

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

**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**

**MAJOR**

Programme	<b>BA ENGLISH LANGUAGE AND LITERATURE HONOURS</b>				
Course Code	<b>ENG3CJ201</b>				
Course Title	<b>DRAMA: EXPLORING THE LITERARY AND PERFORMATIVE ELEMENTS</b>				
Type of Course	<b>MAJOR</b>				
Semester	<b>III</b>				
Academic Level	<b>200-299</b>				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic knowledge on different elements of drama and theatre				
Course Summary	The course is envisaged to develop an understanding of drama, along with its aesthetics and performance aspects. The learners will be able to understand the history of drama and different genres within it (eastern and western). They will be able to appreciate the social, cultural and historical dimensions of drama and theatre.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze and interpret significant works of drama and literature from various historical periods and cultural contexts	U	F	Assignments
CO2	Apply close reading and textual analysis techniques to identify literary devices, narrative structures, and dramatic conventions employed by playwrights and authors.	Ap	M	Seminar Presentation
CO3	Examine the interplay between drama and literature, exploring how theatrical elements such as dialogue, character, setting, and plot.	R	C	Review and Discussion
CO4	Critically evaluate the relationship between dramatic adaptation and literary source material.	An	C	Term paper writing
CO 5	Synthesize theoretical concepts, critical frameworks, and practical insights gained throughout the course to produce original scholarship, creative projects, or performance-based analysis that contribute to ongoing conversations within the fields of Drama and Literary Studies.	Ap	F	Assignments
CO6	Analyze representations of identity, gender, race, class, and power dynamics in dramatic and literary texts.	An	M	Mini project and Presentation

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs (60)</b>	<b>Marks (70)</b>
<b>I</b>		<b>Introduction to Drama and Theatre</b>	<b>12</b>	10
	1	Basic Elements of Drama: Tragedy, Comedy, Tragicomedy; The Constituent Parts of Drama – Plot, Character, Thought, Song, Spectacle, Diction, Three Unities, Tragic Hero, Chorus, Simple plot and Complex plot	3	
	2	History of Drama a brief overview-Greek Drama-Shakespearean Drama-Restoration drama, Comedy of Manners	3	
	3	A brief introduction of the movements- Avant-garde, Expressionism & Epic Theatre, Angry Young Man, The Theatre of the Absurd, Futurism, Immersive Theatre, Video performances	2	
	4	Familiarizing Digital Theatre- New Technologies in Modern Theatre	2	
	5	Elements of Theatre (Sets, Lights, Costume, Properties, Make up)  Sound and Music in Theatre, Actor's Voice, Speech and Diction/ Acting Styles	2	
		<b>Suggested Activities:</b>  1. Identify new techniques in theatrical performance. 2. Classroom discussions on the advent of technology in theatre. 3. Presentations and debates on the themes discussed in the module.		

<b>II</b>	<b>World Theatre</b>	<b>12</b>	<b>25</b>
6	Introduction to World Theatre- Realism, Surrealism, Expressionism.	3	
7	European - <i>The Tempest</i> (Act 5)- William Shakespeare	3	
8	African - <i>I Will Marry When I Want</i> - Ngũgĩ wa Thiong'o	3	
9	Indian - - <i>Thirty Days in September</i> - Mahesh Dattani	3	
	<p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Trace the history of European, African and Indian theatre (any traditions of your choice) and present it in the class.</li> <li>2. Debates and discussions on the emerging trends in World theatre.</li> <li>3. Discussions on the new plays in regional literature.</li> </ol>		
<b>III</b>	<b>Women and Theatre</b>	<b>12</b>	<b>25</b>
10	Women Playwrights-Feminism and Contemporary Theatre	2	
11	Gender discrimination in language	1	
12	<i>Lights Out</i> - Manjula Padmanabhan	3	
13	<i>Ruined</i> - Lyn Nottage	3	
14	<i>Home</i> - Naghmeh Samini	3	
	<p><b>Suggested Activity:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the role of feminism in developing a language for women on stage.</li> <li>2. Compare and contrast the role of women in the text that you studied.</li> <li>3. GD and report on how men and young boys performed the role of women in Shakespearean plays.</li> </ol>		

<b>IV</b>	<b>Post-dramatic Theatre</b>	<b>12</b>	<b>10</b>
15	A Brief Introduction to Post-dramatic Theatre- Stage page divide-Text and Performance Text	3	
16	Performance Art and Installations-Dramatization of Varied Art and Media.	3	
17	What Makes Performance Studies Special(Chapter 1- Section 3)- Performance Studies: An Introduction -Richard Schechner.	3	
18	Digital theatre – ‘The Art of Facing Fear’ (37 minutes)- Ivam Cabral and Rodolfo García Vázquez - <a href="https://youtu.be/UQRJbMyfE9Y?si=PkNHym9JP3jUTViN">https://youtu.be/UQRJbMyfE9Y?si=PkNHym9JP3jUTViN</a>	3	
	<p><b>Suggested Activity:</b></p> <ol style="list-style-type: none"> <li>1. Watch video performances on contemporary issues and submit an assignment.</li> <li>2. Debates and discussion on the recent trends in digital theatre.</li> <li>3. Presentation on the topic of how technology has influenced drama and theatre.</li> <li>4. Watch video performances from different countries as part of the World Theatre. Initiate discussions in this regard.</li> </ol>		
<b>V</b>	<b>Open ended Module</b>	<b>12</b>	

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 18 units from the fixed modules.

## Suggested Reading:

1. *The History of World Theatre: From English Restoration to the Present-* Felicia Hardison Londre, Continuum, 1999
2. *Contemporary Indian Theatre: Theatricality and Artistic Crossovers-* Ravi Chaturvedi and Tapati Gupta (eds). Rawat, 2017
3. *Makers of Modern Theatre: An Introduction.* Routledge, Robert Leach, 2004
4. *Modern Indian Theatre: A Reader.* Nandi Bhatia ed. Oxford UP, 2009.
5. Attempts on Her Life- Crimp Martin
6. Worm Play- Zubin Driver

## Mapping of COs with PSOs and POs:

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1	3	2	1	1	-	2	-	1	2	-	3	-	2
C O 2	2	-	3	1	-	-	1	-	3	1	-	-	1
C O 3	-	1	2	-	1	1	-	2	2	1	2	-	3
C O 4	3	3	-	1	3	-	1	2	1	-	2	-	2
C O 5	2	3	-	1	2	3	-	2	1	-	3	-	1
C O 6	-	3	3	2	-	3	-	2	1	2	-	2	2

### Correlation Levels:

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

### Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

### Mapping of Cos to Assessment Rubrics:

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

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

Programme	<b>BA ENGLISH LANGUAGE AND LITERATURE HONOURS</b>				
Course Code	<b>ENG3CJ202 /ENG3MN200</b>				
Course Title	<b>LANGUAGE IN ACTION</b>				
Type of Course	Major				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	A fundamental understanding of Language, Media and Society				
Course Summary	The course aims to enable the learner to explore the diverse areas where English language is employed to perform various purposes. The areas include Media, Literature and Technical documentation.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO1	To enable the learner to understand how language shapes and reflects societal norms, values, and power structures.	U	C	Exam/Assignment/Presentations/workshops/interactive sessions
CO2	To critically analyze the use of language in various forms of media.	Ap	P	Translation assignments/workshops/
CO3	To comprehend how literary texts convey themes, perspectives, and cultural values.	An	C	Presentations/reviews/case studies
CO4	To develop proficiency in using clear, concise language in technical writing contexts.	C	C, P	Software demonstrations/practical and digital presentations
CO5	To analyze similarities and differences in language use across the domains of media, literature, and technical documentation.	Ap	C, P	Translation practice and public presentations in various genres and fields of verbal, visual and print sectors
CO6	To appreciate critical reflection on the ethical and cultural implications of language use in various professional and personal contexts.	E, C	M	Innovative research productivity through independent research
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

**Detailed Syllabus:**

MODULE	UNIT	CONTENT	Hrs (75)	Marks (70)
<b>I</b>		<b>Introduction</b>	<b>12</b>	<b>16</b>
	1	Language praxis- the role of language in social practice & identity formation -literature, media & policy documents	3	
	2	Literature as a language discourse-language use – creative writing	3	
	3	Media and the use of language- writing to performance-media and the formation of public opinion	3	
	4	Role of language in documenting policies- Clarity – Effectiveness-Precision- Purpose - -Ethical Considerations-Impact	3	
<b>II</b>		<b>LITERATURE AS LANGUAGE PRACTICE</b>	<b>12</b>	<b>19</b>
	5	The Transformation of Silence into Language and Action- Audre Lorde	3	
	6	What is Literature (First Three Paragraph)- Terry Eagleton	3	
	7	Commute (Chap1-Autobiography of Death) -Kim Hyesoon	3	
	8	Sea Oak – George Sanders	3	

<b>III</b>	<b>MEDIA AND LANGUAGE</b>		<b>12</b>	<b>16</b>
9	Chapter 6-Understanding Media: The extensions of Man- Marshall McLuhan		<b>3</b>	
10	‘From Documents to Performances’ (Page 33-36) Software Takes Commands-Lev Manovich		<b>3</b>	
11	How Close Are We to a Climate Change Tipping Point? <a href="https://youtu.be/mFYE4CfeIj0?si=i75yzgYenB0SIrbz">https://youtu.be/mFYE4CfeIj0?si=i75yzgYenB0SIrbz</a>		<b>3</b>	
12	Journey of a Kuchipudi dancer from Pakistan to India- Ujwal Bommakanti <a href="http://timesofindia.indiatimes.com/articleshow/60064428.cms?utm_source=contentofinterest&amp;utm_medium=text&amp;utm_campaign=cppst">http://timesofindia.indiatimes.com/articleshow/60064428.cms?utm_source=contentofinterest&amp;utm_medium=text&amp;utm_campaign=cppst</a>		<b>3</b>	
<b>IV</b>	<b>LANGUAGE IN POLICY DOCUMENTS</b>		<b>12</b>	<b>19</b>
13	National Legal Services v. Union of India (Verdict)		<b>3</b>	
14	No.WEC-19752-Women and Child Development – Dowry Prohibition Act, Kerala Dowry Prohibition (Amendment)		<b>3</b>	
15	Universal Declaration of Human Rights- Preamble		<b>3</b>	
16	The Forest Conservation Act 1980-Act.No.69 of 1980		<b>3</b>	

V	PRACTICUM	12	
	<p><b>Suggested Activities:</b></p> <p><b>Module I:</b></p> <ol style="list-style-type: none"> <li>1. Explore current events or historical speeches that have influenced societal attitudes or policies.</li> <li>2. Analyze how language was used to convey messages of identity, social practices, or policy objectives. Discuss the ethical implications and the impact of language on public perception and action.</li> <li>3. Create identity maps that incorporate language as a central element. They can include personal language use (slang, dialects), media influences, and policy implications on their identities.</li> <li>4. Discuss how language shapes their self-perception and interactions within different social contexts.</li> <li>5. Provide excerpts from policy documents (e.g., government policies, organizational guidelines) that address social issues such as education, healthcare, or environmental sustainability.</li> <li>6. Ask students to evaluate the clarity, precision, and ethical considerations of the language used. Discuss how language can impact the implementation and interpretation of policies.</li> </ol> <p><b>Module II</b></p> <ol style="list-style-type: none"> <li>1. Read other literary works and, in a group, analyse how they vary in theme, perspective and language</li> <li>2. Conduct an analysis on historical, cultural or social context of the literary works given and submit assignment based on the analysis</li> <li>3. Organise a debate on how various literary discourses contribute to the growth of literature</li> <li>4. Read literary works which bring social change and present it as seminar in the class</li> <li>5. Write your own version of the story 'Sea oak'.</li> <li>6. Read other texts defining and detailing the nature of literature and compare it with Eagleton</li> <li>7. Write a short note on South Asian literature.</li> <li>8. Write an assignment on any literary narrative you recently read</li> </ol> <p><b>Module III</b></p> <ol style="list-style-type: none"> <li>1. Read and analyse various newspaper reports, focusing on tone, Bias, language and perspective</li> <li>2. Organise debates on current media topics, practicing argumentation and critical thinking</li> <li>3. Prepare and deliver your own version of TED talk in the classroom</li> </ol>		

	<ol style="list-style-type: none"> <li>4. Write an editorial piece on a current issue, expressing your viewpoint and supporting evidence</li> <li>5. Prepare an article on the role of performance in new media platforms</li> <li>6. Identify various new media platforms where interactive writing can be done then attempt to participate in the writing process and read it in the class</li> <li>7. Translate a work from regional language to English using translation apps or web tools of your choice</li> <li>8. Enact a channel discussion in your classroom</li> </ol> <p><b>Module IV</b></p> <ol style="list-style-type: none"> <li>1. Read and analyse various government orders and find out the features of language used in the discourse focusing on clarity and structure</li> <li>2. Identify other acts and policies given by govt. &amp; non govt. organizations and discuss the impact of these on the society</li> <li>3. Find out various petitions and submit a report based on any one of them</li> <li>4. Compare different acts related to a particular issue, such as environmental protection or labour laws.</li> <li>5. Attempt to draft a policy on the protection of any endangered species you like</li> <li>6. Organize a debate on the fine points of any recent Supreme Court Verdict the class choose on the issue of dowry</li> <li>7. Attempt to re draft the human rights declaration or any other charter provided by U N</li> <li>8. Write a note on the role of language in policy making after finishing the module</li> </ol>	
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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 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 Reading:

1. Terry Eagleton, "Introduction: What is Literature?"
2. Kim Hyesoon, *Autobiography of Death*
3. Audre Lorde- *The Cancer Journals*
4. Hiro Murai- *Sea Oak*
5. Marshall McLuhan- *Understanding Media: The extensions of Man*
6. Lev Manovich – Software Takes Command
7. <https://wcd.kerala.gov.in/>
8. [https://moef.gov.in/moef/division/forest-divisions-2/forest-conservation-fc/introduction/index.html#:~:text=The%20Forest%20\(Conservation\)%20Act%2C,for%20the%20non%2Dforestry%20purposes.](https://moef.gov.in/moef/division/forest-divisions-2/forest-conservation-fc/introduction/index.html#:~:text=The%20Forest%20(Conservation)%20Act%2C,for%20the%20non%2Dforestry%20purposes.)
9. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

### Mapping of COs with PSOs and POs:

	PS O1	PS O2	PSO 3	PS O4	PS O5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	3	3	1	2	3	2	1	2	3	3	2	3	2
CO 2	2	2	2	3	3	1	2	3	3	2	3	1	3
CO 3	1	3	1	2	3	3	2	3	2	3	2	3	2
CO 4	2	3	1	3	3	2	3	3	3	1	2	2	2
CO 5	3	2	2	3	2	1	1	3	2	3	3	2	1
CO 6	2	1	2	3	3	2	2	3	3	3	3	2	3

### Correlation Levels:

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

### Assessment Rubrics:

- Assignment/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Class Tests/Quiz (10%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics:

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

**SEMESTER III****CORE COURSE 3 IN MAJOR–HISTORY OF INDIA UPTO 6<sup>TH</sup> CE**

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

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

**COURSE OUTCOMES (COS):**

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

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

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

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

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

	22	Literature, Art and Architecture, Science and Technology	2	
	23	Nature of Indian Feudalism	1	
	24	Temple based Bhakti traditions of the South	2	
<b>ReadingList:</b>				
	1.	Upinder Singh, <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup>Century</i> , Pearson Education India, 2009		
	2.	Irfan Habib, (ed.), <i>A Peoples' History of India 7 – Society and Culture in Post Mauryan India, C.200 B.C. to A.D. 300</i> , Tulika Books, 2015		
	3.	R.S.Sharma, <i>IndianFeudalism</i> , Macmillan Publishers, 3rd Revised Edition, Delhi, 2005		
	4.	R.S.Sharma, <i>How FeudalwasIndian Feudalism?</i> 'in <i>Social Scientist</i> , Vol.12 No.2, Feb.1984. <a href="https://www.jstor.org/stable/3517092">https://www.jstor.org/stable/3517092</a>		
	5.	HarbansMukhia, ed <i>The Feudalism Debate</i> , Manohar Publishers, Delhi, 2022		
	6.	D.N.Jha, (ed) <i>Feudal Order:State, Society and Ideology in Early Medieval India</i> , Manohar Publishers, 2023		
	7.	Kesavan Veluthat, <i>The Political Structure of Early Medieval South India</i> , OrientBlackSwan, 2012		
V	<b>Open Ended:</b> 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:			<b>12h rs</b>
	1	<b>Archaeological Advances in Indian History</b> Discuss recent archaeological discoveries and their impact on our understanding of early Indian history		
	2	<b>Comparative Analysis of North and South Indian Cultures</b> Explore the similarities and differences in cultural, social, and economic aspects between North and South India		
	3	<b>Critical Examination of Historical Narratives</b> Encourage students to critically assess historical narratives, examining biases and alternative perspectives.		
	4	<b>Specialized Topics in Ancient Indian History</b> Allow students to delve into specific areas of interest, such as trade routes, technological advancements, or gender roles.		
	<b>Activities and assessment of Open ended</b> For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:			
	1	<b>Archaeological Advances in Indian History</b> <b>Activity: Research Presentation</b> <ul style="list-style-type: none"><li>Divide students into groups and assign each group a recent archaeological discovery in Indian history.</li><li>Groups present their findings to the class, discussing the implications of the discoveries and potential revisions to historical narratives</li></ul>		

		<p><b>Evaluation: Presentation Rubric</b></p> <ul style="list-style-type: none"> <li>Assess the clarity of presentation, and critical analysis of the archaeological discoveries.</li> <li>Evaluate students' ability to articulate the significance of the discoveries and their impact on historical understanding.</li> </ul>	
	2	<p><b>Comparative Analysis of North and South Indian Cultures Activity: Cultural Exchange Fair</b></p> <ul style="list-style-type: none"> <li>Organize a cultural exchange fair where students represent either North or South Indian cultures.</li> </ul>	
	3	<p><b>Critical Examination of Historical Narratives Activity: Debate</b></p> <ul style="list-style-type: none"> <li>Assign students to debate teams and propose controversial historical narratives or interpretations.</li> <li>Topics could include debates on the motives of historical figures, the causes of historical events, or the impact of colonialism on Indian history.</li> <li>Each team presents arguments supported by evidence and engages in counter arguments.</li> </ul> <p><b>Evaluation: Debate Performance and Analysis</b></p> <ul style="list-style-type: none"> <li>Evaluate students' ability to construct arguments based on historical evidence.</li> <li>Assess their critical analysis of competing narratives and their ability to articulate alternative perspectives.</li> <li>Encourage reflection on the debate process and insights gained from engaging with diverse historical interpretations</li> </ul>	
	4	<p><b>Specialized Topics in Ancient Indian History Activity: Group Presentation and Discussion</b></p> <ul style="list-style-type: none"> <li>Students form groups and select a specific topic within ancient Indian history. Topics should align with the themes discussed in class (Polities, technological advancements, gender roles, etc.)</li> <li>Each group delivers a presentation to the class, summarizing their findings and insights. Presentations should include visual aids, such as slides or posters, to enhance understanding. Following each presentation, there will be a class discussion facilitated by the instructor.</li> </ul> <p><b>Evaluation: Group Presentation</b></p> <ul style="list-style-type: none"> <li>Evaluate the use of visual aids to enhance understanding</li> <li>Require students to present key findings and insights from their research to the class, fostering discussion and feedback.</li> <li>Assess students' ability to communicate complex historical concepts effectively and respond to questions and critiques during the presentation.</li> </ul>	

**Note:** The course is divided into five modules, with four having minimum 24 units and one open ended module with a variable number of units. There 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 fixed units from the fixed modules.

### Mapping of Cos with Pos and PSOs:

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

### Correlation Levels:

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

### Assessment Rubrics:

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

### Mapping of Cos to Assessment Rubrics:

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

**III Semester B.A. (CUFYUGP) Degree Examinations**  
**CourseCode:HIS3CJ201 HISTORY OF INDIA UP TO 6th CE**  
**(Credits:4)**

**Maximum Time: 2 hours**

**Maximum Marks:70**

**Section A**

[Answer All. Each question carries 3marks]

(Ceiling:24 marks)

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

**Section B**

[Answer All. Each question carries 6 marks]

(Ceiling: 36marks)

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

**Section C**

[Answer anyone. Each question carries 10marks]

(1x10=10 marks)

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

## SEMESTER III

### Core Course4in Major History of Keralam from 19th CE to the Present

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

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

### Course Outcomes (CO): .

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

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

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

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

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

		<p><b>Reading List:</b></p> <ol style="list-style-type: none"> <li>1. C. Varghese. <i>Agrarian Changes and Economic Consequences: Land Tenures in Kerala 1850-1960</i>.</li> <li>2. M.A.Omman(ed),<i>Rethinking Development:Kerala 's Development Experience, Volume 1</i>.</li> <li>3. <i>Kerala Acts and Ordinances of Kerala 1957</i>, Trivandrum: The Govt. Press, 1957.</li> <li>4. M.S.A Rao, <i>Social Change in Malabar</i>, Popular Book Depot, Bombay, 1957.</li> <li>5. Georges Kristoffel Lieten, <i>First Communist Ministry in Kerala 1957-59</i>, K P Bagchi, Calcutta, 1982.</li> <li>6. K K George, <i>Limits to Kerala Model of Development: An Analysis of Fiscal Crisis and its Implications</i>, CDS&lt; Thiruvananthapuram, 1999.</li> <li>7. T M Thomas Issac and Richard W Franke, <i>Local Democracy and Local Development: The People's Campaign for Decentralised Planning in Kerala</i>, CDS, Thiruvananthapuram, 2000</li> </ol>		
V		<b>Open Ended</b>	12hrs	
		<ul style="list-style-type: none"> <li>• The following work can be done to strengthen the knowledge of students in the history of Modern Kerala</li> </ul>		
		<ul style="list-style-type: none"> <li>• Conduct field trips and prepare reports</li> <li>• Organise expert talks</li> <li>• Presentation of Seminars by students</li> <li>• Arrange class Quiz programme</li> <li>• Conduct exhibition in the institution</li> </ul>		

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

### Mapping of Cos with PSOs and POs:

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

### Correlation Levels:

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

### Assessment Rubrics:

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

### Mapping of Cos to Assessment Rubrics:

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

### **III Semester BA(CUFYUGP)Degree Examinations**

Course Code: HIS3CJ202/ HIS3MN200  
History of Keralam from 19<sup>th</sup>CE to the present

(Credits 4)

**Maximum time: 2hrs**

**Maximum Marks: 70**

#### **Section A**

(Answer all. Each question carries 3 marks)

(Ceiling: 24 Marks)

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

#### **Section B**

(Answer all. Each question carries 6 marks)

(Ceiling: 36 Marks)

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

#### **Section C**

(Answer anyone. Each question carries 10 marks)

(1x10 Marks)

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

**Course III ( Group 5)**  
**HIS3MN205 History of Modern World – 3**

Course description: This course covers major events in the 20<sup>th</sup> century world broadly discussing attractive and relevant topics like the First World War, the Second World War, The Post World War politics, and the breakup of the Communist Bloc.

Programme	BA History Honours				
Course Code	HIS3MN205				
Course Title	History of Modern World – 3				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the reasons for the outbreak of two World wars	R	U	Discussion
CO2	Find out the role of modern dictators in taking the world to war.	E	M	Seminar/ Group discussion
CO3	Critically analyse events like cold war, bipolar world, military alliances, arms race etc.	An	P	Debates/ Historical simulations/ role play
CO4	Critically examine the unipolar world, influence of the organizations like IMF, World Bank and WTO	An	P	Discussions and debates
CO5	Analyse the reasons that led to Decolonization	An	P	Discussions and debates
CO6	Examine the Social, political and economic reasons for the breakup of the Communist world	U	P	Group discussions and debates
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
<b>I</b>		<b>THE FIRST WORLD WAR</b>	<b>12</b>	<b>18</b>
	1	<b>Contributory Factors</b> Colonial Rivalry- Rise of Germany as a Colonial Power Alliance System- Aggressive Nationalism etc	3	
	2	<b>Towards the War</b> Balkan Crisis- Sarajevo Incident-	1	
	3	<b>Major Events during the War</b> Declaration of War- Austria against Serbia- Germany, Russia, England, France- Battle of Marne- Battle of Somme- Entry of America- Withdrawal of Russia	2	
	4	<b>End of the War</b> Defeat of Bulgaria-Turkey-Austria Hungary and Germany- Paris Peace Conference.	2	
	5	<b>Results of the war</b> Loss of life- Destruction- Changes in the Political Map of Europe- League of Nations.	2	
	6	<b>The League of Nations</b> Wilson's Fourteen Points- Treaty of Versailles- Objectives- Organs-Achievements and Failures- Reasons for Failure	2	
		<b>Readings</b> 1. Michael Howard, The First World War, Oxford University Press,2003 2. Ruth Henig, The Origins of the First World War, Routledge,2002 3. Martin Gilbert, The Routledge Atlas of the First World War, Routledge,2005 4. B H Liddell Hart, History of the First World War, Pan Books ltd.,1970 5. David Stevenson, 1914-18:The History of the first World War, Penguin,2005 6. C A Bayly, The birth of the Modern world 1780-1914, Blackwell,2004 7. Chris Harman, A people's History of the World,1999 8. C Howard Ellis, The Origin, Structure and Working of the League of Nations,2003		
<b>II</b>		<b>THE SECOND WORLD WAR</b>	<b>13</b>	<b>20</b>
	7	<b>Modern Dictatorship</b> Causes In Turkey-Italy-Germany	3	
	8	<b>Causes and course of the War</b> Role of Italy and Germany- Great Depression- Policy of Appeasement- Colonial Rivalry etc. Invasion of Poland-Battle of France- War time	3	

		Alliances- Battle of Britain- Operation Barbarossa- Pearl Harbour Incident- Collapse of Italy and Germany-Nagasaki and Hiroshima- Surrender of Japan.		
	<b>9</b>	<b>Impact of the War</b> Destruction-Change in global power structure- Decolonization-Birth of UNO etc	<b>2</b>	
	<b>10</b>	<b>The United Nations Organization</b> Background-War time Conferences- UN Charter- Aims and Objectives- Organs of the UN- Specialized Agencies.	<b>3</b>	
	<b>11</b>	<b>Achievements and Failures of the UN</b> Korean War-Suez Canal issue-Congo crisis-Berlin Blockade, Arab Israel dispute, etc.-Causes for the failure- Veto Power	<b>2</b>	
		<b>Readings</b> <ol style="list-style-type: none"> <li>1. Diana Spearman, Modern dictatorship, Columbia University Press,2019</li> <li>2. Johana Burke, The Second World War: A People's History, Oxford University Press,2003</li> <li>3. Antony Beevor, The Second World War ,Little Brown and Company,2012</li> <li>4. Gordon Corrigan, The Second World War: A Military History, Atlantic Books,2010</li> <li>5. Richard Overy, The Origins of the Second World War,Routledge,2017</li> <li>6. Jussi M Hanhimaki, The United Nations: Avery Short Introduction, Oxford University Press,2008</li> <li>7. Kirsten Nakjavani BookMiller, Deggy Kahn, The United Nations, Chelsea House ,2008</li> </ol>		
<b>III</b>	<b>THE POST WORLD WAR POLITICS</b>		<b>10</b>	<b>14</b>
	<b>12</b>	<b>Rise of Power Blocs and Cold War</b> U S A and U S S R- Ideological Differences- Truman Doctrine- Marshall Plan- Cominform	<b>2</b>	
	<b>13</b>	<b>Military alliances</b> Formation of Alliances- NATO-CENTO-Warsaw Pact- SEATO consequences of the alliances.	<b>2</b>	
	<b>14</b>	<b>Arab-Israel Conflict</b> Jewish Diaspora- Zionism- Balfour Declaration- Birth of Israel- Arab-Israel War- 1948-49, Six-Day War, Yom Kippur War- Ongoing Conflicts.	<b>2</b>	
	<b>15</b>	<b>Arms Race</b> Nuclear attack on Japan-Missiles –ICBMs and military aircraft-Space Technology-Nuclear war heads-Competition-Disarmament treaties-Atomic Energy Commission-Nuclear Test Ban-Non Proliferation of Nuclear Weapons Treaty.	<b>2</b>	

	<b>16</b>	<b>Decolonization</b> Causes- Policies of Super Powers- Role of UN- Decolonization in Asia and Africa- Rise of Independent Nations-India-Pakistan-Burma-Sudan- Libya-Tunisia-Congo etc.	<b>2</b>	
		<b>Readings</b> 1. Robert J Mc Mahon, The Coldwar :A very short Introduction, Oxford University Press,2003 2. Dockril, Michael F Hopkins, The cold war, Palgrave Mac Millan,2006 3. Douglas M Gibler, International Military Alliances 1648-2008, C Q Press,2008 4. Walter Laqueur and Dan Schueftan (ed.), The Israel-Arab Reader,Penguin,2016 5. Josh Brooman,Conflict in Palestine:Jews, Arabs and the Middle East Since 1900,Longman , 1989 6. Dietmar Rothermund, Routledge Companion to Decolonization, Routledge,2000 7. Raymond Betts, Decolonization, Routledge,1998		
<b>IV</b>		<b>THE WORLD AFTER COLD WAR</b>	<b>13</b>	<b>18</b>
	<b>17</b>	<b>Break-up of Soviet Union</b> Crisis in the 1980s-Gorbachev-Glasnost and Perestroika-Disintegration of USSR	<b>2</b>	
	<b>18</b>	<b>Fall of the Berlin Wall</b> Division of Germany after the Second World War- East and West Germany-Berlin Wall- Unification of Germany -Wave of democratization in Eastern Europe-Poland, Rumania, East Germany, Hungary, etc.	<b>2</b>	
	<b>19</b>	<b>Unipolar World</b> End of bipolar world-disintegration of communist world- Weakness of Russia-U S dominated World – Consequences.	<b>2</b>	
	<b>20</b>	<b>Consolidation of Capitalism-World Bank ,IMF</b> Capitalism in the 20 <sup>th</sup> century-Arms of capitalism- IMF-World Bank-Neo-colonialism.	<b>2</b>	
	<b>21</b>	<b>Multinational Corporations , GATT,WTO</b> Multinational Corporations- Intervention in policy making- Impact on Third World Countries - GATT – WTO- Unequal Development	<b>2</b>	
	<b>22</b>	<b>Liberalisation, Privatisation and Globalization</b> LPG-Background- New World Order- Impact on Developing Countries	<b>3</b>	
		<b>Readings</b> 1. Cathleen Small, The Collapse of Communism		

	<p>and the breakup of the Soviet Union,</p> <p>2. Cavendish Square Publishing,2017, Stephen White, Communism and its collapse, Routledge,2001</p> <p>3. Patrick Major, The Berlin Wall :A World Divided, 1961-1989, Harper Collins,2007</p> <p>4. Thomas S Mowle, David H Sacko, The Unipolar World: An Unbalanced Future, Palgrave Mac Millan,2007</p> <p>5. Alberto Paloni, The IMF, World Bank and Policy Reform, Routledge,2005</p> <p>6. Richard Peet, Unholy Trinity: The IMF, World Bank and WTO, Zed Books,2009</p> <p>7. Esterlla Tolentino, Multinational Corporations: Emergence and Evolution, Routledge,2001</p> <p>Geroge Ritzer, Blackwell Companion to Globalization, Blackwell,</p> <p>8. Giovanni Andrea Cornia, Inequality, Growth and Poverty in an era of Globalization,</p> <p>9. Oxford University Press,2004</p> <p>10. B N Ghosh, Halil M Guven, Globalization and the Third World: A study of negative Consequence, Palgrave Mac Millan,2006</p> <p>11. Joseph Stiglitz, Globalization and its Discontents, WW Norton and Company,2002</p> <p>12. Naomi Klein, No Logo, Flamingo,2001</p>		
V	<p><b>Open Ended-Liberalization, Privatization and Globalization :The Indian Context</b></p>	12	
	The Background		
	Role of Narasimha Rao and Manmohan Singh-policy Changes		
	Changes in economy		
	Advantages and Disadvantages		
	<p><b>Readings</b></p> <p>1. India's Liberalisation Experience :Hostage to the WTO?, Ed. Suparna Karmakar ,et al., Sage Publications,2007</p> <p>2.Jayati Ghosh, C P Chandrasekhar, The Market that failed: Neoliberal Economic reforms in India, Left Word Books,2017</p> <p>3.Rahul De, A History of Economic Policy in India: Crisis, Coalitions, and Contingency, Cambridge University Press, 2023</p> <p>4.B A Prakash, The Indian Economy Since 1991: Economic Reforms and Performance, Pearson ,2012.</p> <p>5.Dharmakumar (ed.), The Cambridge Economic History of India. Vol.II, Orient BlackSwan,2013</p>		

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

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	3	3	2	3	3	2	-	2	2	2
CO 2	3	2	3	3	3	3	3	3	-	2	2	-
CO 3	3	2	3	3	3	3	2	2	-	2	2	-
CO 4	3	2	2	3	3	3	2	2	-	2	2	-
CO 5	3	2	2	2	3	3	2	2	-	2	2	-
CO 6	3	2	2	3	3	3	2	2	-	2	2	-
CO7	3	2	1	3	3	3	2	2	-	3	2	-

#### Correlation Levels:

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

#### Assessment Rubrics:

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

#### Mapping of COs to Assessment Rubrics :

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

**IIIrd Semester B A (CUFYUGP) Degree Examination 2024**  
**HIS3MN205 History of Modern World . 3**

Maximum Time: 2hours

Maximum Marks: 70

**Section A**

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Explain how Germany's pursuit of colonies heightened tensions in Europe prior to World War I.
2. Describe how the Balkan Crisis contributed to the start of World War I.
3. What was the importance of the assassination of Archduke Franz Ferdinand in Sarajevo?
4. Discuss the consequences of Austria-Hungary's declaration of war on Serbia
5. Explain the impact of Russia's withdrawal from World War I following the Bolshevik Revolution.
6. Describe the significance of Bulgaria's defeat and its impact on the end of World War I.
7. Provide an overview of the key decisions made at the Paris Peace Conference.
8. Summarize the human and material costs of World War I.
9. Outline the primary objectives of the League of Nations upon its formation.
10. Discuss the global impact of Wilson's Fourteen Points post-World War I.

**Section B**

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Assess how the pre-war alliance system influenced the scope and scale of World War I
12. Analyze the strategic significance of the Battle of Marne in World War I
13. Evaluate the economic and political consequences of the Treaty of Versailles on Germany
14. Evaluate the United Nations' involvement in the Korean War and its implications for international relations.
15. Discuss the historical origins of the Arab-Israeli conflict up to the establishment of Israel in 1948.
16. Examine how the attack on Pearl Harbor influenced the course of World War II
17. Discuss the role of the United Nations in post-World War II reconstruction efforts
18. Analyze how the policy of appeasement contributed to the outbreak of World War II

**Section C**

(Answer anyone question. Each Question carries 10 marks)

(1x10=10)

19. Discuss the comprehensive impact of the First World War on European and global political landscapes, including territorial changes, economic repercussions, and shifts in international relations
20. Examine the development of the United Nations from its foundation to the modern day.

### COURSE 3

#### **HIS3MN212 Modern Indian History:Post-Independence Era**

**Course Overview:** This course is designed to make awareness among the students on the history of post - independence India. This course also provides the students an idea of how the policies of different governments transformed Indian economy, society and polity.

Programme	BA History Honours				
Course Code	HIS3MN212				
Course Title	<b>Modern Indian History:Post-Independence Era</b>				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

#### **COURSE OUTCOMES (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand different ideologies and processes involved in the partition of India.	U	C	short answer or short essay questions
CO2	Examine how India government dealt with refugee problem and mass misplacement during and after the partition,	An	P	Essay or discussion on the topic.
CO3	Critically evaluate the resurgence of communalism in post-independent India.	E	P	Discussions or case study.
CO4	A historical overview of the communal harmony in India.	E	P	Seminar.
CO5	Analyse the basic structure, values and significance of Indian constitution.	U	F	Poster making or discussion.
CO6	Evaluate the fundamental policies of the Nehru era.	E	M	Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
1	<b>THE PARTITION OF INDIA: TIMES OF VIOLENCE AND DISPLACEMENT</b>		10	15
	1	Two Nation Theory.	2	
	2	Causes of partition – different interpretations	2	
	3	Religious Violence during the partition.	2	
	4	Consequences of partition – mass migration – violence and bloodshed – violent displacement. – Ongoing conflict and tension between India and Pakistan – resurgence of communalism – refugee problem.	4	
II	<b>Readings</b>			
	1. BipanChandra, Mridula Mukherjee,et.al., <i>India Since independence</i> , Penguin Random House, Haryana, 2008.			
	2. B R Ambedkar, <i>Pakistan Or the Partition of India</i> , PrabhatPrakasan, New Delhi, 2020			
	3. Mushirul Hassan (ed.), <i>India's Partition: Process, Strategy and Mobilisation</i> , Oxford University Press, New Delhi, 1997.			
	4. UrvashiButalia, <i>The Otherside of the silence</i> , Penguin Random House, Haryana, 2017.			
	<b>INDIAN REPUBLIC AND CONSTITUTION</b>		9	12
	6	Constituent Assembly – Debates in the constituent Assembly.	3	
	7	Features of Indian Constitution – Universal Adult Franchise – Equality before the law – Special privileges for the disadvantaged sections – Federalism – secularism – linguistic and cultural diversity.	3	
	8	National Integration and Princely states- Issue of language and formation of linguistic states – different commissions.	3	
	<b>Readings</b>			
	<ul style="list-style-type: none"> <li>• Granville Austin, <i>The Indian Constitution: Corner stone of a nation</i>,</li> <li>• PrathapBanuMehta, <i>Burden of Democracy</i>, Penguin Books India, Gurgaon, 2017.</li> <li>• D DBasu, <i>Introduction to the constitution of</i></li> </ul>			

		<ul style="list-style-type: none"> <li>• <i>Indian</i>, Educational printed, New Delhi, 2022.</li> <li>• V P Menon, <i>Integration of Indian states</i>, Orient Black Swan, New Delhi, 2014.</li> <li>• Bipan Chandra, Mrudula Mukherjee, et.al., <i>India Since Independence</i>, Penguin Random House, Haryana, 2008.</li> </ul>		
<b>III</b>		<b>INDIAN REPUBLIC – NEHRU ERA</b>	<b>12</b>	<b>18</b>
	<b>13</b>	The idea of India – Nationalist legacy	<b>3</b>	
	<b>14</b>	Planning Commission -Planning Economy Debates.	<b>3</b>	
	<b>15</b>	Mixed economy.	<b>2</b>	
	<b>16</b>	Green Revolution	<b>2</b>	
	<b>17</b>	Independent Foreign Policy – N A M.	<b>2</b>	
		<b>Readings</b>		
		<ol style="list-style-type: none"> <li>1. Bipan Chandra, Mrudula Mukherjee, et.al., <i>India Since Independence</i>, Penguin Random House, Haryana, 2008.</li> <li>2. ...., <i>India's struggle for Independence</i>, Penguin Random House, Haryana, 2016.</li> <li>3. Sekhara Bandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014.</li> <li>4. Shashi Tharoor, <i>Nehru: The Invention of India</i>, Penguin Viking, New Delhi, 2018,</li> <li>5. Mani Sankar Ayyar, <i>Nehru's India: Essays on the making of a nation</i>, Speaking Tiger, New Delhi, 2011.</li> </ol>		
<b>IV</b>		<b>INDIA AFTER NEHRU</b>	<b>17</b>	<b>25</b>
	<b>19</b>	Lal Bahadur Shastri and Indira Gandhi dispensation	<b>2</b>	
	<b>20</b>	J P and Total Revolution.	<b>2</b>	
	<b>21</b>	Emergency.	<b>2</b>	
	<b>22</b>	Janatha Party – First Non- Congress Dispensation.	<b>2</b>	
	<b>23</b>	Caste question and gender inequalities – Mandal Commission.	<b>2</b>	
	<b>24</b>	Women's Movements.	<b>2</b>	
	<b>25</b>	Ecological conflicts and environmental movements.	<b>2</b>	
	<b>26</b>	New Economic Reforms – L P G – Problems faced by Indian economy in the beginning of 1990s – objectives of economic reforms – benefits and	<b>3</b>	

		disadvantages – economic reforms and social justice.		
		<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Bipan Chandra,MrudulaMukherjee ,et.al,<i>India's Struggle for Independence</i>,Penguin Random House,Haryana,2000.</li> <li>2. .... , <i>Nationalism and colonialism in modern India</i>, Orient Longman, New Delhi,1996.</li> <li>3. .... ,<i>India Since Independence</i>,Penguin Random House,Haryana,2000.</li> <li>4. C P Chandra Sekhar,JayatiGhosh,<i>The Market that failed: A decade of new liberal economic reforms in India</i>,Leftword, New Delhi,2002.</li> <li>5. PulaPreBalakrishnan,<i>India's economy from Nehru to Modi : A brief History</i>,Permanent Black, New Delhi,2023.</li> <li>6. Sathyendra P S, <i>MandalCommission</i>,LeftwordBooks,New Delhi,2018.</li> <li>7. Paul R Brass,ThePolitics of India Since Independence,Cambridge University Press,2003</li> </ol>		
V		<p><b>OPEN ENDED :</b>            Students will be able to understand the era of mass violence during the period of partition and how India government dealt the problems of refugees and mass misplacement.Students also get an awareness on the process of nation building.            Discussions – Poster exhibition – book reviews – film show.</p>	12	
		<p><b>Activity 1: Quiz Programme</b>            Conduct a quiz programme in their respective class room or college based on the syllabus.</p>		
		<p><b>Activity 2: Discussion</b>            Conduct a discussion on the impact of L P G reforms.</p>		
		<p><b>Activity 3 : Poster exhibition</b>            Organize a poster exhibition on the topic Emergency in India.</p>		
		<p><b>Activity 4</b>            Organize a debate on the policy of reservation.</p>		
		<p><b>Assessment</b>            Participation in the above mentioned programme.</p>		

		<p><b>Presentation Evaluation</b>      Students will be assessed on their presentation skills, ability to engage the audience, and in the group activity.</p> <p><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.</p> <p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Bipan Chandra, Mridula Mukherjee, et.al., India Since independence, Penguin Random House, Haryana, 2008.</li> <li>2. B R Ambedkar, Pakistan Or the Partition of India, Prabhat Prakashan, New Delhi, 2020</li> <li>3. Mushirul Hassan (ed.), India's Partition: Process, Strategy and Mobilisation, Oxford University Press, New Delhi, 1997.</li> <li>4. Urvashi Butalia, The Other side of the silence, Penguin Random House,</li> <li>5. Haryana, 2017.</li> <li>6. ...., Partition, The Long Shadow, VKG 2, New Delhi, 2015.</li> <li>7. Sadat Hasan Manto, Selected stories, Penguin Random House India, New Delhi, 2012.</li> <li>8. Perry Anderson, Indian Ideology, Verso, London, 2021.</li> <li>9. Ayesha Jalal, The Soul Spokesman, Cambridge University Press, 2007.</li> <li>10. Dominique Lapierre, Larry Collins, Freedom at Midnight, Vikas Publishing House, New Delhi, 2011</li> </ol>	
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Note: The course is divided into five modules, with four having total 26 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 26 units from the fixed modules.

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

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

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics:**

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

**III rdSemesterBA (CUFYUGP) Degree Examinations,October2024**  
**HIS3MN212: Modern Indian History: Post-Independence Era**

Maximum Time: 2 hours

Maximum Marks: 70

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

1. Explain the concept Liberalisation.
2. What is mixed economy?
3. Explain the License raj system.
4. Discuss the impact of nationalisation of banks in India.
5. Examine the refugee problems in India during the period of partition.
6. Describe the two nation theory.
7. Write a note on secularism in India.
8. Assess the Silent Valley movement in Kerala.
9. What were the distinctive features of women movements in post-independent India.
10. Evaluate the economic problems which led to New Economic Reforms in 1991.

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

11. Assess the Mandal Commission Report.
12. Examine the impact of J P Movement.
13. Discuss the relevance of Green Revolution.
14. Explain the significance of linguistic reorganisation of Indian states.
15. Debate on the causes for the partition of India.
16. Analyse the period of Janatha Party.
17. Discuss how national movement provided a basis to the idea of India a nation.
18. Examine the relevance of N A M.

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

19. Examine the consequences of partition of India.
20. Discuss the impact of New Economic Reforms of 1991.

**FOUR-YEAR UNDERGRADUATE  
PROGRAMME (FYUGP)  
GENERAL FOUNDATION COURSE**

**III SEMESTER MULTI-DISCIPLINARY COURSE (KS)**

Programme	GENERAL FOUNDATION COURSE				
Course Code	<b>ENG3FM107(1A)</b>				
Course Title	UNDERSTANDING KERALA: CULTURAL AND LITERARY PERSPECTIVES				
Type of Course	<b>MULTI-DISCIPLINARY COURSE (MDC)- BA LANGUAGES</b>				
Semester	<b>3</b>				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic communication skills and aptitude to understand and appreciate literature.				
Course Summary	This course intends to provide learners with an overview of the social and cultural evolution of Kerala Society through literature. It aims at encouraging the learners to connect with local culture, history and heritage. The learner shall understand the power structures that shaped Kerala's socio-cultural systems.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
<b>CO 1</b>	Comprehend the socio-cultural specificities and nuances that shaped Kerala.	U, R	C, F	Writing Articles, Identification and Compilation of narratives of cultural importance, Creating videos and voice-overs.
<b>CO 2</b>	Imbibe the ability to critically analyse Kerala society's inherent ironies and contradictions.	U, An, E	C, M	Reviews concerning marginalized communities, Debates, activities involving dialects
<b>CO 3</b>	Understand the plurality of the socio-cultural landscape of Kerala through divergent historical/cultural formations.	R, U, E	F, C, P	Poster making, Interviews, Field Trip, Activities concerning local cultures, Panel Discussions
<b>CO 4</b>	Grasp the importance of translations and re-telling in the vernacular.	Ap, C	C, P	Translation activities, Transcription activities, Conducting interviews
<b>CO 5</b>	Develop a sense of creative and critical thinking by voyaging through different art forms of Kerala.	Ap, C, E	P	Exhibition, Reading and reviewing stories, Writing Reports, Enact plays

\* - 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 (50)
I		<b>Historical and Cultural Chronicles</b>	10	10
	1	A Ballad of Kochi- Parvathy Dhananjayan <a href="https://allegralaboratory.net/academic-fictions-a-ballad-of-kochi/?print=pdf">https://allegralaboratory.net/academic-fictions-a-ballad-of-kochi/?print=pdf</a>	2	
	2	a) Early Influences: Who Shaped Kerala Food? - Tanya Abraham <a href="https://www.youtube.com/watch?v=0p3i-Tj5NvA">https://www.youtube.com/watch?v=0p3i-Tj5NvA</a> b) Late Influences: The Colonisers- Tanya Abraham <a href="https://youtu.be/q6qpSApjcwo?si=Vj3FGKAHp1nBHTBo">https://youtu.be/q6qpSApjcwo?si=Vj3FGKAHp1nBHTBo</a>	4	
	3	The View from Chavittunadakam's Stamping Grounds- Saraswathy Nagarajan <a href="https://www.thehindu.com/entertainment/art/the-fragments-of-illusion-an-award-winning-documentary-on-chavittunadakam/article36857615.ece">https://www.thehindu.com/entertainment/art/the-fragments-of-illusion-an-award-winning-documentary-on-chavittunadakam/article36857615.ece</a>	2	
	4	<i>Kandittund! (Seen It!)</i> – Dir. Adithi Krishnadas <a href="https://www.youtube.com/watch?v=DxYbfJUOOMB">https://www.youtube.com/watch?v=DxYbfJUOOMB</a>	2	
		<b>Suggested Activities:</b> 1. Discussion of folktales and legends that reveal the history and culture of the learner's region. 2. Poster Exhibitions on the history of the region and its socio-cultural and political evolution. 3. Write an article on any of the regional performances. 4. Create a video on the local history of the learner's region along with a voiceover.		

<b>II</b>	<b>Literary Lens</b>		<b>7</b>	<b>15</b>
5	Jati Nirnayam- Sree Narayana Guru. <a href="https://www.poemhunter.com/poem/casteism/">https://www.poemhunter.com/poem/casteism/</a>		2	
6	Photos in Various Poses- K. G. Sankara Pillai		2	
7	Onion Curry and the Nine Times Table- Priya A. S.		1	
8	Pranavayu- Ambikasudhan Mangad		2	
	Suggested Activities:  1. Identifying and showcasing local cuisine and local art forms. 2. Read stories about casteism in Kerala. 3. Compile the names and activities of leaders who changed the socio-cultural scenario of Kerala 4. Write a review of a story from a feminist perspective.			
<b>III</b>	<b>Voices from the Margins</b>		<b>9</b>	<b>15</b>
9	Excerpt from 'The Dancer of Kannur' from <i>Nine Lives in Search of the Sacred in Modern India</i> - William Dalrymple- pp. 41-65		2	
10	The Female Onlooker - Vijayaraja Mallika (Trans. Jintu Alias)		1	
11	Biryani- Santhosh Echikanam		2	
12	<i>Aggedu Nayaka</i> (The Mother Tongue) – Dir. Sindhu Sajan & Mithra Sindhu <a href="https://youtu.be/JeihzfPnNCQ?si=srEiCiS86j2SkP3x">https://youtu.be/JeihzfPnNCQ?si=srEiCiS86j2SkP3x</a> <a href="https://youtu.be/qzGlkkSr9iY?si=4bUOg0kIwuXdG_Jg">https://youtu.be/qzGlkkSr9iY?si=4bUOg0kIwuXdG_Jg</a>		4	

		Suggested Activities:  1. Identify dialects from your district and write a newspaper report on them.  2. Write a review of any one narrative from a marginalized community.  3. Attempt translating a story about a marginalized community from Malayalam.  4. Enact a play adapted from a story about the marginalized community from Kerala.		
<b>IV</b>		<b>Popular Narratives</b>	<b>10</b>	<b>10</b>
	13	Excerpt from the Introduction to <i>The Ivory Throne: Chronicles from the House of Travancore</i> - Manu S. Pillai, pp. 14-26	3	
	14	<i>1956 Central Travancore</i> - Dir. Don Palathara	3	
	15	How I Learnt to Live -Noor Jaleela <a href="https://www.youtube.com/watch?v=TdH-Q6uvX4Q">https://www.youtube.com/watch?v=TdH-Q6uvX4Q</a>	2	
	16	The Rich Man's Vessel - Tales from Kerala- Folktales of India <a href="https://www.youtube.com/watch?v=kLQaGGjbQY8">https://www.youtube.com/watch?v=kLQaGGjbQY8</a>	2	
		Suggested Activities:  1. Field trip to a culturally relevant site. 2. Conduct and transcribe an interview with a person who is an expert in vernacular literature. 3. Conducting an exhibition showcasing local culture. 4. Attempt to translate vernacular folktales or legends into English.		
<b>V</b>		<b>Open Ended</b>	<b>9</b>	

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:**

1. Kerala Studies: Multicultural and Democratic Vision – Dr. Ajay S Sekhar  
<https://www.youtube.com/watch?v=2mgqf53-F9g>
2. Searching for Old Histories: Social Movements and the Project of Writing History in Twentieth-Century Kerala’- Sanal Mohan  
*History in Vernacular*. Ed. Raziuddin Aquil & Partha Chatterjee
3. *Eating With History: Ancient Trade-Influenced Cuisines of Kerala*- Tanya Abraham
4. *Ten Women Writers of Kerala*- Ed. Sreedevi K. Nair & Mary Nirmala
5. *Sancharikal Kanda Keralam*- Velayudhan Panikkassery
6. *Aithihyamala (The Great Legends of Kerala)* Vol.1 - Kottarathil Sankunni (trans. Sreekumari Ramachandran.
7. The Keralolpatti as History from *The Early Medieval in South India* - Kesavan Veluthat.
8. Growth of Political Consciousness among Women in Modern Kerala- Meera Velayudhan. *Perspectives on Kerala History, Kerala State Gazetteers* Vol. 2. Ed. P. J. Cherian.
9. *The God of Small Things*- Arundhathi Roy
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### 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
CO 1	1	2	3	1	2	3	3	2	2	3	-	1	2
CO 2	2	3	3	2	2	3	3	2	2	2	3	3	3
CO 3	2	3	3	1	2	3	3	3	3	2	3	2	3
CO 4	3	2	3	2	3	2	2	1	3	3	-	1	2
CO 5	3	2	3	2	3	2	3	2	2	2	3	2	3

### Correlation Levels:

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

### Assessment Rubrics:

- Quiz/ Discussion/ Seminar
- Internal Exam
- Assignment
- End Semester Exam

**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>	✓	✓	✓	✓