011 (First published in 1953) 			

II	FEMINISM AND WOMEN'S RIGHTS		12	18
	7	Women's Rights as Human Rights -Sarah Moore Grimke - Angelina Emily Grimke Weld	2	
	8	Liberal Feminism-Equal opportunity-freedom from discrimination- Mary Wollstonecraft	2	
	9	Marxist Feminism-Sexual Division of Labour-'Origin of Family Private Property and State'	2	
	10	Radical Feminism-Politics of Reproduction and Motherhood - sexual politics and roots of oppression	2	
	11	Ecofeminism- nature and women- Vandana Shiva	2	
	12	Early Indian Feminists- Savitribai Phule-Pandita Ramabai-	2	
	<p>Reading List:</p> <ol style="list-style-type: none"> 1. Ivy Pinchbeck, <i>Women workers and the Industrial Revolution 1750-1850</i>, George Routledge, 1930 2. Margaret Walters, <i>Feminism: A Very Short Introduction</i>, OUP, 2006 3. Sara Gamble ed., <i>The Routledge Companion to Feminism and Post Feminism</i>, Routledge, 2001 4. Uma Chakravarti, <i>Gendering Caste Through a Feminist Lens</i>, Sage Publications, 2018 5. Ann Oakley, <i>Sex Gender and Society</i>, Routledge,1991 6. Sneja Marina Gunew, <i>A Reader in Feminist Knowledge</i>, Routledge,1991 7. Vandana Shiva, <i>Staying Alive; Women Ecology and Development</i>, Zed Books,2002 			
III	EMERGENCE OF WOMEN'S STUDIES AS AN ACADEMIC DISCIPLINE		8	15
	13	Growth of women's Studies in India and its impact	1	
	14	Pioneers of women's studies in India-Neera Desai-Vina Mazumdar	2	
	15	First Women's Studies Centre in India-SNDT Women's University Mumbai-	1	
	16	Paradigm shift from women's studies to Gender Studies- Women's Studies vs Gender studies- Changing studies on Men and Masculinity	2	
	17	Towards Equality Report (1974-75) -Women's Education- Women's Right	2	

	Reading List:		
	<ol style="list-style-type: none"> 1. Maithreyi Krishna Raj, <i>Women Studies in India: Some Perspectives</i>, Popular Prakashan, Bombay, 1986. 2. 2.Veena Majumdar, <i>Towards Equality: Report of the Committee on the Status of Women in India</i>, Pearson India, 2011 3. 3.Suryakumari(ed.)<i>Women’s Studies: An Emerging Academic Discipline</i>, Gyan Publishing House, 2006. 4. 4.Bhatia Manjeet et.al. <i>Women’s Studies in India: A Journey of 25 years</i>, Rawat Publications, New Delhi, 2014 		
IV	WOMEN AND SOCIAL MOVEMENTS	17	20
	18	The Global Rise of Women’s Movements-UN and Women’s Human Right- Convention on the elimination of all Forms of discrimination against Women (1979)	3
	19	Women’s struggle for education- Muslim Women’s education— Begum Rokeya Sakhawat-Fatima Sheikh	3
	20	Women and Social reform movements in colonial India-Self - Respect Movement in Tamil Nadu - E.V. Ramasamy – Maharani of Travancore	3
	21	National Movement and women’s rights- Forms of participation- Role of Mahatma Gandhi	3
	22	Dalit Movement and the question of gender-Swathy Margaret Maddela	2
	23	Women’s participation in Agrarian Movement-Telangana- Malabar-North Malabar	2
	24	Women’s Participation in 1970’s and 1980’s -Anti-Sati -Roop Kanwar 1988-Anti dowry Movements-Anti Rape Movements	3
	Reading List		
	<ol style="list-style-type: none"> 1. Asgharali Engineer, <i>The Rights of Women in Islam</i>, Sterling Publishers, 2008 2. Bharati Ray (ed.), <i>Women of India: Colonial and post-Colonial</i>, Sage, 2005 3. Sumit Sarkar and Tanika Sarkar(ed). <i>Women and Social Reform in Modern India</i>, Vol. I & II, Indiana University Press, 2008 4. Nivedita Menon, <i>Gender and Politics in India</i>, OUP India, 2001 5. T.K.Anandi, <i>JanakeeyaSamarangalilMalabarintePenpathakal(Mal.)</i>, KSP, 2006. 6. Shamshad Hussain K. T., <i>MalabarKalapathinteVamozhiParampanyam</i>, KSPS, 2020 7. Sreevidhya.V, <i>VadakkemalabarileKarshakasamarangalumSthreekalum</i>, (Mal.) Chintha, Trivandrum, 2023. 8. C.S.Chandrika, <i>KeralathinteSthreetharathrangal, SthreeMunnettangal</i>, (Mal.) DC, 2016. 		

	<p>9. Lalitha.K, Vasantha Kannabiran, et.al, <i>We Were Making History; Life Stories of Women in the Telangana People's Struggle</i>, Kali for Women,1989.</p> <p>10. Anup Taneja, <i>Gandhi Women and the National Movement – 1920-1947</i>,Har- Anand Publications, 2005</p> <p>11. Bharathi Ray, <i>Early Feminists of Colonial India</i>, OUP, 2002</p> <p>12. Sushila Nayar, Kamla Manekkar, (ed.) <i>Women Pioneers in India's Renaissance; As I Remember Her</i>, NBT, 2003.</p> <p>13. Geraldine Forbes, <i>Women in Modern India</i>, Cambridge University Press, 2009.</p> <p>14. Gopal Guru and Sundar Sarukkai, <i>The Cracked Mirror; An Indian Debate on Experience and Theory</i>, OUP, 2009.</p> <p>15. Sharmila Rege <i>Writing Caste, Writing Gender; Reading Dalit Testimonies</i>, Zubaan, New Delhi, 2006</p> <p>16. F. Mernissi, Fathima <i>Beyond the Veil</i>, John Wiley & Sons, New York,1975</p> <p>17. Cook, Rebecca.J, <i>Human Rights of Women; National and International Perspectives</i>, University of Pennsylvania,1994.</p>	
V	Open Ended Module : This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:	12hrs
	<p>Gender and Social Media:</p> <p>Discuss the influence of social media on gender identity and expression.</p> <p>Case Study: Analyze the impact of a viral social media campaign (e.g., #MeToo) on gender awareness and activism</p>	
	<p>MeToo Movement:</p> <p>Explore the origins and effects of the MeToo movement.</p> <p>Case Study: Examine a high-profile MeToo case and its implications for workplace policies and societal attitudes towards sexual harassment.</p>	
	<p>Gender Pay Gap:</p> <p>Investigate the factors contributing to the gender pay gap.</p> <p>Case Study: Discuss recent data and reports on the gender pay gap in various industries and regions, and evaluate strategies to address it.</p>	
	<p>Transgender Rights:</p> <p>Examine the legal and social challenges faced by transgender individuals.</p> <p>Case Study: Analyze a recent legal case or policy change affecting transgender rights (e.g., bathroom bills, military service).</p>	
	<p>Representation in Media:</p> <p>Analyze how different genders are portrayed in media.</p> <p>Case Study: Critically evaluate a recent film, TV show, or advertisement for its</p>	

	representation of gender and its impact on public perceptions.
	<p>Violence Against Women:</p> <p>Investigate incidents of violence against women and societal responses.</p> <p>Case Study: Discuss a recent high-profile case of violence against women (e.g., domestic violence, femicide) and examine the effectiveness of the legal and support systems in place.</p>
	<p>Activities and Assessment for the open-ended module</p> <p>For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:</p>
	<p>Discussion Groups:</p> <p>Activity: Divide the class into small groups to discuss the topic of the day. Each group will analyze a specific aspect of the issue and present their findings to the class.</p> <p>Assessment: Participation and quality of contributions during group discussions and presentations.</p>
	<p>Case Study Analysis:</p> <p>Activity: Assign a real-world case study related to the issue being discussed. Students will work individually or in groups to analyze the case and propose solutions or responses.</p> <p>Assessment: Written case study reports and group presentations, evaluated based on depth of analysis, understanding of the issue, and creativity in proposed solutions.</p>
	<p>Debates:</p> <p>Activity: Organize debates on controversial gender-related topics. Students will be divided into pro and con teams and will prepare arguments to present and defend their positions.</p> <p>Assessment: Performance in debates, including the quality of arguments, rebuttals, and overall engagement.</p>
	<p>Media Analysis:</p> <p>Activity: Have students select a piece of media (e.g., article, film, advertisement) related to the issue. They will analyze the media's portrayal of gender and its impact on public perceptions.</p> <p>Assessment: Media analysis papers and presentations, evaluated based on critical thinking, analysis, and presentation skills.</p>
	<p>Guest Speaker Q&A:</p> <p>Activity: Invite a guest speaker (e.g., activist, expert, or scholar) to discuss a</p>

	<p>relevant gender issue. Students will prepare questions in advance and engage in a Q&A session.</p> <p>Assessment: Quality and relevance of questions prepared, and participation during the Q&A session.</p>	
	<p>Role-Playing Exercises:</p> <p>Activity: Conduct role-playing exercises where students take on different perspectives related to the issue (e.g., policymaker, activist, affected individual). This helps them understand diverse viewpoints and develop empathy.</p> <p>Assessment: Performance during role-playing, including understanding of the role, engagement, and ability to articulate the perspective.</p>	
	<p>Reflection Journals:</p> <p>Activity: Students will maintain a reflection journal throughout the module, where they record their thoughts, insights, and reactions to the discussions and activities.</p> <p>Assessment: Regular review of journals, evaluating depth of reflection, personal insights, and critical engagement with the issues.</p>	

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

Mapping of COs with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	2	1	3	2	2	3	2
CO2	3	3	2	2	3	3	2	3	2	3	3	3
CO3	3	3	2	2	3	3	2	3	2	3	3	3
CO4	3	2	2	1	3	3	2	3	2	3	3	3
CO5	3	2	2	1	2	2	1	3	2	2	3	3
CO6	3	3	2	1	3	3	2	3	2	3	3	3
CO7	3	3	2	2	3	2	2	3	2	3	3	3

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

Assessment Rubrics:

- Quiz/Assignment/Debates/Discussion/Seminar/Case study presentations/Projects
- Midterm Exam
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Assignment	Discussion /Debates	Reflection Paper	Seminar/ Projects	End Semester Examinations
CO1	✓	✓				✓
CO2	✓				✓	✓
CO3	✓		✓			✓
CO4	✓			✓	✓	✓
CO5	✓				✓	✓
CO6	✓	✓			✓	✓
CO7	✓	✓			✓	✓

Format of the Question Paper

I Semester B.A. (CUFYUGP) Degree Examinations

HIS1MN115 Gender History

(Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 marks)

1. Simone de Beauvoir
2. Non-binary
3. Feminism
4. Patriarchy
5. Ecofeminism
6. Gender socialization
7. Matrilineal
8. Sexual division of labor
9. Neera Desai
10. Black Feminism

Section B

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

11. Discuss the meaning and concept of Women's Studies and how it addresses the question of gender.
12. Analyze Simone de Beauvoir's contributions to feminist theory with reference to her work 'The Second Sex'
13. Explain the various types of gender identities such as agender, androgyne, bigender, cisgender, and transgender
14. Evaluate the differences between sex and gender, and discuss the role of gender socialization and stereotyping in shaping gender roles.
15. Examine the construction of femininity and the politics of masculinity. How do these concepts influence power dynamics in society?
16. Discuss the concept and history of matriarchy and patriarchy. How do these systems operate in different cultures, specifically with examples like the matrilineal system in Kerala and patriarchal systems globally?
17. Critically assess the main tenets of Liberal Feminism and Marxist Feminism. How do these ideologies address issues of gender inequality?
18. Describe the role and impact of early Indian feminists such as Savitribai Phule and Pandita Ramabai in the women's rights movement in India.

Section C

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

19. Critically analyze the impact of feminist ideologies on contemporary gender issues.
20. Examine the historical development and societal impact of matriarchal and patriarchal systems, with a focus on the matrilineal system in Kerala and the patriarchal systems discussed by Sylvia Walby.

SEMESTER 1

HIS1FM105-1 Historical Tourism in India

Course description: This course introduces students to the concept of heritage walks and field surveys as tools for identifying and exploring local historical and heritage tourist sites. Students will gain theoretical knowledge and practical skills in planning, conducting, and evaluating heritage walks. The course will also explore the potential of heritage tourism as an entrepreneurial venture.

Programme	BA History Honours				
Course Code	HIS1FM105-1				
Course Title	Historical Tourism in India				
Type of Course	Multi-Disciplinary Course				
Semester	1				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3			45

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To acquire a comprehensive understanding of the historical, cultural, and geographical aspects that makes India a prime destination for historical tourism.	U	C	Assignment
CO2	To analyze and articulate the economic, socio-cultural, and environmental impacts of historical tourism on both local Communities and broader regions.	E	C	Seminar Presentation
CO3	To develop critical thinking skills to identify and address challenges faced by heritage tourism in India, proposing sustainable solutions for preservation and development.	An	F	Seminar Presentation
CO4	To gain practical knowledge of popular historical tourist trails in India, including iconic routes like the Golden Triangle and spiritual journeys to Himalayan destinations.	E	P	Discussions and debates

CO5	To develop skills in itinerary planning, showcasing an ability to design and organize historical tourism packages for different regions, incorporating cultural And environmental considerations.	An	P	Group Discussion
CO6	To recognize the significance of cultural heritage in promoting tourism, fostering an appreciation for India's diverse cultural expressions and historical narratives.	U	F	Quick quizzes/ Group discussion s/
*Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)				

Mod ule	Unit	CONTENT	Hrs 45	Marks 50
I	INTRODUCTION TO HISTORICAL TOURISM		8	10
	1	Introduction to Tourism: Definition – Tourism, Excursion	1	
	2	Historical Tourism – difference with other types of tourism	2	
	3	Importance of Historical Tourism: Cultural preservation - Economic benefits - Educational value – Social Value.	3	
	4	Preservation of historical and heritage sites: Importance – Methods	2	
		Reading List:		
		<ul style="list-style-type: none"> Historical And Cultural Tourism In India, VK Singh, 2008 Dynamics of Historical Cultural and Heritage Tourism, Ratnadeep Singh, 2007 "Tourism: Principles, Practices, Philosophies" by Charles R. Goeldner and J. R. Brent Ritchie 		
II	INDIA IN TOURISM PERSPECTIVE		11	15
	5	Geographical Features of India: Physical Features	3	
	6	Cultural Heritage of India: Historical - Religious – Art and	3	

		Craft – Literary – Festivals -Culinary – language – Textile – Traditional Medicine		
	7	The Role of Festivals and Cultural Events in Promoting Historical Tourism	2	
	8	Scope of historical tourism in India:Rich Historical Heritage - Diverse Historical Sites	2	
	9	Cultural and Architectural Diversity	1	
		Reading List: <ul style="list-style-type: none"> • Neeraj Agarwal, Tourism and Cultural Heritage of India, 2015 • Debashree Dattaray, (2008), "Tourism and Cultural Heritage of India," Aavishkar Publishers Distributor, Jaipur, India. • S. K. Sharma, (2019), "Cultural Heritage of India", Prakash Books India Pvt. Ltd. 		
III	UNESCO HERITAGE SITES IN INDIA		8	15
	10	Types of UNESCO Heritage Sites: Cultural Heritage Sites and Natural Heritage Sites	2	
	11	UNESCO Historic City of Ahmadabad- Case Study	2	
	12	UNESCO Historic city of Jaipur – Case Study	2	
	13	UNESCO Natural Heritage Site: Western Ghats in Kerala	2	
		Reading List <ul style="list-style-type: none"> • Riyaz Latif and Pushkar Sohoni, Sultanate Ahmadabad and its Monuments: The City of the Muzaffarids, 2023 • Giles, Tillotson, Jaipur Nama: The tales from the Pink City, 2007 • World Heritage Sites: https://whc.unesco.org/en • www.incredibleindia.org • www.keralatourism.org • www.kochimuzirisbiennale.org. 		
IV	SELECTED HISTORICAL TOURIST SITES		9	10
	14	Ajanta and Ellora Caves Exploration	1	
	15	Mughal architecture: Tajamal, Red Fort	1	
	16	East India: Colonial heritage of Kolkata	1	
	17	Religious Festivals and Historical Tourism in Kerala:	2	

		Theyyam - Nercha – Maramon Convention		
	18	Best Practices in Historical Tourism: Heritage Walks	2	
	19	Muzris Heritage Project - Case study	2	
		<p>Reading List</p> <ul style="list-style-type: none"> • Neeraj Agarwal, Tourism and Cultural Heritage of India, 2015 • Dynamics of Historical Cultural and Heritage Tourism, Ratnadeep Singh, 2007 • M. G. Radhakrishnan , (2019), "Kerala: The Divine Destination, DC Books • MGS Narayanan, (2018) Calicut; the city of truth revisited • A Sreedharamenon, (2019), Cultural Heritage of Kerala, DC Books, Kottayam • www.incredibleindia.org • www.keralatourism.org <p>1. www.kochimuzirisbiennale.org.</p>		
V	Open Ended:		9	
		<p>Activities and Assessment of Open-Ended</p> <ul style="list-style-type: none"> • Prepare a report on any historical cities which is not included in UNESCO list • Identify historical monuments which were not included in UNESCO list • Study on Successful historical tourism models • Presentations and discussions on lessons from international historical tourism practices <p>Explore to the scope to historical tourism and opportunity in the industry</p>		
		<ul style="list-style-type: none"> • Prepare PPT on Select historical tour sites • Prepare short videos/reels on Historical Sites <p>Prepare and publish a blog or vlog on a selected historical site in your area</p>		
		<ul style="list-style-type: none"> • Preparation of a Tourist Map of Kerala showing important Historical Tourist Destinations. <p>Case study of the websites:www.incredibleindia.org, www.keralatourism.org</p>		
		<p>Readings</p> <ol style="list-style-type: none"> 1. John R.Walker and JosielynT.Walker, (2018),"Tourism: Concepts and Practices," Pearson, Boston, USA. 2. M.S.Gill, (2013),"Cultural Tourism: A Strategic Guide for Policy and Planning," Aavishkar Publishers Distributor, Jaipur, India. 3. U.C.Panda,(2019),"Niche Tourism:ContemporaryIssues, 		

		<p>Trends and Cases," Routledge, Abingdon, United Kingdom.</p> <ol style="list-style-type: none"> 4. Stephen Wearing and John Neil, (2017), "Eco tourism: Impacts, Potentials, and Possibilities," Routledge, Abingdon, United Kingdom. 5. Harold Goodwin, (2011), "Responsible Tourism: Using Tourism for Sustainable Development," Routledge, Abingdon, United Kingdom. 6. D.S. Bhardwaj, (2007), "Indian Travel Narratives," Aadi Publications, Delhi, India. 7. Subrata Dasgupta, (2001), "Travel in Ancient India," Oxford University Press, New Delhi, India. 8. K. Channa Prakashan, (2010). "Historical Tourism in India," Kanishka Publishers, New Delhi 9. S.C. Bhatt and Gopal K. Singh, (2004). "Tourism: Principles and Practices," Anmol Publications Pvt. Ltd., New Delhi 10. M.G. Radhakrishnan, (2019), "Kerala: The Divine Destination, DC Books 11. MGS Narayanan, (2018) Calicut; the city of truth revisited 12. A Sreedharamenon, (2019), Cultural Heritage of Kerala, DC Books, Kottayam 13. www.incredibleindia.org 14. www.keralatourism.org 15. www.kochimuzirisbiennale.org. 		
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Note: The course is divided into five modules, with four having total 19 fixed units and practical module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the practical. Internal assessments (25 marks) are split between the practical (05 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed module

Mapping of Cos with PSO and POs:

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

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of Cos to Assessment Rubrics:

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

I Semester B.A. (CUFYUGP) Degree Examinations

HIS1FM105-1 Historical Tourism in India

(Credits: 3)

Maximum Time: 1.5 hours

Maximum Marks: 50

Section A

[Answer All. Each question carries 2 marks]

(Ceiling: 16 marks)

1. Define tourism and excursion, highlighting the differences between the two.
2. Describe the key elements of tourism.
3. Explain the significance of historical tourism.
4. Discuss the relationship between tourism and the preservation of heritage.
5. Identify and describe two major travel motivators for historical tourists.
6. Highlight the geographical features of India that are attractive to tourists.
7. Summarize the economic impact of historical tourism in India.
8. Discuss the socio-cultural impacts of historical tourism.
9. Explain the environmental impacts of tourism with examples.
10. Describe the significance of the Golden Triangle Tour in India.

Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 24 marks)

11. Analyze the challenges to heritage tourism in India.
12. Discuss how historical tourism can facilitate cultural exchange.
13. Describe the cultural heritage of India with examples of significant heritage sites.
14. Explain the itinerary and significance of the Char Dham spiritual journey.
15. Discuss the role of historical tourism in economic development.

Section C

[Answer Anyone. Each question carries 10 marks]

(1x10=10)

16. Critically evaluate the strategies for balancing heritage preservation and tourism development in India. Provide examples to support your arguments.
17. Discuss the potential and challenges of promoting Kerala as a major historical tourism destination. Consider aspects such as infrastructure, heritage sites, and cultural experiences.