

PREFACE

As the higher education sector in our country undergoes a significant transformation, the UG History Board of Studies has been entrusted with the important responsibility of restructuring the curriculum and syllabus of the undergraduate program. The core objective of this restructuring effort is to facilitate academic excellence by fostering research aptitude. Additionally, an equally important goal for the Board of Studies was to integrate two essential, interconnected elements of higher education—employability and skill formation. As we recognize, alongside broader objectives such as character building and value education, the aspect of employability has become an increasingly compelling element of higher education in recent years.

The programme is structured with Major and Minor courses (DSC, DCC, DCE, DSE etc), Multi-Disciplinary Courses (MDC), Skill Enhancement Courses (SEC), Value Added Courses (VAC), Internship and Research Projects. While focusing on historical research methodologies and trends, the programme focuses on creating and disseminating knowledge that is suited to the 21st century. Cases in point are the courses on historical data analysis, digital history and archival practices, cultural heritage preservation, oral history methodology, and the history of technology and innovation. Being a humanities discipline blessed with higher adaptability to the usage of scientific tools, history curriculum can be fruitfully customized to meet the skill formation demands. Realising this, the Board of Studies has adopted an interdisciplinary approach for some courses, and this can be observed from the content of the courses which often demand the use of computer labs. Another unavoidable dimension was to address the environmental issues that we are confronting now. Here, the Board of Studies has tailored several courses including a course on environmental history and sustainable practices.

An important mission of the Board of Studies was to impart skill and that also lying within the peripheries of humanities discipline. Here, Board of Studies is confident that the newly introduced skill courses like Informatics and Environmental studies will effectively serve as a template for others to follow. For students from non-history backgrounds, the Board of Studies has prepared balanced and exceptionally useful courses that provide historical specific skills and knowledge so that they can complement these with their core courses.

The programme is also designed with its feet firmly planted in our country while remaining accessible to the ideas originating overseas. The courses have ample room for not only students keen on specializing in the Indian history, cultural history, and regional studies but also for those eager in spreading their wings to international historical analysis and global histories. In keeping with the latest trends in higher education, emphasis has been devoted to the ethical and equitable aspects of history. Courses like gender and history, strategies for sustainable development and history of health and education aim to achieve this objective.

The BA (Honours) Programme in History offered by Mar Athanasius College (Autonomous), Kothamangalam is with Travel and Tourism as specialisation. Specialization in Travel and Tourism aims to equip students with comprehensive knowledge and practical skills for the tourism industry. Graduates will demonstrate proficiency in tourism management, destination marketing, hospitality operations, cultural tourism, sustainable practices, and customer service. They will be prepared for careers in tourism agencies, hospitality management, and cultural heritage sites.

I am indebted to my board of studies members. I take this opportunity to thank all my colleagues, Bince Mathew, Assistant Professor in History and Dr. Remia.K Assistant Professor in History, members of Board of studies who, from the very beginning, coordinated all the activities leading to the successful culmination of the task. We hope that our collective hard work to upgrade the curriculum and syllabus will reward the best outcome for the student community.

Dr. Jani Chungath

Chairman Board of Studies in History (UG)

BOARD OF STUDIES IN HISTORY (UG)

NAME	DESIGNATION
Dr. Jani Chungath (Chairman)	Assistant Professor and Head Department of History Mar Athanasius College (Autonomous), Kothamangalam
Prf.Dr. Susan Thomas (Expert)	Associate Professor Department of History Sree Sankaracharya University, Kalady
Dr. Anaz C.A (Expert)	Assistant Pofessor Department of History Farook College
Prf.Dr Binu M John (Expert nominated by the Vice Chancellor, MG University)	Assistant Professor, Department of History Christ College Irinjalakuda
Bince Mathew	Assistant Professor, Dept. of History M.A College Kothamanglam
Dr. Remia.K	Assistant Professor, Dept. of History M.A College Kothamanglam

Programme Outcomes (PO)

PO 1: Critical thinking and Analytical reasoning

Capability to analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

PO 2: Scientific reasoning and Problem solving

Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

PO 3: Multidisciplinary/interdisciplinary/transdisciplinary Approach

Acquire interdisciplinary /multidisciplinary/transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary- approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

PO 4: Communication Skills

Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

PO 5: Leadership and Entrepreneurship Skills

Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way. After inculcating all the necessary graduate qualities, a graduate can become an entrepreneur.

PO 6: Social Consciousness and Responsibility

Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

PO 7: Equity, Inclusiveness and Sustainability

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), managing diversity and use of an inclusive approach to the extent possible.

PO 8: Moral and Ethical Reasoning

Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior.

PO 9: Networking and Collaboration

Acquire skills to be able to collaborate and network with educational institutions, research organizations and industrial units in India and abroad.

PO 10: Lifelong Learning

Ability to acquire knowledge and skills, including “learning how to learn”, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.



PROGRAMME SPECIFIC OUTCOME

PSO NO:	Upon completion of the Four Year B.A History (Honours) Undergraduate Programme the students will be able to :	PO No:
PSO-1	Historical Knowledge and Understanding: Demonstrate a deep understanding of key historical events, periods, and trends that have shaped civilizations and cultures around the world.	1, 3,6, 10
PSO-2	Tourism Industry Expertise: Understand the role of history in heritage tourism and cultural tourism, including preservation, interpretation, and presentation of historical sites and artifacts.	2, 3, 5,7
PSO-3	Research Proficiency: Conduct independent research projects using appropriate historical research methods, including archival research, historiography analysis, and comparative studies.	3,6,8,9
PSO-4	Critical Thinking and Analytical Skills: Apply historical methodologies to critically analyze and interpret tourism-related issues, trends, and policies.	6,8,10
PSO-5	Cultural and Global Awareness: Explore the diversity of human experiences and cultures through the study of global history, including interactions between different societies, religions, and civilizations.	1,3,9,10
PSO-6	Career Readiness and Entrepreneurship: Develop entrepreneurial skills to identify opportunities in historical and cultural tourism, including product development and cultural heritage tourism initiatives.	5,8,9

Course and Hour - Details

Sl. No	Semester	Course Type	Course Name	Credit	Hours/week	Hours/Semester
1	I	DSC A	Modern India (1757-1857 AD)	4	5	90
2	1	MDC	Introduction to Tourism	3	4	72
3	2	DSC A	History of the Freedom Movement in India (1857-1947 AD)	4	5	90
4	2	MDC	Heritage Tourism	3	4	72
5	3	DSC A	Introduction to History	4	5	90
6	3	DSC A	Early India (Upto 300AD)	4	4	60
7	3	DSE	Historical Tourism	4	5	72
8	3	DSC B	Transition to Contemporary World	4	5	90
9	3	MDC	Introduction to Archaeology	3	3	54
10	3	VAC	Constitutional History of India (1773 A.D-1950 A.D)	3	3	54
11	4	DSC A	Understanding History	4	4	72
12	4	DSC A	Ancient and Early Medieval Kerala	4	5	90
13	4	DSE	Tourism Management	4	5	90
14	4	SEC	Informatics	4	5	90
15	4	VAC	Tourist Guide Training	4	5	90
16	5	DSC	History of Early Medieval India (300 AD - 1206 AD)	4	5	90
17	5	DSC	Transformations in Medieval Kerala	4	5	90
18	5	DSE	Eco Tourism	4	4	72

19	5	DSE	History of Science and Technology in India	4	4	72
20	5	DSE	Social Formations and Cultural Pattern of World	4	4	72
21	5	SEC	Environment Studies and Human Rights in Historical Outline	3	3	54
22	6	DSC	Medieval India: The Sultanate of Delhi (1206 AD -1526 AD)	4	4	72
23	6	DSC	Medieval India: Mughals and Marathas (1526 AD - 1757 AD)	4	5	90
24	6	DSC	Making of Modern Kerala	4	5	90
25	6	DSE	Tourism in Kerala	4	5	90
26	6	SEC	Historiography concepts and Methods	3	3	54
27	6	VAC	Geography of India	3	3	54
28	7	DCC	History of South India (upto 600 C.E)	4	4	72
29	7	DCC	World Civilisation	4	4	72
30	7	DCC	Medieval World	4	5	75
31	7	DCE	History of the Modern World	4	4	72
32	7	DCE	Indian Historiography	4	4	72
33	7	DCE	History of Gender Studies	4	4	72
34	8	DCC	Historiography : Concepts and Method	4	5	90

35	8	DCC	Indian Numismatics	4	5	90
36	8	DCE	History of South India (650 C.E -1565 C.E)	4	5	90
37	8	DCE	Historical Research Methodology	4	5	90
38	8	DCE	Introduction to Tribal Studies	4	5	90



**SYLLABUS INDEX: HISTORY
SPECIALISATION : TRAVEL AND TOURISM
SEMESTER I**

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M24HS1DSC100	DSC	Modern India (1757-1857 AD)	4	5	3	-	2	-
M24HS1MDC100	MDC	Introduction to Tourism	3	4	2	-	2	-

L- LECTURE, T-TUTORIAL, P- PRACTICUM, O- OTHERS

SEMESTER II

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M24HS2DSC100	DSC	History of the Freedom Movement in India (1857-1947 AD)	4	5	3	-	2	-
M24HS2MDC100	MDC	Heritage Tourism	3	4	2	-	2	-

SEMESTER III

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M24HS3DSC200	DSC	Introduction to History	4	5	3	-	2	-
M24HS3DSC201	DSC	Early India (Upto 300AD)	4	5	3	-	2	-
M24HS3DSE200	DSE	Historical Tourism	4	4	4	-	-	-
M24HS3DSC202	DSC B	Transition to Contemporary World	4	5	3	-	2	-
M24HS3MDC200	MDC	Introduction to Archaeology	3	3	3	-	-	-
M24HS3VAC200	VAC	Constitutional History of India	3	3	3	-	-	-

		(1773 A.D-1950 A.D)						
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SEMESTER IV

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS / WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M24HS4DSC200	DSC	Understanding History	4	5	3	-	2	-
M24HS4DSC201	DSC	Ancient and Early Medieval Kerala	4	5	3	-	2	-
M24HS4DSE200	DSE	Tourism Management	4	4	4	-	-	-
M24HS4SEC200	SEC	Informatics	3	3	3	-	-	-
M24HS4VAC200	VAC	Tourist Guide Training	3	3	3	-	-	-
M24HS4INT200		Internship	2					

SEMESTER V

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS / WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M2HS5DSC300	DSC	History of Early Medieval India (300 AD - 1206 AD)	4	5	3	-	2	-
M2HS5DSC301	DSC	Transformations in Medieval Kerala	4	5	3	-	2	-
M2HS5DSE300	DSE	Eco Tourism	4	4	4	-	-	-
M2HS5DSE301	DSE	History of Science and Technology in India	4	4	4	-	-	-
M2HS5DSE302	DSE	Social Formations and Cultural Pattern of World	4	4	4	-	-	-
M2HS5SEC300	SEC	Environment Studies and	3	3	3	-	-	-

		Human Rights in Historical Outline						
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SEMESTER VI

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/WEEK	HOUR DISTRIBUTION/WEEK			
					L	T	P	O
M2HS6DSC300	DSC	Medieval India: The Sultanate of Delhi (1206 AD - 1526 AD)	4	5	3	-	2	-
M24HS6DSC301	DSC	Medieval India: Mughals and Marathas (1526 AD - 1757 AD)	4	5	3	-	2	-
M24HS6DSC302	DSC	Making of Modern Kerala	4	5	3	-	2	-
M24HS6DSE300	DSE	Tourism in Kerala	4	4	4		-	-
M24HS6SEC300	SEC	Methods and Practices in Archaeology	3	3	3	-	-	-
M24HS6VAC300	VAC	Geography of India	3	3	3	-	-	-

SEMESTER VII

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS / WEEK	HOUR DISTRIBUTION/WEEK			
					L	T	P	O
M24HS7DCC400	DCC	History of South India (upto 600 C.E)	4	5	3	-	2	-
M24HS7DCC401	DCC	World Civilisation	4	4	4	-	-	-
M24HS7DCC402	DCC	Medieval World	4	4	4	-	-	-
M24HS7DCE400	DCE	History of the Modern World	4	4	4	-	-	-
M24HS7DCE401	DCE	Indian Historiography	4	4	4	-	-	-
M24HS7DCE402	DCE	History of Gender Studies	4	4	4	-	-	-

SEMESTER VIII


COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS / WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M24HS8DCC400	DCC	Historiography : Concepts and Method	4	5	3	-	2	-
M24HS8DCC401	DCC	Indian Numismatics	4	5	3	-	2	-
M24HS8DCE400	DCE	History of South India (650 C.E -1565 C.E)	4	5	3	-	2	-
M24HS8DCE401	DCE	Historical Research Methodology	4	5	3	-	2	-
M24HS8DCE402	DCE	Introduction to Tribal Studies	4	5	3	-	2	-
M24HS8PRJ400	-	Project* (UG Degree-Honours)	8	2 DCC + 1 DSC/DCE + project OR 2 DCE				
M24HS8PRJ401	-	Project*(UG Degree - Honours with Research)	12	2 DCC + Project				



SEMESTER I

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/WEEK	HOUR DISTRIBUTION/WEEK			
					L	T	P	O
M24HS1DSC100	DSC	Modern India (1757-1857 AD)	4	5	3	-	2	-
M24HS1MDC100	MDC	Introduction to Tourism	3	4	2	-	2	-

L- LECTURE, T-TUTORIAL, P- PRACTICUM, O- OTHERS

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS
Programme	B.A (Hons) History
Course Name	Modern India (1757-1857 AD)
Type of Course	Discipline Specific Component
Course Code	M24HS1DSC100

Course Level	100				
Course Summary	This course examines the transformative period in Indian history from 1757 to 1857, marked by significant political, social, economic, and cultural changes under British colonial rule. The period begins with the Battle of Plassey in 1757, which established British East India Company dominance in Bengal and set the stage for British expansion across India.				
Semester	I	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	
		45		30	
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand the complex interactions between British colonialism and Indian society during the period 1757-1857.	R	1,3
2	Analyze key historical events, policies, and their implications for Indian development.	A	4,5
3	Evaluate primary and secondary sources to develop critical perspectives on colonialism and its impact.	E	1,5
4	Appreciate the contributions of Indian reformers and nationalists in challenging colonial rule and shaping modern India.	AP	1,3

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Emergence of Colonial Power in India		
	1.1	Expansion of European Trade	10	1
	1.2	Portuguese- Dutch – British and the French	10	1

	1.3	From commerce to conquest and empire	10	1
2		Economic policy of colonial India		
	2.1	Land Revenue policy- The Zamindari-Ryotwari & Mahalwari system	5	2
	2.2	Emergence of the new land-lordism- Destruction of Village Economy- Commercialization of Agriculture	5	2
	2.3	Development of Transport & communications Railways, Post & Telegraph	5	2
3		Making of the Empire		
	3.1	Surveys and Mapping, Gazetteers and Census	7	2
	3.2	Colonial governance, Education policy	7	2
	3.3	Emergence of a new middle class	6	2
4		Reform and Restructure		
	4.1	Social Reform movements – Raja Ram Mohan Roy, Dayananda Saraswati, Ishwara Chandra Vidya Sagar, Ranade, Jyothiba Phule, Savitribhai Phule and others	10	4
	4.2	Aligarh movement and other Popular Movements	10	4
	4.3	Critical Appraisal of the movement	5	3, 4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Introduction to Key Themes: <ul style="list-style-type: none"> • Start with an overview of British colonialism in India, emphasizing the Battle of Plassey (1757) as a turning point. • Discuss the economic motives behind British expansion and the establishment of colonial rule. • Interactive Lectures and Discussions: <ul style="list-style-type: none"> • Use multimedia resources, maps, and primary sources to illustrate
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	<p>key events and concepts.</p> <ul style="list-style-type: none"> • Encourage discussions on the impact of British policies on Indian society, economy, and culture. <ul style="list-style-type: none"> • Case Studies and Primary Source Analysis: <ul style="list-style-type: none"> • Assign readings and primary source documents (such as letters, treaties, and speeches) for analysis. • Conduct in-class exercises where students interpret and discuss these sources to understand perspectives of different stakeholders. • Debates and Role-Playing: <ul style="list-style-type: none"> • Organize debates on topics like the effectiveness of British governance, the causes of the Sepoy Mutiny (1857), or the impact of colonial economic policies. • Assign roles for students to simulate historical figures or groups, encouraging deeper engagement with differing viewpoints. • Field Trips and Virtual Tours: <ul style="list-style-type: none"> • Plan visits to local museums or historical sites related to the period, if feasible. • Utilize virtual tours and digital archives to explore significant locations and artifacts remotely. • Research Projects: <ul style="list-style-type: none"> • Assign individual or group research projects on specific aspects of the period, such as social reform movements, economic transformations, or resistance against colonial rule. • Guide students in utilizing academic databases, archives, and scholarly sources for their research.
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

References

Chandra, Bipin. *Modern India*. Orient Blackswan, 2009.

---. *Rise and Growth of Economic Nationalism in India*. Anand Publications, Delhi.

---. *India's Struggle for Independence*. Perguin Books, New Delhi.

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Sen, S.N. *India History and Culture*. MacMillan India Ltd, 2007.

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Sarkar, Sumit. *Modern Times*. Permanent Black, India, 2012.

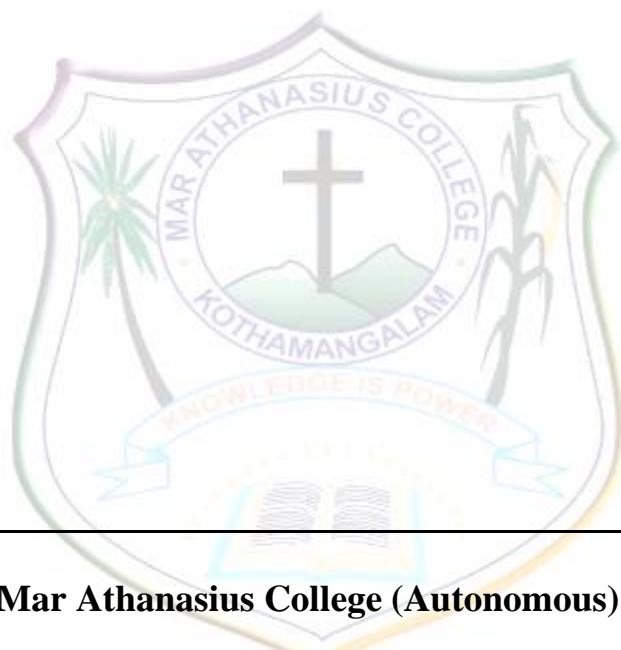
Sharma, Suresh, and Tridip Suhurd. *MK Gandhi's Hind Swaraj*. Archers and Elevers.


Roy, Tirthankar. *The Economic History of India 1857-1947*. OUP, 2006.

Hardy, Peter. *Muslims of British India*.

Bandyopadhyay, Sekhar. *From Plassey to Partition and After: A History of Modern India*. Orient Blackswan Pvt Ltd.

Guha, Ranajit, editor. *A Subaltern Studies Reader*. University of Minnesota Press, 1997.



	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS		
Programme	B.A (Hons) History		
Course Name	Introduction to Tourism		
Type of Course	Multi-Disciplinary Course		
Course Code	M24HS1MDC100		
Course Level	100		
Course Summary	The course "Introduction to Tourism" provides a foundational understanding of the global tourism industry, its evolution, components, impacts, and management practices. It explores the multifaceted nature of tourism, encompassing economic, social, cultural, and environmental dimensions.		
Semester	I	Credits	3

Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45		28		72
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Demonstrate a comprehensive understanding of the definitions, scope, and significance of tourism as a global industry.	R,U	1,2
2	Explain the evolution of tourism from historical perspectives to modern-day trends and issues.	U,A	4
3	Identify and describe key sectors within the tourism industry, including hospitality, transportation, attractions, and support services.	U	6
4	Evaluate factors influencing tourism demand, including motivations, travel behavior, and market segments.	E	5
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Tourism Concepts		
	1.1	Defining Tourism-Tourism products and services	1	1
	1.2	Tours- Tourist and Tourist destinations	2	1
	1.3	Tourism forms and types	2	1
2		Changing Trend		
	2.1	Purpose of Tourism- Sun, sea, sand and sex-leisure, touring, sightseeing, culture-Visiting friends and relatives-Business and incentive travel-Special	2	2

		Interest- Alternative tourism-		
	2.2	Other determinants- Psychological- Socio-political, Economic, Time.	2	2
3		Need for Tourism		
	3.1	Sources of Data	4	3
	3.2	Statistical Records-Secondary Sources	4	3
	3.3	Periodisation and Concepts	4	3
4		Significance of Tourism		
	4.1	Definition of travel, Traveller, Visitor, Excursionist, Tourist, Picnic – Concept, leisure and business	7	4
	4.2	Typology and forms of tourism – International, Inbound, Outbound, inter regional, intra regional, domestic, international, national	7	4
	4.3	Other forms of Social tourism.	6	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Interactive Lectures: <ul style="list-style-type: none"> • Overview of Tourism: Begin with an introduction to the concept of tourism, its definitions, types (e.g., leisure, business, cultural), and economic significance. • Historical Evolution: Trace the historical development of tourism from ancient times to modern-day trends, highlighting key milestones and transformations. • Case Studies and Real-World Examples: <ul style="list-style-type: none"> • Use case studies of popular tourist destinations or tourism projects to illustrate concepts such as destination management, marketing strategies, and sustainable tourism practices. • Analyze success stories and challenges faced by destinations in managing tourism growth and mitigating negative impacts. • Guest Speakers and Industry Experts: <ul style="list-style-type: none"> • Invite guest speakers from the tourism industry, such as tour
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	<p>operators, hospitality managers, or destination marketers, to share insights and practical experiences.</p> <ul style="list-style-type: none"> • Conduct Q&A sessions to allow students to interact directly with professionals and learn about current industry practices and trends. <p>• Field Trips and Virtual Tours:</p> <ul style="list-style-type: none"> • Organize field trips to local tourist attractions, hotels, or tourism-related businesses to provide firsthand exposure to operational practices and customer experiences. • Utilize virtual tours and multimedia resources to explore international destinations and showcase diverse tourism offerings. <p>• Group Discussions and Debates:</p> <ul style="list-style-type: none"> • Facilitate discussions on controversial topics in tourism, such as the impacts of overtourism, cultural authenticity versus commercialization, and ethical considerations in wildlife tourism. • Organize debates where students take opposing viewpoints on tourism development strategies or sustainability practices, fostering critical thinking and argumentation skills.
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
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		Total 70 marks

References

Cooper, Chris, et al. *Tourism: Principles and Practice*. 6th ed., Pearson Education Limited, 2018.

Gartner, William C. *Tourism Development: Principles, Processes, and Policies*. 2nd ed., Van Nostrand Reinhold, 1996.

McIntosh, Robert W. *Tourism: Principles, Practices, Philosophies*. 12th ed., Wiley, 2019.

Sagar Singh, ed. *Studies in Tourism*. Kanishka Publishers, 2005.


Seth, Prannath. *Successful Tourism Management*. Sterling Publishers Pvt. Ltd, 2010.



SEMESTER II

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/WEEK	HOUR DISTRIBUTION/WEEK			
					L	T	P	O
M24HS2DSC100	DSC	History of the Freedom Movement in	4	5	3	-	2	-

		India (1857-1947 AD)						
M24HS2MDC100	MDC	Heritage Tourism	3	4	2	-	2	-

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS						
Programme	B.A (Hons) History						
Course Name	History of the Freedom Movement in India (1857-1947 AD)						
Type of Course	Discipline Specific Component						
Course Code	M24HS2DSC100						
Course Level	100						
Course Summary	This course delves into the pivotal events, personalities, ideologies, and socio-political movements that shaped India's struggle for independence from British colonial rule between 1857 and 1947. It examines the evolution of nationalist aspirations, the impact of colonial policies, and the diverse strategies employed in the quest for freedom.						
Semester	II	Credits				4	
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours	
		60		30			90
Pre-requisites, if any							

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PSO
1	Demonstrate a thorough understanding of the major events, key personalities, and ideological developments that characterized India's struggle for independence from 1857 to 1947.	U	1
2	Evaluate the effectiveness of different strategies employed during the freedom struggle, such as non-cooperation, civil disobedience, mass movements, and armed resistance.	E	3
3	Place the Indian freedom movement within the broader context of global anti-colonial struggles and international developments during the 19th and 20th centuries	AP	5,1
4	Apply knowledge gained from the study of the freedom movement to analyze contemporary issues related to nationalism, identity politics, and democratic governance in India and globally	A	5
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Emergence of National Consciousness		
	1.1	Early Associations-Formation of I N C –Theories- Moderates	5	1
	1.2	Partition of Bengal-Extremists -Surat Split- Swadesi movement	5	1,3
	1.3	Formation of Muslim League-Minto- Morley Reforms and communal representation	5	1,3
	1.4	Revolutionary Nationalists-Home Rule	5	1,3
2		Emergence of Gandhi in Indian Politics		
	2.1	Early struggles of Gandhi as a leader-Gandhian Idea of Sathyagraha and Ahimsa	5	2,4
	2.2	Impact of World War I – Montague-Chelmsford Reforms- Rowlatt Act-Jallianwallabagh	5	2,4
	2.3	Non- Co operation –Simon Commission.	5	2,4

		India's Journey Towards Self-Governance		
3	3.1	Poorna Swaraj- Civil Disobedience movement	5	2,4
	3.2	Round Table Conferences- Government of India Act of 1935	5	2,4
	3.3	Congress ministries in the provinces.	5	2,4
4		To Indian Independence and Partition.		2,4
	4.1	Emergence of left- Socialists and Communists	2	3,4
	4.2	Revolutionary Terrorism- Emergence and the crystallization of communalism	3	4
	4.3	Quit India Movement -INA –RIN Mutiny	2	3
	4.4	Freedom and Partition- Indian Independence Act 1947	3	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Foundational Knowledge: <ul style="list-style-type: none"> • Lectures and Readings: Begin with lectures introducing the historical context of British colonial rule in India and the factors leading to the rise of nationalist sentiment post-1857. Assign readings from foundational texts such as "India's Struggle for Independence" by Bipan Chandra and "Modern India: 1885-1947" by Sumit Sarkar. • Primary Source Analysis: <ul style="list-style-type: none"> • Document Analysis: Introduce primary sources such as speeches, letters, and newspaper articles from key figures like Mahatma Gandhi, Jawaharlal Nehru, and Subhas Chandra Bose. Guide students in analyzing these sources to understand differing perspectives and motivations within the freedom movement. • Case Studies and Debates: <ul style="list-style-type: none"> • Case Studies: Explore specific events or movements within the freedom struggle, such as the Non-Cooperation Movement, Civil Disobedience Movement, or the Quit India Movement. Conduct detailed case studies on their causes, impact, and outcomes.
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	<ul style="list-style-type: none"> • Debates: Organize debates on contentious issues, such as the effectiveness of non-violence versus armed resistance, or the role of religious and communal identities in shaping nationalist movements. • Role of Multimedia and Field Visits: <ul style="list-style-type: none"> • Multimedia Resources: Utilize documentaries, films, and digital archives to provide visual and auditory context to historical events and personalities. • Field Visits: Plan visits to museums, monuments, or places of historical significance related to the freedom struggle, if feasible, to enhance students' understanding through direct exposure. • Interactive Discussions and Seminars: <ul style="list-style-type: none"> • Socratic Seminars: Facilitate discussions where students critically engage with key themes and questions related to the freedom movement. Encourage them to support their arguments with evidence from readings and primary sources. • Guest Speakers: Invite historians, scholars, or descendants of freedom fighters to share insights and personal narratives related to the struggle for independence. • Research Projects and Presentations: <ul style="list-style-type: none"> • Research Assignments: Assign research projects on specific aspects of the freedom movement, such as the role of women leaders, the impact of partition, or the influence of global events like World War II on Indian nationalism. • Presentations: Have students present their research findings, encouraging them to develop their communication skills and ability to present complex historical information effectively.
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Referance

Bipan Chandra et al. *India's Struggle for Independence*. Penguin Books, 1989.

Sumit Sarkar. *Modern India: 1885-1947*. Macmillan India, 1989.

B. R. Nanda. *Gandhi and His Critics*. Oxford University Press, 1985.

Sekhar Bandyopadhyay. *From Plassey to Partition: A History of Modern India*. Orient Blackswan, 2004.

Rajmohan Gandhi. *Patel: A Life*. Navajivan Publishing House, 1990.


Judith M. Brown. *Modern India: The Origins of an Asian Democracy*. Oxford University Press, 1994.

Ainslie T. Embree. *Utopias in Conflict: Religion and Nationalism in Modern India*. University of California Press, 1990.

Sugata Bose and Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy*. Routledge, 2004.

Thomas R. Metcalf. *An Imperial Vision: Indian Architecture and Britain's Raj*. University of California Press, 1989.

Sarvepalli Gopal. *Jawaharlal Nehru: A Biography*. Oxford University Press, 1976.

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Heritage Tourism					
Type of Course	Multi-disciplinary					
Course Code	M24HS2DSC100					
Course Level	100					
Course Summary	Heritage Tourism explores the intersection of tourism and cultural heritage, examining the significance, management, and promotion of historical and cultural sites. Students gain insights into the economic, social, and environmental impacts of tourism on heritage sites and local communities.					
Semester	II	Credits			3	Total Hours
Course Details	Learning Approach	Lecture 45	Tutorial	Practical 28	Others	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Gain a comprehensive understanding of cultural heritage, its importance in society, and the challenges related to its	U	1

	preservation and interpretation.		
2	Examine conservation practices and ethical considerations in heritage preservation, exploring methods to mitigate environmental and human impacts.	E	2
3	Foster cultural sensitivity and awareness, respecting the traditions, beliefs, and practices associated with different heritage sites and communities.	AP	5
4	Explore entrepreneurial opportunities within heritage tourism, innovating sustainable approaches to site promotion and management.	S	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Heritage		
	1.1	Meaning, types, heritage sites of India	2	1
	1.2	Historic monuments of tourist significance: Pre and Post Vedic periods, Buddhist epoch, Gupta Period, Early and Late Medieval period, Modern period.	5	1
	1.3	Features of Indian Cultural Heritage-Preservation and Conservation of Monuments and Culture. Cultural transition, Indian cultural heritage-Architectural Heritage	5	1
2		Architecture & religion		
	2.1	Architectural Heritage of India	2	2
	2.2	Popular religious centers of India	2	2
	2.3	Hindu, Buddhist, Jain, Muslim and Christian	3	2
		Indo-Islamic Architecture		
	3.1	Sultanate-Mughals	2	3

3	3.2	South Indian-Vijayanagara & Modern Architecture	2	3
	3.3	Famous Forts & Palaces- role in development of tourism in India	2	3
4		Cultural Tourism		
	4.1	Problems and prospects	2	3
	4.2	Fairs and Festivals – Dance Festivals – Performing arts – Dance and Musi	3	4
	4.3	Myths and Legends – Cuisines and specialty dishes – Artifacts And Handicrafts Architecture	3	4
	4.4	Mural Paintings and Sculpture	3	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lecture and Presentation: Deliver lectures to provide foundational knowledge on topics such as cultural heritage significance, tourism impacts, conservation techniques, and interpretation strategies. • Group Activities and Discussions: Organize group activities, debates, and role-plays to explore different perspectives on managing and promoting heritage sites. • Field Trips and Site Visits: Arrange visits to local heritage sites, museums, or cultural centers to allow students to observe management practices, interpretive techniques, and visitor interactions firsthand. • Case Study Analysis: Present and discuss case studies of heritage sites facing challenges or implementing successful management strategies, encouraging students to analyze and propose solutions.
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5

Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Timothy, Dallen J., and Gyan P. Nyaupane. *Heritage Tourism: Concepts, Methodologies, and Practices*. Routledge, 2009.

Smith, Melanie K., and Mike Robinson, editors. *Cultural Tourism: Global and Local Perspectives*. Routledge, 2015.

Timothy, Dallen J. *Tourism and Archaeological Heritage Management at Petra: Driver to Development or Destruction?*. Cengage Learning, 2006.

Ashworth, Gregory J., and Brian Graham. *Senses of Place: Senses of Time*. Ashgate, 2005.

McKercher, Bob, and Hilary du Cros. *Cultural Tourism: The Partnership Between Tourism and Cultural Heritage Management*. Routledge, 2002.

Hall, C. Michael, editor. *Cultural Heritage and Tourism: An Introduction*. Channel View Publications, 2002.

Timothy, Dallen J. *Cultural Heritage and Tourism: An Introduction*. University of Toronto Press, 2011.


Farsari, Y. *International Heritage and Historic Building Conservation: Saving the World's Past*. Wiley-Blackwell, 2012.

Prentice, Richard, and Claire Smith, editors. *Heritage, Museums and Galleries: An Introductory Reader*. Routledge, 2005.



SEMESTER III

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/WEEK	HOUR DISTRIBUTION/WEEK			
					L	T	P	O
M24HS3DSC200	DSC	Introduction to History	4	5	3	-	2	-
M24HS3DSC201	DSC	Early India (Upto 300AD)	4	5	3	-	2	-
M24HS3DSE200	DSE	Historical Tourism	4	4	4	-	-	-
M24HS3DSC202	DSC B	Transition to Contemporary World	4	5	3	-	2	-
M24HS3MDC200	MDC	Introduction to Archaeology	3	3	3	-	-	-
M24HS3VAC200	VAC	Constitutional History of India (1773 A.D-1950 A.D)	3	3	3	-	-	-

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Introduction to History					
Type of Course	Discipline Specific Component					
Course Code	M24HS3DSC200					
Course Level	200					
Course Summary	Introduction to History provides students with a foundational understanding of key historical concepts, methodologies, and themes essential for studying the past. The course explores various historical aspects related to history.					
Semester	III	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 60	Tutorial	Practicum 30	Others	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Develop critical thinking skills to analyze primary and secondary sources, assess historical interpretations, and construct well-supported arguments about the past.	S	1
2	Study the evolution of historical interpretations over time, including how historians' perspectives, biases, and methodologies shape our understanding of history.	U	4
3	Explore different types of history	E	3

4	Analyse general concepts and issues related to the study of History	An	1
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Introduction I		
	1.1	Concept of History	3	1
	1.2	Meaning	2	1
	1.3	Definitions	5	1
2		Introduction II		
	2.1	Nature and Scope of History	5	2
	2.2	Use and abuse of History	5	2
	2.3	Types of History	5	2
3		Multidisciplinary nature of History		
	3.1	Archaeology, Anthropology-Political science, Economics, Sociology-	5	3
	3.2	other science subject	5	3
	3.3	History- A Science or an Art	5	3
		Basic concepts in History		

4	4.1	Sources in History	5	4
	4.2	Subjectivity	5	4
	4.3	Objectivity	5	4
	4.4	Generalization	5	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)			
	Lectures: Provide structured presentations to introduce key historical periods, events, and themes. Use visuals such as maps, timelines, and images to enhance understanding.			
	Discussion-Based Learning: Facilitate class discussions on assigned readings, historical debates, and interpretations. Encourage students to analyze different perspectives and defend their viewpoints with evidence.			
	Debates and Role-Playing: Organize debates on controversial historical issues or role-playing activities where students take on the roles of historical figures. This encourages critical thinking and empathy for different historical perspectives.			
	Group Projects: Assign group projects where students collaborate to research and present on specific historical topics. This promotes teamwork, research skills, and presentation abilities.			

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*. Oxford University Press, 2002.

Carr, Edward Hallett. *What Is History?*. Vintage Books, 1961.

Evans, Richard J. *In Defence of History*. Granta Books, 1997.

Elton, G. R. *The Practice of History*. Blackwell, 1991.

Bentley, Michael. *Modern Historiography: An Introduction*. Routledge, 1999.


Iggers, Georg G. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Wesleyan University Press, 1997.

Jenkins, Keith. *Refiguring History: New Thoughts on an Old Discipline*. Routledge, 2003.

Marwick, Arthur. *The Nature of History*. Macmillan, 1989.

Thompson, Paul. *The Voice of the Past: Oral History*. Oxford University Press, 2000.

Woolf, Daniel. *A Global History of History*. Cambridge University Press, 2011.

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Early India (Up to 300 AD)					
Type of Course	Discipline Specific Component					
Course Code	M24HS3DSC201					
Course Level	200					
Course Summary	This course provides an in-depth exploration of the history, culture, and societal developments of ancient India from its earliest civilizations up to the end of the Gupta Empire in 300 AD. The course examines the foundational periods of ancient Indian history, including the Harappan civilization, the Vedic age, the rise of early kingdoms and empires, and the cultural and intellectual achievements during this era..					
Semester	III	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 60	Tutorial	Practicum 30	Others	
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Gain a comprehensive understanding of the chronological timeline and geographical extent of ancient Indian civilizations up to 300 AD, including the Harappan civilization, Vedic period, and the Maurya and Gupta empires.	R,U	1

2	Develop critical skills in analyzing and interpreting primary and secondary historical sources related to early India, including archaeological findings, inscriptions, literary texts, and scholarly interpretations.	E	3
3	Reflect on the lasting legacies of early Indian civilizations and their impact on subsequent historical developments in South Asia, including cultural continuities and transformations over time.	An	3
4	Synthesize acquired knowledge and research findings on early India through written assignments, presentations, and discussions, demonstrating a deeper understanding of the complexities of ancient Indian history. study of History	A	5
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Lithic Age and its transformation		
	1.1	Lithic age to Bronze Age-Material culture of the lithic age- Neolithic Revolution-	5	1
	1.2	Harappan Civilization –Chronology and Extent-Indus Sites-Material Characteristics - Harappan Polity, Society ,Religion, Science, technology, arts, crafts trade & economy –Script	5	1
	1.3	Decline of the first urbanization	4	1
2		Iron Age Culture		
	2.1	PGW- NBPW-Aryan Problem -- Vedic Age- Early and Later- Sources- Archeological and Literary	5	2
	2.2	Social stratification -polity-religion-economy	5	2
	2.3	Lineage society.	5	2

		Second Urbanization		
3	3.1	Growth of Mahajanapadas- political conflict and the growth of the Magadhan Empire	5	3
	3.2	Alexander's Invasion	5	3
	3.3	Buddhism -Jainism –Bhagavatism- Ajivikas- Charvakas.	3	3
		Emergence of Central Authority		
4	4.1	Mauryan Empire-Sources- Administration- Society-Economy- Asoka- Policy of Dhamma-Decline of the Empire	4	4
	4.2	Sathavahanas		4
	4.3	Kushanas-Gandhara Art-Mathura Art	4	4
5		Early South India		
	5.1	Literary and archaeological sources	5	4
	5.2	Tamilakam – <i>Ain tinai</i> - Polity, Society & Economy and Trade	6	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Interactive Learning: Use multimedia resources, primary sources, and archaeological findings to enhance understanding.
	Comparative Analysis: Compare early Indian civilizations with contemporaneous civilizations such as Mesopotamia, Egypt, and China to highlight similarities and differences.
	Critical Thinking: Encourage students to analyze historical sources critically and interpret historical events from multiple perspectives.
	Field Trips and Visual Aids: Organize field trips to local museums with relevant exhibits or utilize visual aids like maps, timelines, and artifacts to enrich learning.
	Discussion and Debate: Foster discussions on key themes such as social hierarchy, religious developments, trade networks, and cultural exchanges to encourage debate and critical thinking.

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Thapar, Romila. *Early India: From the Origins to AD 1300*. Penguin Books, 2002.

Sharma, R. S. *India's Ancient Past*. Oxford University Press, 2005.

Kulke, Hermann, and Dietmar Rothermund. *A History of India*. 4th ed., Routledge, 2004.

Basham, A. L. *The Wonder That Was India: A Survey of the Culture of the Indian Sub-Continent Before the Coming of the Muslims*. Grove Press, 1954.

Allchin, F. R., and George Erdosy. *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge University Press, 1995.


Chakrabarti, Dilip K. *India: An Archaeological History: Paleolithic Beginnings to Early Historic Foundations*. Oxford University Press, 2009.

Daniélou, Alain. *A Brief History of India*. Inner Traditions, 2003.

Key, John. *India: A History*. Grove Press, 2000.

Srinivasan, Doris Meth. *Many Heads, Arms, and Eyes: Origin, Meaning, and Form of Multiplicity in Indian Art*. Brill, 1997.

Dey, Nando L. *Early India: A Concise History*. Manohar Publishers, 1998.

	Mar Athanasius College (Autonomous), Kothamangalam					
FYUGP SYLLABUS						
Programme	B.A (Hons) History					
Course Name	Historical Tourism					
Type of Course	DSE					
Course Code	M24HS3DSE200					
Course Level	200					
Course Summary	This course explores the intersection of history and tourism, focusing on the role of heritage sites, museums, and cultural landmarks in attracting tourists and preserving historical narratives. Historical tourism encompasses visits to ancient ruins, historic cities, museums, and other cultural heritage sites that offer insights into past civilizations, events, and cultural practices.					
Semester	III	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45	28			72
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Students will demonstrate an understanding of the historical significance of various tourist destinations, including key events, figures, and cultural developments.	U	1
2	Students will be able to critically analyze historical sites and attractions, evaluating their authenticity, preservation efforts, and cultural impact on tourism.	An	2
3	Students will explore issues of sustainability,	A	3,4

	conservation, and ethical considerations in managing and promoting historical tourism sites.		
4	Students will analyze policies and strategies related to heritage tourism development, including the role of government agencies, NGOs, and international organizations	E	5,6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Historical Background		
	1.1	Travel in Ancient Era -Early Empires	3	1
	1.2	Egyptian Civilisation and Phoenicians-	3	1
	1.3	The Persian Empire-Greeks-Romans-India-Silk route- Pilgrimage-	3	1
2		Dark era of Tourism		
	2.1	Renaissance and Tourism - Industrial Revolution - Impact - Beginning of Tour Operation and Hotel Industry	3	2
	2.2	Thomas Cook and his role - 20th century - Evolution of Airline Industry - Automobile Industry -	3	2
	2.3	World Wars and Its Influence on Travel- Post War Period and Phenomenon Growth of Tourism	3	2
3		Memoirs and Travelogues		
	3.1	Conceptualising and Preserving the Memories of Travel -Early Travellers and Early travellers and travels in India	4	3
	3.2	Megasthannis - Pliny and Natural History Fa-hien - Huen Tsang and Fu-koki - Senkia - Sulaiman and Masudi	3	3
	3.3	Marcopolo - Ibn Battutta and Ma-Huan	3	3

4		Historical perspectives		
	4.1	Historical perspectives of Tourism in India	3	4
	4.2	Geography- Nature based products Islands and beaches, Deserts and Hill stations	3	4
	4.3	Relation between travel and Tourism	3	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Introduction to Concepts: Start with an overview of historical tourism, its importance, and key concepts such as heritage management, visitor interpretation, and cultural preservation.
	Case Studies Analysis: Break down case studies in class, discussing the challenges faced and the strategies employed in managing historical tourism destinations.
	Group Activities: Organize group activities where students analyze and present different aspects of historical tourism sites, fostering teamwork and diverse perspectives.
	Assignments and Assessments: Use a mix of assignments, quizzes, presentations, and research papers to assess understanding and application of historical tourism principles.

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Basham, A.L. *The Wonder that was India*. New Delhi, Oxford University Press.

Modi, Salini. *Tourism and Society*. Rawat Publications, 2001.

Ghosh, Viswanath. *Tourism and Travel Management*. Vikas Publishing House, Delhi, 1998.

Singh, Ratan Deep. *Dynamics of Modern Tourism*. Kanishka Publishers, New Delhi, 1998.


Singh, Ratan Deep. *Infrastructure of Tourism in India*.

Singh, Ratan Deep. *Economic Impact of Tourism Development: An Indian Experience*.

Chattopadhyaya, Kunol. *Tourism Today - Structure, Marketing and Profile*.

Gupta, S.P. *Cultural Tourism*, 2002.

Sharma, R.S. *Material Cultures and Social Formations in Ancient India*. Madras, Macmillan

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Transition to Contemporary World					
Type of Course	DSC B					
Course Code	M24HS3DSC202					
Course Level	200					
Course Summary	This course examines the profound transformations that have occurred globally from the late 19th century to the present day. It explores major political, economic, social, cultural, and technological changes that have shaped the contemporary world. Emphasis is placed on understanding the causes, consequences, and interconnectedness of these transitions.					
Semester	III	Credits		4		
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45		28		
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Students will demonstrate a comprehensive understanding of major global transitions from the late 19th century to the present, including political, economic, social, and cultural changes.	U	1
2	Students will critically analyze key events, movements, and phenomena that have shaped the contemporary world, evaluating their causes, consequences, and significance.	A	4
3	Students will develop a global perspective by exploring how local and regional changes contribute to broader global trends and challenges.	U	5
4	Students will analyze current global issues such as globalization, environmental sustainability, technological advancements, and socio-political conflicts within historical contexts.	E	3
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Transitional Phase		
	1.1	Implications of French Revolution - Continental impact and reactions	3	1
	1.2	Metternich and Congress of Vienna	3	1
	1.3	German & Italian Unification	3	1
2		Imperialism		
	2.1	Theories of Imperialism	3	2
	2.2	Inter- Imperialist Rivalry and the two World Wars	3	2
	2.3	Rise of Fascism and Nazism in Europe	3	2
	2.4	Russian Revolution of 1917-Lenin and Stalin-The Soviet Union an its fortunes		2
	2.5	The Chinese Revolution of 1948- Interpretation - Impact and Consequences	3	2
3		Transitions	3	
	3.1	The Great Depression in 1929-33 Post-depression – economic - political order	3	3
	3.2	Globalization and its instruments	3	3
	3.3	Development vs Sustainable Development debate	3	3
4		Anti -Colonial Movement		
	4.1	Emergence of Anti-Colonial Movements in Asia and Africa	3	4
	4.2	World Bodies-League of Nations UNO	3	4
	4.3	NAM and other Regional Groupings		4

	4.4	Growth of Mass Media and Information Technology– Terrorism		4
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures and Discussions: lectures to provide foundational knowledge on key historical events and transitions. Follow up with discussions to encourage critical thinking and deeper analysis.</p> <p>Case Studies and Analysis: Employ case studies of specific regions or countries to illustrate broader global themes and transitions.</p> <p>Debates and Role-Playing: Foster active learning through debates on controversial issues and role-playing simulations of historical events.</p> <p>Field Trips and Guest Speakers: Incorporate field trips to relevant cultural institutions, historical sites, or guest speakers from academia or industry to provide practical insights.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Arjun Dev and Indira Dev. *History of the World*. Orient Blackswan.

L.S. Stavrianos. *A Global History*.

E.J. Hobsbawm. *Age of Revolutions*.

..... *Age of Capital*. 1975.

..... *Age of Empire*. 1987.

..... *Age of Extremes*. 1994.

R.R. Palmer. *History of the Modern World*.

Cran Briton. *Anatomy of Revolution*.

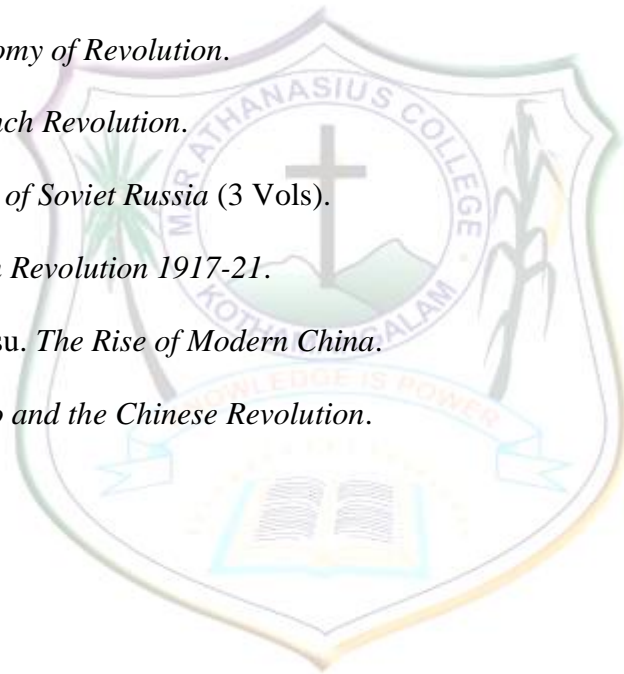
Albert Sbou. *French Revolution*.


E.H. Carr. *History of Soviet Russia* (3 Vols).

E.H. Carr. *Russian Revolution 1917-21*.

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Jerome Chen. *Mao and the Chinese Revolution*.



	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Introduction to Archaeology					
Type of Course	MDC					
Course Code	M24HS3MDC200					
Course Level	200					
Course Summary	This course provides an introduction to the principles, methods, and theories of archaeology. It explores the study of human history and prehistory through the excavation and analysis of material culture. Emphasis is placed on understanding the processes of cultural change, interpretation of archaeological evidence, and the significance of archaeology in reconstructing past societies.					
Semester	III	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		54				54
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Introduce students to the basic principles and methods used in archaeological research, including excavation techniques, dating methods, and artifact analysis.	U	1
2	Explore how archaeological evidence contributes to our understanding of cultural evolution, societal development, and the dynamics of human adaptation over time.	E	5
3	Teach students how to interpret archaeological data to reconstruct past environments, economies, social structures, and belief systems.	An	3

4	Discuss ethical considerations in archaeology, including issues of heritage preservation, cultural sensitivity, indigenous perspectives, and the impact of archaeological research on local communities.	Ap	3
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Introduction		
	1.1	Definition Aims and scope of Archaeology	4	1
	1.2	Relation with other science and social Science subjects-	4	1
	1.3	Kinds of archeology-economic-ethno-underwater-Ariel	4	1
2		History of archeology		
	2.1	world context-Geological revolution-antiquarian revolution- Theory of evolution	4	2
	2.2	Henry Scheimann- Pitt Rivers	4	2
	2.3	Sir William Flinders Petrie- V. Gordon Childe	4	2
3		Archaeology in India		
	3.1	Alexander Cunningham-Brucefoote	4	3
	3.2	Sir John Marshall- Sir Mortimer Wheeler	4	3
	3.3	Development since independence	4	3
		Concepts		

+	4	4.1	Excavation	4	4
		4.2	Exploration	4	4
		4.3	Excavated sites in India	5	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Hands-On Learning and Practical Experience: Emphasize experiential learning through hands-on activities such as artifact analysis, mock excavations, and laboratory work.
	Case Studies and Site Visits- Use case studies of significant archaeological sites and civilizations to illustrate key concepts and methods. Organize visits to local archaeological sites, museums, or virtual tours to observe and discuss archaeological techniques and findings.
	Collaborative Learning and Peer Interaction: Promote collaborative learning through group projects, discussions, and peer reviews of research findings. Facilitate group activities where students collaborate on research papers, presentations, or excavation simulations, encouraging teamwork and collective problem-solving.

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	25

Semester End Examination -Written Examination for 50 marks

Descriptive type	Number of questions to be answered	Marks
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Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

Reference

Renfrew, Colin, and Paul Bahn. *Archaeology: Theories, Methods, and Practice*. Thames & Hudson, 2016.

Fagan, Brian M. *Archaeology: A Brief Introduction*. Routledge, 2016.

Kelly, Robert L., and David Hurst Thomas. *Archaeology*. Wadsworth Publishing, 2013.


Trigger, Bruce G. *A History of Archaeological Thought*. Cambridge University Press, 2006.

Scarre, Chris, editor. *The Human Past: World Prehistory and the Development of Human Societies*. Thames & Hudson, 2018.

Bahn, Paul, and Bill Tidy. *Archaeology: A Very Short Introduction*. Oxford University Press, 2012.

Price, T. Douglas, and Gary M. Feinman. *Images of the Past*. McGraw-Hill Education, 2017.

Hodder, Ian. *Archaeological Theory Today*. Polity Press, 2012.

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Constitutional History of India (1773-1950 A.D)					
Type of Course	VAC					
Course Code	M24HS3VAC200					
Course Level	200					
Course Summary	The course on Constitutional History of India provides a comprehensive exploration of the evolution and development of India's constitutional framework from ancient times to the present day. It examines the political, social, and legal contexts that have influenced the shaping of India's constitution, highlighting key events, debates, and reforms throughout its history.					
Semester	III	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Analyze the impact of British colonial rule on Indian governance and the emergence of constitutional reforms and demands for self-governance.	An	1
2	Study the process and debates involved in drafting and adopting the Indian Constitution in 1950, emphasizing the contributions of leaders and thinkers.	U	3
3	Examine significant amendments and reforms to the Indian Constitution, including their historical context and implications for governance.	E	4
4	Discuss contemporary challenges to constitutional governance in India, such as federalism, social justice, and constitutional amendments.	R	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Introduction		
	1.1	Constitutional Development during the Rule of Crown		1
	1.2	Government of India Act 1858: Background, Main provisions of the Act, Evaluation of the Act		1
	1.3	Queen's Proclamation Letter, Significance of the proclamation		1
2		Constitutional Development		
	2.1	Indian Council Acts - Indian Council Act of 1861 and 1892		2
	2.2	Morley -Minto Act 1909		2
	2.3	Montague -Chelmsford Act 1919		2
3		Provincial Autonomy Constitutional Development		
	3.1	Independence Act and Indian Constitution		3
	3.2	Indian Constitution Act 1935		3
	3.3	Government of India Act 1947		3
4		Making of Indian Constitution		
	4.1	Main features of the Indian Constitution		4
	4.2	parliamentary-judicial supremacy		4
	4.3	Fundamental rights and duties		4
	4.4	Universal adult Franchise-Emergency provision		4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Contextualization through Lectures and Discussions: Begin with contextual lectures that outline the historical backdrop of India from the British East India Company's rule to the end of colonialism</p> <p>Primary Sources and Document Analysis: Use primary sources such as legal documents, speeches, and constitutional proposals to illustrate the evolution of constitutional ideas and debates.</p> <p>Case Studies and Comparative Analysis: Explore case studies of pivotal moments in India's constitutional history and compare them with constitutional developments in other countries.</p> <p>Interactive Learning and Role-Playing: Facilitate interactive learning through role-playing exercises, simulations of constitutional debates, and mock legislative sessions.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	25

Semester End Examination - Written Examination for 50 marks

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

Reference

Gandhi, B.M. *V.D. Kulashreshtha's Landmarks in Indian Legal and Constitutional History*. Dhanwantra Mechanical and Law Book House, Delhi.

Singh, M.P. *Outlines of Indian Legal & Constitutional History*. Dhanwantra Mechanical and Law Book House, Delhi.

Keith, A.B. *A Constitutional History of India, 1600-1935*, 2nd ed., Central Depot, Allahabad, 1961.

Speeches and Documents on the Indian Constitution 1945-1947, 2 vols., London OUP, 1957.

Pylee, M.V. *Constitutional History of India (1600-1950)*, Asia, Bombay, 1967.

Morris Jones, W.H. *Government and Politics of India*, 2003.

Jain, M.P. *Indian Constitutional Law*, 2010.

Kashyap, Subhash C. *Our Constitution, Our Parliament, Our Political System*, 2012.

Narang, A.S. *Indian Political System, Process and Development*, 2008.

Bhargav, Rajeev. *Politics and Ethics of the Indian Constitution*, 2007.

Chandra, Bipin. *Nationalism & Colonialism in Modern India*, 1999.

Brass, Paul R. *The Politics in India since Independence*, 2014.


Mitra, K. Subrata. *Politics in India: Structure, Process and Policy*, 2016.

Patil, S.H. *The Constitution, Government and Politics in India*, 2001.

Bhagwan, Vishnoo, and Vidya Bhusan. *Indian Administration*, 2006.

SEMESTER IV

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M24HS4DSC200	DSC	Understanding History	4	5	3	-	2	-
M24HS4DSC201	DSC	Ancient and Early Medieval Kerala	4	5	3	-	2	-
M24HS4DSE200	DSE	Tourism Management	4	4	4	-	-	-
M24HS4SEC200	SEC	Informatics	3	3	3	-	-	-
M24HS4VAC200	VAC	Tourist Guide Training	3	3	3	-	-	-
M24HS4INT200		Internship	2					

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Understanding History					
Type of Course	Discipline Specific Course					
Course Code	M24HS4DSC200					
Course Level	200					
Course Summary	The course "Understanding History" provides a comprehensive exploration of historical methods, themes, and interpretations across different periods and regions. It aims to equip students with critical thinking skills and analytical frameworks necessary to comprehend and interpret historical events, developments, and their impact on societies.					
Semester	IV	Credits		4		
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours 72
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Students will be able to describe and apply various historical methodologies, including archival research, source analysis, and historiographical critique.	U	1
2	Students will develop skills to critically analyze and interpret historical events, themes, and developments within their socio-cultural, political, and economic contexts.	An	3
3	Students will learn to evaluate the reliability, bias, and relevance of primary and secondary sources in constructing historical narratives.	E	4
4	Students will gain an understanding of interconnected histories, global interactions, and the exchange of ideas, goods, and cultures across different regions and time periods.	R	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Greek and Roman idea of History		
	1.1	Herodotus – Thucydides – Poibyus		1
	1.2	Church Historiography – St. Augustine		1
	1.3	The Arab Historiography – Ibn Khaldun and Universal History		1
2		Indian Historiography		
	2.1	Vedas – Puranas – Jainand Buddhist Texts		2
	2.2	Kalhana – Abul Fazl-Badauni		2
	2.3	Alexander Cunningham –John Marshall, R S Sharma, K A Sastri		2
3		Developments in History		
	3.1	Positivism-Ranke and Augustus Comte		3
	3.2	Hegalian Philosophy of History		3
	3.3	Marxian Ideology		3
4		Annales School		
	4.1	Perceptions of Total History		4
	4.2	History of Mentalities – Marc Bloch - Lucien Febvre - Braudel		4
	4.3	History from below		4
	4.4	Local History – New History		4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Contextualization: Situating historical events within their broader cultural, social, and political contexts helps students grasp the motivations and impacts of historical actions.</p> <p>Critical Analysis: Encouraging students to critically analyze primary and secondary sources fosters a deeper understanding of differing perspectives and historical interpretations.</p> <p>Active Learning: Engaging students through discussions, debates, role-plays, and projects encourages active participation and application of historical knowledge.</p> <p>Multimedia and Primary Sources: Incorporating multimedia resources and primary sources such as documents, artifacts, and eyewitness accounts enriches learning by providing direct connections to the past.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	25

Semester End Examination -Written Examination for 50 marks

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

Reference

Collingwood, R.G. *The Idea of History*. Oxford University Press, 1946.

Carr, E.H. *What is History?*. Cambridge University Press, 1961.

Sheik Ali. *History: Its Theory and Method*. Macmillan, 1996.

Manickam, S. *Theory of History and Methods of Research*. Paduman Publishers, 2002.


Subramanian, N. *Historiography and Historical Method*. Ennes Publications, 2000.

Bloch, Marc. *The Historian's Craft*. Manchester University Press, 1953.

Chatterjee, Partha, and Anjan Gosh. *History and the Present*. Archers and Elevators, 2004.

Marwick, Arthur. *The Nature of History*. Macmillan, London, 1970.



	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS				
Programme	B.A (Hons) History				
Course Name	Ancient and Early Medieval Kerala				
Type of Course	Discipline Specific Course				
Course Code	M24HS4DSC201				
Course Level	200				
Course Summary	The course on Ancient and Early Medieval Kerala explores the cultural and historical evolution of the region from its prehistoric origins to the medieval period. It covers early settlements, indigenous societies, and the emergence of dynasties like the Cheras. Trade relations with civilizations like the Romans and Arabs are examined, alongside the influence of Buddhism, Jainism, and Hinduism on Kerala's culture and religion. The course highlights Kerala's maritime trade, economic prosperity, and societal transformations during the transition to the medieval era..				
Semester	IV	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	
Pre-requisites, if any					

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Students gain a comprehensive understanding of Kerala's ancient and early medieval history, including its cultural, political, and economic developments.	U	1
2	They learn to critically analyze primary sources such as archaeological findings, inscriptions, and literary texts to interpret historical events and societal changes.	An	3
3	Insight into the diverse cultural dynamics of Kerala, including the evolution of religious beliefs, art, architecture, and social structures.	R	4
4	Enhanced research and writing skills through assignments and projects focusing on specific aspects of ancient and early medieval Kerala.	S	6

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Geographical setting		
	1.1	rivers-mountains-passes-lagoons-sea coast-monsoon		1
	1.2	Archaeological-monuments, epigraphy, numismatics & Literary-indigenous and foreign		1
	1.3	Iron age and the beginning of societies - Megaliths typologies		1
2		Kerala as a part of Tamilakam		
	2.1	Sangam Age- Tinai Concepts – Sangam literature-Tamil heroic Culture-features		2
	2.2	Presence of Jains, Buddhists and Brhahmins		2
	2.3	Early maritime contacts-Greek, Roman & trade centres		2
3		Agrarian and Brahmin Settlements		
	3.1	Temple oriented society-uralar- karalar – atiyalar		3
	3.2	Perumals of Mahodayapuram		3
	3.3	Nature of Administration-Trade & guilds.		3
4		Temple and Bhakti cult		
	4.1	Alvars and Nayanars		4
	4.2	Internal and international trade		4
	4.3	Jews- Christian- Arabs and Muslims- Cultural synthesis		4

	4.4	Disintegration of Perumals.		4
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Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Use of Primary Sources: Engage students with primary sources such as inscriptions, archaeological findings, and ancient texts (like Sangam literature) to explore firsthand accounts and perspectives from the time period.
	Comparative Studies: Compare ancient Kerala with contemporary civilizations and regions to highlight similarities, differences, and exchanges that influenced its development.
	Interactive Learning: Utilize interactive methods such as role-playing, simulations, and multimedia presentations to immerse students in the historical context and promote active learning.
	Field Trips and Excursions: Organize visits to archaeological sites, museums, and historical landmarks in Kerala to provide tangible connections to the past and enhance learning experiences.

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination


Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

- Varrier, Raghava, and Rajan Gurukkal, editors. *Cultural History of Kerala, Vol. Govt of Kerala*. Trivandrum.
- Sastri, K.A. Nilakanta. *A History of South India*. Oxford University Press, 2008.
- Menon, A. Sreedhara. *Survey of Kerala History*, 2nd ed., Kottayam D.C Books, 2008.
- Ganesh, K.N. *Keralathinre Innelakal*. Trivandrum, Cultural Department Government of Kerala, 1990.
- Varier, Raghava, and Rajan Gurukkal. *Kerala Charitram*. Edappal, Sukapuram, Vallathol Vidyapeetham.
- Rehman, M.P. Mujeebu, and K.S. Madhavan, editors. *Explorations in South Indian History*. SPCS Bookstall, 2014.
- Kunjan Pillai, Elamkulam. *Studies in Kerala History*. Kottayam National Book Stall.
- Narayanan, M.G.S. *Aspects of Aryanisation*. Trivandrum, Kerala Historical Society.
- Gurukkal, Rajan. *The Kerala Temple and the Early Medieval Agrarian System*. Edappal, Vallathol Vidyapeethom.
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- Ganesh, K.N. *State Formation in Kerala: A Critical Overview*. Bangalore, Indian Council of Historical Research, 2010.
- Champakalakshmi, R., Kesavan Veluthat, et al. *State and Society in Pre-Modern Kerala*. Trissur, Cosmo Books.
- Menon, K.P. Padmanabha. *History of Kerala Vols. I-IV*. Trissur, Asian Education Services, New Delhi.
- Narayanan, M.G.S. *Cultural Symbiosis*. Sandhya Publications.
- Raja, P.K.S. *Medieval Kerala*. Nava Kerala Co-operative Publishing House Ltd., Calicut.
- Krishna Iyer, K.V. *Zamorins of Calicut*, reprint, Calicut University, 1999.
- Nainar, S.M.H. *Arab Geographer's Knowledge of South India*. Madras, 1942.
- Muhammed, P.A. Sayed. *Kerala Muslim Charithram*. Thrissur, 1961.
- Amma, B. Padmakumari. *Jain and Buddhist Centers of Kerala*. Kuppam, Dravidian University, 2008.

Varier, M.R. Ragahava. *Jainamatham Keralathil*. N.B.S., Kottayam, 2012.



	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS
Programme	B.A (Hons) History
Course Name	Tourism Management

Type of Course	Discipline Specific Elective- DSE					
Course Code	M24HS4DSE200					
Course Level	200					
Course Summary	Tourism Management covers the principles and practices essential for effective management of tourist destinations, businesses, and services. Topics include tourism marketing, sustainable tourism development, hospitality management, cultural heritage preservation, and visitor experience enhancement. The course emphasizes strategic planning, economic impacts, environmental sustainability, and socio-cultural considerations within the global tourism industry. Students gain skills in destination marketing, customer service, and operations management, preparing them for careers in tourism and hospitality sectors worldwide.					
Semester	IV	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		72				72
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Comprehensive understanding of the tourism sector, including its components, trends, and global impact.	U	1
2	Awareness of sustainable tourism practices and their importance in preserving cultural and natural resources.	An	3
3	Ability to apply management principles to tourism operations, including strategic planning, marketing, and financial management.	E	4
4	Ability to analyze tourism policies, trends, and case studies to make informed decisions.	Ap	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Management concepts		

1	1.1	Management level and skill	6	1
	1.2	Roles and responsibilities	6	1
	1.3	Management issues in tourism	6	1
2		Tour operators		
	2.1	Setting Up a Tour Operator Company-Product Knowledge and Packaging	6	2
	2.2	Costing a Tour Package-Preparing Vouchers-Caring for Customers-Business Correspondence-	6	2
	2.3	Briefings-Organising Pick-Up, Transfers and Hotel Check-In-Other Important Issues	6	2
3		Tourism Impacts		
	3.1	Positive and Negative Impacts of Tourism	6	3
	3.2	Economic, Socio- Cultural	6	3
	3.3	Environmental Impact	6	3
4		Tourism Organizations		
	4.1	Objectives and Role of ITDC, TFCI, IRCTC	6	4
	4.2	An overview of National and International organizations and associations	6	4
	4.3	IATO, TAAI, WTO, IATA.	6	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Industry Engagement: Invite guest speakers from the tourism industry to share practical insights, trends, and best practices with students.
	Simulation Exercises: Conduct simulation exercises such as running a virtual travel agency or managing a hotel reservation system to simulate real-world decision-making and problem-solving.
	Group Projects: Assign group projects where students develop tourism

	<p>marketing plans, design sustainable tourism initiatives, or analyze tourism trends using industry data.</p> <p>Technology Integration: Utilize technology tools and software relevant to tourism management, such as booking systems, revenue management software, and digital marketing platforms.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Cooper, C., Fletcher, J., Gilbert, D., and Wanhill, S. *Tourism: Principles and Practices*. Pearson Education, 2014.

McIntosh, R.W. *Tourism: Principles and Practices*. Butterworth-Heinemann, 2017.

Gartner, R. *Tourism Development: Principles, Processes, and Policies*. John Wiley & Sons, 2009.

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Page, Stephen J., and Joanne Connell. *Tourism: A Modern Synthesis*. Cengage Learning, 2014.

Goeldner, Charles R., and J. R. Brent Ritchie. *Tourism: Principles, Practices, Philosophies*. John Wiley & Sons, 2012.

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Holloway, J. Christopher, and Neil Taylor. *The Business of Tourism*. Pearson Education, 2006.



	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS
Programme	B.A (Hons) History
Course Name	Informatics
Type of Course	Skill Enhancement Course (SEC)
Course Code	M24HS4VAC200
Course Level	200

Course Summary	Informatics explores the application of information technology in various fields, emphasizing data analysis, system design, and digital innovation. Topics include database management, programming languages, cybersecurity, and human-computer interaction. The course prepares students to leverage technology for efficient problem-solving and decision-making across industries and organizations.					
Semester	IV	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		54				54
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Ability to apply informatics principles to solve complex problems efficiently and creatively.	R	1
2	Competence in managing and analyzing data to derive meaningful insights and support decision-making.	An	3
3	Understanding of cybersecurity measures and practices to protect information systems and data integrity.	U	4
4	Ability to collaborate effectively in multidisciplinary teams and communicate technical concepts to non-technical stakeholders.	Ap	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Overview of Information Technology		
	1.1	Historical Overview-Features of Computer-	4	1
	1.2	Computer and its peripheral-input – output-memory-storage	4	1

	1.3	Operating system-Hardware and software	4	1
2		Internet		
	2.1	A knowledge repository-Internet asses method	4	2
	2.2	Academic search techniques-Search engine- web blogs-E-mail- Social networks	4	2
	2.3	Plagarism -Educational Software – Sakshat - Academicservice- INFLIBINET- NICNET – BRNET	4	2
3		It and Society		
	3.1	Digital divide	4	3
	3.2	IT and its application in different sector- E-governance & E-Commerce – IT and Medicine , IT in Business and Commerce	4	3
	3.3	IT in industry and defence, IT in law and crime detection-IT in Publishing andCommunication-IT in Education- IT in film and media	5	
4		Artificial intelligence		
	4.1	Cyber laws- Cyber Ethics- Cyber Addiction	5	4
	4.2	Ergonomics and health issue	4	4
	4.3	E-waste	4	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Hands-On Practical Exercises: Provide opportunities for students to engage in hands-on activities such as coding exercises, database querying, software development, and system troubleshooting.
	Project-Based Learning: Assign projects that require students to design and develop practical solutions to real-world problems using informatics tools and techniques.
	Collaborative Learning: Foster collaboration among students through group projects, peer reviews, and team-based assignments to develop teamwork and communication skills essential in informatics.

	<p>Critical Thinking and Problem-Solving: Challenge students to analyze complex problems, evaluate multiple solutions, and make informed decisions using informatics methodologies and tools.</p> <p>Ethical and Legal Considerations: Discuss ethical issues such as data privacy, security breaches, and the responsible use of technology in informatics applications.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	25

Semester End Examination -Written Examination for 50 marks

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

Reference

Smith, John. *Introduction to Informatics: Concepts and Applications*. Pearson, 2018.

Johnson, Emily. *Data Analytics in Informatics*. Routledge, 2020.

Brown, Michael, et al. *Cybersecurity and Information Assurance in Informatics*. Springer, 2019.

Lee, Sarah, and David White. *Health Informatics: An Interprofessional Approach*. Elsevier, 2017.

Garcia, Juan, et al. *Artificial Intelligence in Informatics*. Cambridge University Press, 2021.

Patel, Rajesh, ed. *Big Data Analytics: Methods and Applications in Informatics*. CRC Press, 2016.

Wang, Li, et al. *Geoinformatics: Principles, Applications, and Challenges*. Wiley, 2018.

Adams, Thomas, and Jane Turner. *Ethics in Informatics: A Practical Guide*. Oxford University Press, 2020.


Davis, Laura. *Human-Computer Interaction: Design and Evaluation in Informatics*. Prentice Hall, 2015.

Miller, Robert, et al. *Information Systems and Informatics: Concepts and Connections*. McGraw-Hill Education, 2019.



Value Added Course (VAC)

TOURIST GUIDE TRAINING PROGRAMME

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS
Programme	B.A (Hons) History
Course Name	Tourist Guide Training Programme
Type of Course	Value Added Course (VAC)
Course Code	M24HS4VAC200

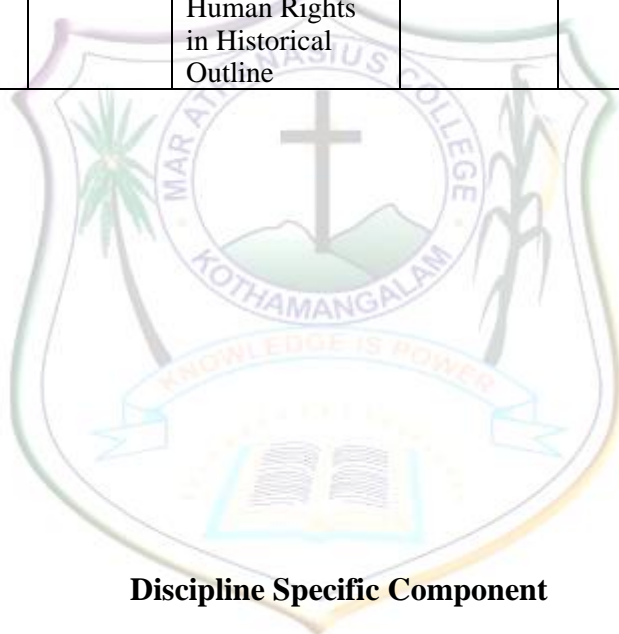
Course Level	200					
Course Summary	A Tourist Guide Training Programme provides comprehensive education in destination knowledge, communication skills, customer service, safety procedures, interpretation, ethics, and practical experience. It prepares guides to deliver informative and engaging tours, uphold professional standards, and contribute to sustainable tourism practices, ensuring memorable and enriching experiences for tourists..					
Semester	IV	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		54				54
Pre-requisites, if any						



SEMESTER V


COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M2HS5DSC300	DSC	History of Early	4	5	3	-	2	-

		Medieval India (300 AD - 1206 AD)						
M2HS5DSC301	DSC	Transformations in Medieval Kerala	4	5	3	-	2	-
M2HS5DSE300	DSE	Eco Tourism	4	4	4	-	-	-
M2HS5DSE301	DSE	History of Science and Technology in India	4	4	4	-	-	-
M2HS5DSE302	DSE	Social Formations and Cultural Pattern of World	4	4	4	-	-	-
M2HS5SEC300	SEC	Environment Studies and Human Rights in Historical Outline	3	3	3	-	-	-



Discipline Specific Component

HISTORY OF EARLY MEDIEVAL INDIA(300AD -1206 AD)

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS
Programme	B.A (Hons) History
Course Name	History of Early Medieval India (300 AD-1206AD)
Type of Course	Discipline Specific Component -DSC
Course Code	M24HS5DSC301
Course Level	300

Course Summary	The course on Early Medieval India (300 AD-1206 AD) explores political, cultural, and economic developments in India after the Gupta Empire. Topics include regional kingdoms, religious transformations, urbanization, trade networks, and the rise of Islamic influences, setting the stage for the Delhi Sultanate.					
Semester	V	Credits			5	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		60		30		90
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Historical Knowledge: Comprehensive understanding of political, social, cultural, and economic developments in India during the early medieval period.	U	1
2	Understanding of regional kingdoms, their governance, society, and interactions within India and beyond.	R	3
3	Insight into the evolution of religious beliefs, cultural practices, art, and architecture during this period.	Ap	4
4	Evaluation of the impact of Islamic invasions and the emergence of the Delhi Sultanate on Indian polity and society.	E	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		State formation in North India		
	1.1	Guptas- Political Structure-Economy-Trade-Craft and Production	5	1
	1.2	Society –Science, Technology, Medicine, Literature- Art and Architecture	5	1
	1.3	Harshavardhana- Literature- Rajatarangini	5	1

2		Transition to Early Medieval India		
	2.1	Indian Feudalism-Debates- Changes in Polity and Economy-Deterioration of Trade –Maritime Activity-Decline of Towns	5	2
	2.2	New Forms of Agrarian Relations	5	2
	2.3	Social Hierarchy –Varna system -the untouchables – Women	5	2
3		Other States in India		
	3.1	Sources	5	3
	3.2	Chalukyas - Pallavas- Pandyas-Cholas	5	3
	3.3	Emergence of Rajput States in North India- Polity- Economy -State –Decline	5	3
4		Changing Social Dynamism		
	4.1	Revival of Brahmanism- Ramanuja-Sankaracharya	5	4
	4.2	Bhakthi Tradition- Nayanars and Alwars	5	4
	4.3	Emergence of Tantrism	5	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Chronological Framework: Establish a chronological framework to trace the political, cultural, and economic developments from the decline of the Gupta Empire to the rise of the Delhi Sultanate.
	Primary Source Analysis: Utilize primary sources such as inscriptions, coins, literary texts (like Sanskrit and regional languages), and archaeological findings to explore the period's historical narratives.
	Regional Studies: Study the diverse regional kingdoms, their political structures, socio-cultural dynamics, and interactions to understand the decentralized political landscape of early medieval India.
	Comparative Analysis: Compare and contrast the socio-economic systems, religious practices, and artistic achievements across different regions and dynasties during this period.

	<p>Interdisciplinary Approach: Integrate insights from archaeology, art history, epigraphy, numismatics, and literature to provide a comprehensive understanding of early medieval Indian history.</p> <p>Historical Debates and Interpretations: Engage students in discussions on historiographical debates, varying interpretations, and conflicting narratives surrounding key events and figures of the era.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Agarwal, Ashvini. *Rise and Fall of the Imperial Guptas*. Motilal Banarsidas, Delhi, 1989.

Nilakanta Sastri, K.A. *A History of South India*. Oxford University Press, 1955.

---. *The Cholas*. University of Madras, 1935.

Majumdar, R.C. *The Classical Age*. Bharatiya Vidya Bhavan, Mumbai, 1952.

Shastri, A.M. *Early History of the Deccan*. Sundeep Prakashan, New Delhi, 2002.

Thapar, Romila. *History of India, Vol. 1*. Pelican Books, 1966.

Sharma, R.S. *Indian Feudalism*. Macmillan, 2005.

Gurukkal, Rajan. *Social Formations of Early South India*. Oxford University Press, 2012.

Subbarayalu, Y. *South India Under the Cholas*. Oxford University Press, 1983.


Sastri, K.A. *The Illustrated History of South India*. Oxford University Press, Delhi, 1997.

Veluthat, Kesavan. *The Political Structure of Early Medieval South India*. Orient Blackswan, 2012.



Discipline Specific Course

TRANSFORMATION IN MEDIEVAL KERALA

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS
Programme	B.A (Hons) History
Course Name	Transformation in Medieval Kerala
Type of Course	Discipline Specific Course -DSC
Course Code	M24HS5DSE301
Course Level	300
Course Summary	The course on Transformation in Medieval Kerala examines socio-cultural, economic, and political changes from 1000 to 1800 CE. Topics include the emergence of feudalism, trade networks, cultural exchanges, and religious dynamics. It explores the impact of external influences, such as Arab and European interactions, on Kerala's societal evolution, emphasizing historical

	transitions and their enduring legacies in the region..					
Semester	V	Credits			5	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
Pre-requisites, if any						
		60		30		90

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Comprehensive knowledge of socio-cultural, economic, and political transformations in Kerala from 1000 to 1800 CE.	R	1
2	Understanding of Kerala's regional dynamics, including trade, governance, and cultural interactions.	U	3
3	Appreciation of Kerala's connections with global trade networks and the influence of external factors on local developments..	Ap	4
4	Ability to contextualize Kerala's historical transformations within broader South Asian and global historical contexts..	E	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Transformation		
	1.1	Formation of Nadus and Swarupams	5	1
	1.2	Venad, Kozhikode- Kolathunadu- Cochin and other nadus	5	1
	1.3	Political system under the swarupams	5	1
2		Expansion of Agriculture		
	2.1	Lands- Land relations –janman, Kanam- Village communities- Sanketams	5	2

	2.2	Manipravalam literature	5	2
	2.3	Trade Relations –Chinese - Arabs- Emergence of Angadis	5	2
		Arrival of Portuguese		
3	3.1	Zamorin & Kunjalis of Calicut	5	3
	3.2	Dutch- Hortus Malabaricus- Martanda Varma- Kolachal- French-impact of foreign powers on economy - Society and Religion	5	3
	3.3	Transition of Travancore under Marthandavarma- Kochi under Sakthan Thampran.	5	3
		Rise of British		4
4	4.1	Mysorean invasion	5	4
	4.2	Malabar under British- modernization of revenue settlement and administration - Early resistance movements against British- Pazhassiraja- Paliyath Achan – Veluthampi	5	4
	4.3	Kurichiya Revolt- Agrarian revolts in Malabar	5	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)			
	Historical Context: Understanding the socio-political landscape of medieval Kerala, including the emergence of kingdoms, trade routes, and cultural exchanges.			
	Economic Changes: Studying the shift from agrarian economies to trade-based economies, impact of maritime trade, and urbanization.			
	Cultural Dynamics: Exploring religious transformations, art and architecture, literature, and the influence of various cultural traditions.			
	Political Evolution: Analyzing the rise and fall of dynasties, administrative structures, and diplomatic relations with neighboring regions.			
	Field Trips: Field trips to local sites and assignment on the basis of it.			

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Sreedhara Meneon. *Survey of Kerala History*. N B S, Kottayam.

P K S Raja. *Medieval Kerala*. Nava Kerala Co-operative Publishing House Ltd., Calicut.

K V Krishna Iyer. *Zamorins of Calicut*. Reprint, Publication Division University of Calicut, 1999.

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P.J. Cherian, editor. *Perspectives in Kerala History*. Gazetteer Department, Tirvandrum.

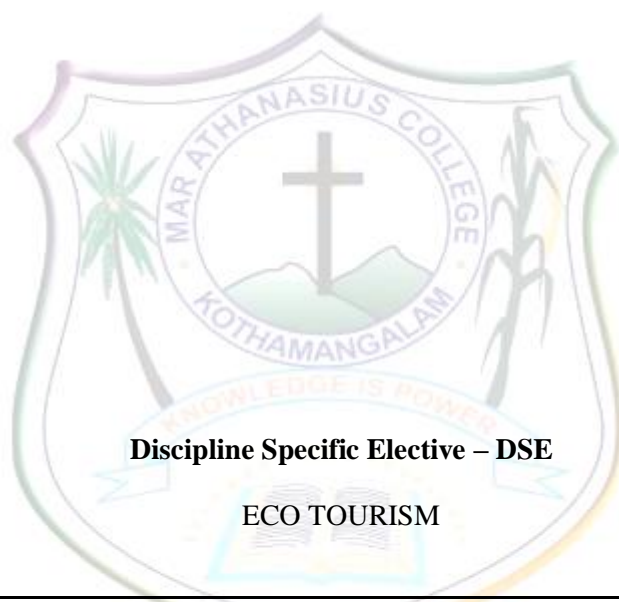
Sreedhara Menon. *Cultural Heritage of Kerala*. S. V. Publishers, Madras.


EKG Nambiar, editor. *Agrarian India: Problems and Perspectives*. Association for Peasant Studies, Calicut University, 1999.

MR Raghava Varier. *Madhyakala Keralam: Sambath Samooham Samskaram*. Trivandrum, 1998.

M R Raghava Varier and Rajan Gurukkal. *Kerala Charithram Vol. II*.

A P Ibrahimkunju. *Medieval Kerala*. International Center for Kerala Studies, University of Kerala, Kariavattom, 2007.



	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS
Programme	B.A (Hons) History
Course Name	Eco Tourism
Type of Course	Discipline Specific Elective – DSE
Course Code	M24HS5DSE300
Course Level	300
Course Summary	Ecotourism focuses on sustainable travel practices that conserve natural environments, protect wildlife, and benefit local communities. It promotes responsible tourism through education, minimizing environmental impact, and supporting economic development. Emphasizing conservation and cultural respect, ecotourism aims to foster appreciation for biodiversity while ensuring long-term environmental and social sustainability.

Semester	V	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any						
		72				72

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Knowledge of principles and practices of sustainable tourism	R	1
2	Ability to assess and implement eco-friendly tourism initiatives.	An	3
3	Appreciation for biodiversity conservation and cultural heritage.	Ap	4
4	Capability to promote responsible travel and community development through tourism.	U	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Why ecotourism		
	1.1	Social and ecological impacts of tourism & Definition of ecotourism-	6	1
	1.2	Concept of ecotourism	6	1
	1.3	Ecotourism and related sub-sectors of the tourism industry -Ecotourism criteria	6	1
2		Ecotourism Resources		
	2.1	Identifying, listing, and understanding ecotourism resource categories (natural, built, and events)	6	2

	2.2	Protected Areas: Definition	6	2
	2.3	Categories and roles	6	2
3		Components of Ecotourism		
	3.1	Ecotourism and the environment- Ecotourism and conservation- Ecotourism and protected area Ecotourism and economic benefits	6	3
	3.2	Ecotourism and social benefits - Ecotourism and local community	6	3
	3.3	Ecotourism and education	6	3
4		Ecotourism practices		
	4.1	Transportation - Facilities (reduce, replace, reuse, recycle) -Services (types, activities, and code of ethics)	6	4
	4.2	The ecotourists (types, and code of ethics- Eco-labeling and green-washing	6	4
	4.3	Examples and case studies of ecotourism in practice	6	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)			
	Conceptual Understanding: Introducing the concept of ecotourism, its principles, and its role in promoting conservation and community development.			
	Case Studies: Exploring successful ecotourism initiatives worldwide, highlighting their impact on local ecosystems, economies, and cultures.			
	Field Trips and Practical Experiences: Organizing visits to ecotourism destinations or local conservation projects to observe sustainable practices firsthand.			
	Interdisciplinary Learning: Integrating environmental science, economics, sociology, and cultural studies to understand the multifaceted nature of ecotourism.			

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15

Assignments	5
Seminar	5
Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Honey, Martha. *Ecotourism and Sustainable Development: Who Owns Paradise?* Island Press, 2008.

Fennell, David A. *Ecotourism. An Introduction.* Routledge, 2014.

Weaver, David B. *Ecotourism. Principles and Practices.* CABI Publishing, 2001.

Cater, Erlet. *Ecotourism Policy and Planning.* CABI Publishing, 2006.


Buckley, Ralf. *Environmental Impacts of Ecotourism.* CABI Publishing, 2004.

Stronza, Amanda, and Napier, David. *Ecotourism and Conservation in the Americas.* CABI Publishing, 2008.

Fennell, David A. *Tourism Ethics.* Channel View Publications, 2006.

Discipline Specific Elective

HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

	<p align="center">Mar Athanasius College (Autonomous), Kothamangalam</p> <p align="center">FYUGP SYLLABUS</p>		
Programme	B.A (Hons) History		
Course Name	History of Science and Technology in India		
Type of Course	Discipline Specific Elective – DSE		
Course Code	M24HS5DSE301		
Course Level	300		
Course Summary	<p>The course explores India's scientific and technological evolution from ancient times to the present. Topics include achievements in mathematics, astronomy, medicine, and metallurgy, contributions to global knowledge systems, colonial impacts, independence-era developments, and contemporary innovations. Emphasis on cultural, social, and economic contexts shaping India's scientific progress.</p>		
Semester	V	Credits	4

Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours
		72				72
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Students will comprehend India's rich scientific heritage, from ancient discoveries to modern innovations.	U	1
2	They will analyze the socio-cultural factors influencing scientific development,	An	3
3	Evaluate India's contributions to global knowledge	E	5
4	Critically assess the impact of colonialism on indigenous science.	Ap	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Science and Technology		
	1.1	The Beginning-Development in different branches of Science in Ancient India: Astronomy, Mathematics, Engineering and Medicine	6	1
	1.2	Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India	6	1
	1.3	Development of Geography: Geography in Ancient Indian Literature	6	1
2		Developments in Science and Technology in Medieval India		
	2.1	Scientific and Technological Developments in Medieval India; Influence of the Islamic world and Europe	6	2
	2.2	The role of maktabs, madrasas and karkhanas set up-Developments in the fields of Mathematics, Chemistry,	6	2

		Astronomy and Medicine		
	2.3	Innovations in the field of agriculture - new crops introduced new techniques of irrigation etc	6	2
3		Developments in Science and Technology in Colonial India		
	3.1	Early European Scientists in Colonial India- Surveyors, Botanists, Doctors, under the Company's Service- Indian Response to new Scientific Knowledge,	6	3
	3.2	Science and Technology in Modern India- Development of research organizations like CSIR and DRDO	6	3
	3.3	Establishment of Atomic Energy Commission; Launching of the space satellites.	6	3
4		Prominent scientist of India since beginning and their achievement		
	4.1	Mathematics and Astronomy: Baudhayana, Aryabhata, Brahmagupta, Bhaskaracharya, Varahamihira, Nagarjuna.	6	4
	4.2	Medical Science of Ancient India (Ayurveda & Yoga): Susruta, Charaka, Yoga & Patanjali	6	4
	4.3	Scientists of Modern India: Srinivas Ramanujan, C.V. Raman, Jagdish Chandra Bose, Homi Jehangir Bhabha and Dr. Vikram Sarabhai	6	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Multidisciplinary Perspective: Integrating history, sociology, anthropology, and science to contextualize developments.
	Case Studies and Examples: Highlighting key figures like Aryabhata, contributions in metallurgy, and modern innovations in IT and space.
	Interactive Learning: Engaging discussions, debates on colonial impacts, and visits to historical sites.
	Critical Analysis: Encouraging students to critically assess primary sources and scholarly interpretations.
	Project-Based Learning: Assigning projects on topics like traditional medicine or modern engineering achievements to deepen understanding.

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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Parthasarathy, R. *Paths of Innovators In Science, Engineering and Technology*. EastWest Books (Madras) Pvt. Ltd, 2000.

Ghosh, J.K., Mitra, S.K., and Parthasarathy, K.R., editors. *Glimpses of India 's Statistical Heritage*. Wiley Eastern Limited, 1992.

Singh, Jagjit. *Some Eminent Indian Scientists*. Publications Division, Ministry of Information and Broadcasting, Government of India, 1991.

Berndt, B.C., and Rankin, R.A., editors. *Ramanujan: Essays and Surveys*. Hindustan Book Agency, 2003.

Kanigel, Robert. *The Man Who Knew Infinity, A Life of the Genius Ramanujan*. Rupa & Co., 1992.

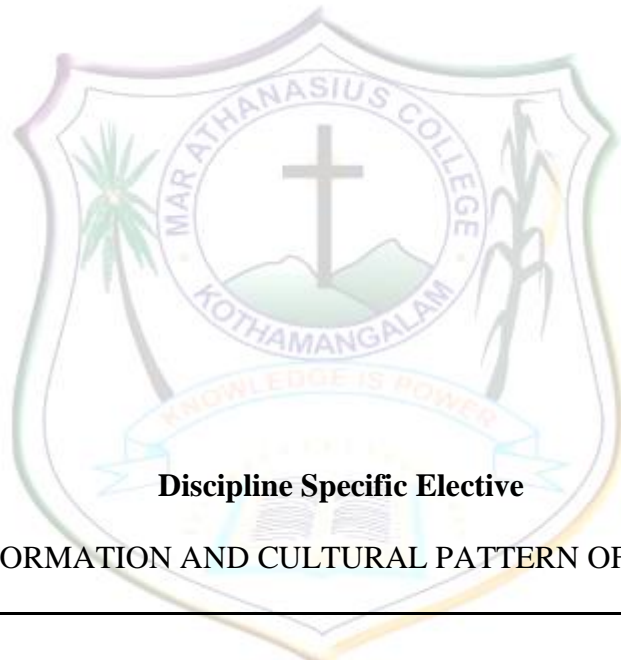
Ranganathan, S.R. *Ramanujan: The Man and the Mathematician*. London, 1967.

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Deshmukh, Chintamani. *Homi Jehangir Bhabha*. National Book Trust, India, 2003.


Venkataraman, G. *Bhabha and his Magnificent Obsessions*. Universities Press, 1994.

..... *Raman and His Effect*. Universities Press, 1995.



Discipline Specific Elective

SOCIAL FORMATION AND CULTURAL PATTERN OF THE WORLD

	<p>Mar Athanasius College (Autonomous), Kothamangalam</p> <p>FYUGP SYLLABUS</p>
Programme	B.A (Hons) History
Course Name	Social Formation and Cultural Pattern of the World
Type of Course	Discipline Specific Elective – DSE
Course Code	M24HS5DSE302
Course Level	300
Course Summary	The course examines global social formations and cultural patterns from historical to contemporary contexts. Topics include cultural diffusion, globalization's impact on identity, power dynamics in multicultural societies, and cultural resilience. Emphasis on interdisciplinary perspectives to analyze how societies shape and are shaped by cultural exchanges, conflicts, and

	innovations..					
Semester	V	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
			72			
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Analyze global social formations and cultural patterns across historical epochs.	An	1
2	Evaluate the impact of globalization on cultural identities and societal structures.	E	3
3	Integrate insights from anthropology, sociology, history, and cultural studies to comprehend complex cultural dynamics.	U	5
4	Compare and contrast diverse cultural formations to recognize universalities and specificities across regions.	Ap	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Introduction		
	1.1	Evolution of humankind	6	1
	1.2	Palaeolithic and Mesolithic cultures	6	1
	1.3	Food production beginnings of agriculture and animal husbandry.	6	1
		Bronze Age Civilisations		

2	2.1	Egypt (Old Kingdom)	6	2
	2.2	Mesopotamia (up to the Akkadian Empire)	6	2
	2.3	China (Shang);	6	2
	2.3	Eastern Mediterranean (Minoan)— Economy, social stratification, state structure, religion.	6	2
3		Nomadic groups		
	3.1	Central and West Asia	6	3
	3.2	Debate' on the advent of iron and its implications	6	3
4		Slave society		
	4.1	ancient Greece : agrarian economy, urbanisation, trade	6	4
	4.2	Polis in ancient Greece	6	4
	4.3	Athens and Sparta; Greek Culture	6	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Interdisciplinary Perspectives: Integrate insights from anthropology, sociology, history, geography, and cultural studies to provide a comprehensive understanding of social formations and cultural patterns.</p> <p>Case Studies and Comparative Analysis: Use case studies from different regions and historical periods to illustrate various social formations and cultural patterns. Encourage comparative analysis to highlight similarities and differences.</p> <p>Critical Thinking and Debate: Foster critical thinking through discussions and debates on topics such as cultural identity, globalization's impact on cultural diversity, and power dynamics in multicultural societies.</p> <p>Fieldwork and Ethnographic Studies: Incorporate fieldwork opportunities or virtual ethnographic studies to allow students to observe and analyze cultural practices firsthand.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Geertz, Clifford. *The Interpretation of Cultures: Selected Essays*. Basic Books, 1973.

Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press, 1996.

Hall, Stuart. *Cultural Identity and Diaspora*. Routledge, 1996.

Said, Edward W. *Culture and Imperialism*. Vintage Books, 1994.

Bourdieu, Pierre. *Outline of a Theory of Practice*. Cambridge University Press, 1977.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 1983.

Wallerstein, Immanuel. *World-Systems Analysis: An Introduction*. Duke University Press, 2004.


Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Beacon Press, 1995.

Kroeber, Alfred L., and Clyde Kluckhohn. *Culture: A Critical Review of Concepts and Definitions*. Vintage Books, 1952.

Giddens, Anthony. *The Constitution of Society: Outline of the Theory of Structuration*. University of California Press, 1984.

Skill Enhancement Course (SEC)

ENVIRONMENT STUDIES AND HUMAN RIGHTS IN HISTORICAL OUTLINE

	Mar Athanasius College (Autonomous), Kothamangalam					
FYUGP SYLLABUS						
Programme	B.A (Hons) History					
Course Name	Environment Studies and Human Rights in Historical Outline					
Type of Course	Skill Enhancement Course (SEC)					
Course Code	M24HS5SEC300					
Course Level	300					
Course Summary	The course provides a historical perspective on environmental studies, tracing human interactions with nature from ancient civilizations to modern times. Topics include environmental philosophies, resource management, industrialization impacts, conservation movements, and global environmental challenges. Emphasis on understanding historical contexts shaping current environmental issues and sustainability efforts.					
Semester	V	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		54				54

Pre-requisites, if any	
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COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Gain insights into the interconnectedness of environmental issues and human rights, exploring historical interactions and impacts.	R	1
2	Evaluate how environmental degradation affects human rights and vice versa, using historical cases and contemporary examples.	E	3
3	Understand global environmental challenges through the lens of human rights, emphasizing justice, equity, and sustainable development.	U	4
4	Consider ethical dimensions related to environmental stewardship, human rights, indigenous rights, and social justice in environmental policies and practices.	An	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Multidisciplinary nature of environmental studies		
	1.1	Definition, Scope and Importance-Need for public awareness-Natural Resources-Renewable and Non-Renewable Resources-Natural resources and associated problems-	4	1
	1.2	Forest, Water, Mineral, Food, Energy, Land resources-Ecosystems –Concept, Structure and Function -Producers, Consumers and Decomposers Energy Flow,	4	1
	1.3	Ecological Succession, Food Chains, Food Webs and Ecological Pyramids, Forest Ecosystem.	4	1
		Biodiversity and its Conservation		

2	2.1	Bio-Geographical Classification of India -Value of Biodiversity -Productive use, social, ethical, aesthetic and option values- Hot-spots of biodiversity	4	2
	2.2	Threats to Biodiversity-Endangered and Endemic Species of India	4	2
	2.3	Environmental Pollution-Air, Water, Soil, Marine, Noise,	4	2
	2.3	Thermal, Nuclear -Causes, effects and control measures	4	2
3		Historical Outline		
	3.1	Environmental history and its relation with environmental studies- scope - interdisciplinary nature	4	3
	3.2	Four mode of resource use – hunting gathering- nomadic pastoralism – settled agriculture –industrial phase	4	3
	3.3	Colonial Phase- Use and over- exploitation, forest laws in British India- Post Colonial Scenario- Environmental Movements- Chipko- Narmada Bachao Andolan- Silent ValleyandPlachimada- Women and environmental struggles	4	3
4		Human rights related organnisations		
	4.1	UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes	4	4
	4.2	Minorities Environment and Human Rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies	4	4
	4.3	Issues of Waste Disposal, Protection of Environment-Conservation of natural resources and human rights Gadgil committee report, Kasthurirangan report	4	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Critical Debates and Discussions: Facilitate debates and discussions on controversial topics such as climate justice, the rights of nature, environmental refugees, and indigenous rights in relation to environmental conservation.</p> <p>Policy Analysis and Advocacy Skills: Develop skills in analyzing environmental policies through a human rights lens and advocating for equitable and sustainable policies locally and globally.</p> <p>Guest Speakers and Expert Panels: Invite guest speakers, including activists, scholars, policymakers, and representatives from NGOs, to provide diverse perspectives and insights on environmental and human rights issues.</p> <p>Project-Based Learning: Assign project-based learning tasks such as research papers, case studies, policy briefs, or multimedia presentations that require students to apply theoretical knowledge to real-world scenarios.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	25

Semester End Examination -Written Examination for 50 marks

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

Reference

- Bullard, Robert D. *Dumping in Dixie: Race, Class, and Environmental Quality*. Westview Press, 2000.
- Shiva, Vandana. *Earth Democracy: Justice, Sustainability, and Peace*. South End Press, 2005.
- Martinez-Alier, Joan. *Ecological Economics: Energy, Environment and Society*. Blackwell Publishers, 1987.
- Walker, Paul. *Environmental Justice: Concepts, Evidence and Politics*. Routledge, 2012.
- Anaya, S. James. *Indigenous Peoples in International Law*. Oxford University Press, 2004.
- Schlosberg, David. *Environmental Justice and the New Pluralism: The Challenge of Difference for Environmentalism*. Oxford University Press, 1999.
- Stavins, Robert N., editor. *Environmental Economics and Public Policy: Selected Papers of Robert N. Stavins, 1988-1994*. Edward Elgar Publishing, 1995.
- Brysk, Alison, editor. *Global Good Samaritans: Human Rights as Foreign Policy*. Oxford University Press, 2009.
- Agarwal, Anil. *Environment, Technology and Development: Critical and Subversive Essays*. Oxford University Press, 1997.
- Perelman, Michael. *The Invention of Capitalism: Classical Political Economy and the Secret History of Primitive Accumulation*. Duke University Press, 2000.




SEMESTER VI

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M2HS6DSC300	DSC	Medieval India: The Sultanate of Delhi (1206 AD - 1526 AD)	4	5	3	-	2	-
M24HS6DSC301	DSC	Medieval India: Mughals and Marathas (1526 AD - 1757 AD)	4	5	3	-	2	-
M24HS6DSC302	DSC	Making of Modern Kerala	4	5	3	-	2	-
	DSE	Tourism in Kerala	4	4	4		-	-

M24HS6DSE300								
M24HS6SEC300	SEC	Methods and Practices in Archaeology	3	3	3	-	-	-
M24HS6VAC300	VAC	Geography of India	3	3	3	-	-	-

Discipline Specific Course –DSC

MEDIEVAL INDIA: THE SULTANATE OF DELHI (1206 A.D-1526 A.D)

	Mar Athanasius College (Autonomous), Kothamangalam					
	FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Medieval India: The Sultanate of Delhi (1206 A.D-1526 A.D)					
Type of Course	Discipline Specific Course -DSC					
Course Code	M24HS6DSC300					
Course Level	300					
Course Summary	The course "Medieval India: The Sultanate of Delhi (1206 A.D - 1526 A.D)" examines the political, cultural, and socio-economic developments during this period. Topics include the rise of the Delhi Sultanate, administrative structures, cultural syncretism, architectural achievements (like the Qutub Minar), economic systems, and the impact of regional dynasties. Special focus on religious interactions and the advent of Indo-Islamic culture.					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		45		28		72

Pre-requisites, if any	
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COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Analyzing their political strategies, administrative structures, and methods of governance of Medieval rulers	An	1
2	Exploring the economic policies of the Sultanate, including agrarian reforms, taxation systems, and trade relations.	A	3
3	Evaluating primary and secondary sources to understand the historical narrative of the period, including Persian chronicles, travelogues, and inscriptions, and critically analyzing their biases and perspectives.	E	4
4	Developing critical thinking skills through debates on controversial aspects such as the impact of Islamic rule on Indian society, the nature of religious tolerance or intolerance, and the legacy of the Sultanate period in modern-day India.	Ap	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Understanding the Delhi Sultanate		
	1.1	Survey of sources	4	1
	1.2	Persian tradition	4	1
	1.3	Travelogues-epigraphy	4	1
2		Sultanate Political formations		
	2.1	Foundation, expansion and consolidation of the Sultanate of Delhi	4	2
	2.2	The Slaves - The Khaljis and the Tughluqs -Mongol threat and Timur's invasion- The Sayyids- The Lodis	4	2
	2.3	Sulthanate administration- Nobility and Ulemas	4	2

		Society and Economy		
3	3.1	Iqta and the revenue-free grants – Agricultural production- technology	4	3
	3.2	Changes in rural society – Monetization- market regulations	4	3
	3.3	Growth of urban centers, trade and commerce	4	3
		Regional Political Formation		
4	4.1	Vijayanagara –Administration- Indian Ocean trade – Amaranayakas, Ayagar system	4	4
		Religion and Culture		
5	5.1	Sufi Silsilas- Chisti and Suhrawardis	4	5
	5.2	Bhakti movements and monotheistic traditions in South and North India	4	5
	5.3	Women Bhaktas – Nathpanthis - Kabir, Nanak, Tulsi, Sur and the SaInt tradition	4	5

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures and Readings: Begin with an overview of the political landscape of India before the Sultanate period, highlighting the Ghaznavid and Ghurid invasions and their impact on the Indian subcontinent.</p> <p>Maps and Timelines: Use maps to illustrate the geographical extent of the Sultanate and timelines to chart the succession of dynasties and key events.</p> <p>Classroom Debates: Assign students roles to debate topics like the impact of Islamic rule on Indian society, the economic policies of different Sultanates, or the reasons for the decline of the Sultanate.</p> <p>Group Discussions: Break students into groups to discuss specific aspects like architecture, literature, or trade during the Sultanate period.</p> <p>Museum Visits: Organize visits to museums with exhibits related to medieval Indian history, allowing students to see artifacts and artworks from the Sultanate period firsthand.</p> <p>Local Historical Sites: Depending on location, visit local historical sites that have connections to the Sultanate period, providing a tangible link to</p>
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	the past.
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	25

Semester End Examination -Written Examination for 50 marks

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

Reference

Eaton, Richard M. *The Rise of Islam and the Bengal Frontier, 1204-1760*. University of California Press, 1993.

Habib, Irfan. *The Agrarian System of Mughal India, 1556-1707*. Oxford University Press, 1999.

Jackson, Peter. *The Delhi Sultanate: A Political and Military History*. Cambridge University Press, 1999.

Khan, Iqtidar Alam. *Historical Dictionary of Medieval India*. Scarecrow Press, 2008.

Lal, Kishori Saran. *The Mughal Harem*. Aditya Prakashan, 1988.

Avari, Burjor. *Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent*. Routledge, 2013.

Eaton, Richard M. *The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India*. Princeton University Press, 1978.


Lal, Muni. *The Mughal Empire*. Bharatiya Vidya Bhavan, 2006.

Majumdar, R.C., et al. *An Advanced History of India*. Macmillan Publishers India Ltd., 1967.

Sarkar, Jadunath. *History of Aurangzib*. 5 vols. Orient Longman, 1972-83.

Discipline Specific Course –DSC

MEDIEVAL INDIA: THE MUGHALS AND THE MARATHAS (1526 A.D-1757 A.D)

	Mar Athanasius College (Autonomous), Kothamangalam					
FYUGP SYLLABUS						
Programme	B.A (Hons) History					
Course Name	Medieval India: The Mughals and the Marathas (1526 A.D-1757 A.D)					
Type of Course	Discipline Specific Course -DSC					
Course Code	M24HS6DSC301					
Course Level	300					
Course Summary	The period of Mughal rule (1526-1757 AD) in medieval India witnessed imperial splendor, cultural zenith, and political upheaval. It encompassed the establishment of Akbar's syncretic empire, the zenith under Shah Jahan, and decline under Aurangzeb. Concurrently, the rise of Maratha power challenged Mughal authority, culminating in the Battle of Plassey in 1757.					
Semester	VI	Credits			4	
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours 72
		45		28		

Pre-requisites, if any	
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COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understanding the rise and decline of the Mughal Empire and the concurrent emergence of Maratha power, including the factors contributing to their respective successes and failures.	U	1
2	Analyzing the Mughal economic policies, agrarian reforms, and their impact on society, trade, and urban development, alongside the economic strategies of the Marathas.	An	3
3	Assessing primary and secondary sources to critically evaluate historical narratives and interpretations of the Mughal-Maratha interactions and their legacy in Indian history.	E	4
4	Understanding the lasting impact of the Mughal-Maratha period on Indian politics, culture, and society, and its influence on subsequent developments in the subcontinent.	U	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Sources and Historiography		
	1.1	Persian and other literary cultures	6	1
	1.2	translations- literary traditions	6	1
	1.3	Modern Interpretations	6	1
2		Emergence of the Mughal state		
	2.1	Establishment of The Mughal rule in India Nature of the state-	6	2

	2.2	Sher Shah and his administrative Reforms	6	2
	2.3	Evolution of administrative and revenue system - Akbar and <i>Din –ilahi</i> - Decline of The Mughals	6	2
		Consolidation of Maratha Power		
3	3.1	Marathas under Shivaji-Administration	6	3
	3.2	Peshawas and Maratha Confederacy	6	3
	3.3	Relation with Mughals-Decline of Maratha Power	6	3
		Rural Society, Economy and Culture		
4	4.1	Land rights and revenue system; zabti, mansab, jagir, madad-i-maash	6	4
	4.2	Revolts and resistance, Zamindars and peasants, rural tensions-	6	4
	4.3	Extension of agriculture, agricultural production, crop patterns -Trade routes and patterns of internal commerce, overseas trade - Mughal Art	6	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Classroom Debates: Organize debates on topics like the impact of Mughal policies on Indian society, the role of religion in Mughal governance, or the reasons for the rise of Maratha power.
	Group Discussions: Break students into groups to discuss specific aspects like Mughal court culture or Maratha military strategies.
	Museum Visits: Arrange visits to museums with exhibits on Mughal and Maratha history, providing students with direct access to artifacts and artworks.
	Historical Sites: Visit local historical sites associated with the Mughals and the Marathas to reinforce classroom learning with tangible experiences.

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Eraly, Abraham. *The Mughal Throne: The Saga of India's Great Emperors*. Phoenix, 2004.

Richards, John F. *The Mughal Empire*. Cambridge University Press, 1995.

Robinson, Francis. *The Mughal Emperors and the Islamic Dynasties of India, Iran, and Central Asia, 1206-1925*. Thames & Hudson, 2007.

Gordon, Stewart. *The Marathas 1600-1818*. Cambridge University Press, 1993.

Kulkarni, A. R. *Marathas and the Maratha Country: A Historical Survey*. Books & Books, 1980.

Sardesai, Govind Sakharam. *New History of the Marathas: The Expansion of the Maratha Power, 1707-1772*. Phoenix Publications, 1946.

Chandra, Satish. *Parties and Politics at the Mughal Court, 1707-1740*. Oxford University Press, 2015.

Kulke, Hermann, and Dietmar Rothermund. *A History of India*. 4th ed., Routledge, 2004.

Gommans, Jos J. L. *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*. Routledge, 2002.


Majumdar, R.C., et al. *An Advanced History of India*. Macmillan Publishers India Ltd., 1967

Sardesai, Govind Sakharam. *New History of the Marathas: The Expansion of the Maratha Power, 1707-1772*. Phoenix Publications, 1946.

Sen, Surendra Nath. *The Marathas*. Oxford University Press, 1961.

Discipline Specific Course –DSC

MAKING OF MODERN KERALA

	Mar Athanasius College (Autonomous), Kothamangalam		
FYUGP SYLLABUS			
Programme	B.A (Hons) History		
Course Name	Making of Modern Kerala		
Type of Course	Discipline Specific Course -DSC		
Course Code	M24HS6DSC302		
Course Level	300		
Course Summary	The course on the Making of Modern Kerala explores the socio-cultural, economic, and political transformations in Kerala from the late 19th century to the present. Topics include the impact of colonialism, social reform movements, economic changes like land reforms, and political developments leading to Kerala's unique socio-economic model and contemporary challenges.		
Semester	VI	Credits	4

Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45		28		72
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Grasping the socio-cultural and political developments from the late 19th century to the present, including colonialism, social reform movements, and nationalist struggles.	U	1
2	Analyzing the impact of land reforms, industrialization, and the evolution of Kerala's economy from agrarian to service-oriented.	An	3
3	Exploring caste movements, gender reforms, literacy campaigns, and their implications for Kerala's social fabric.	R	4
4	Examining current challenges such as migration, environmental sustainability, and socio-economic disparities in Kerala.	E	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

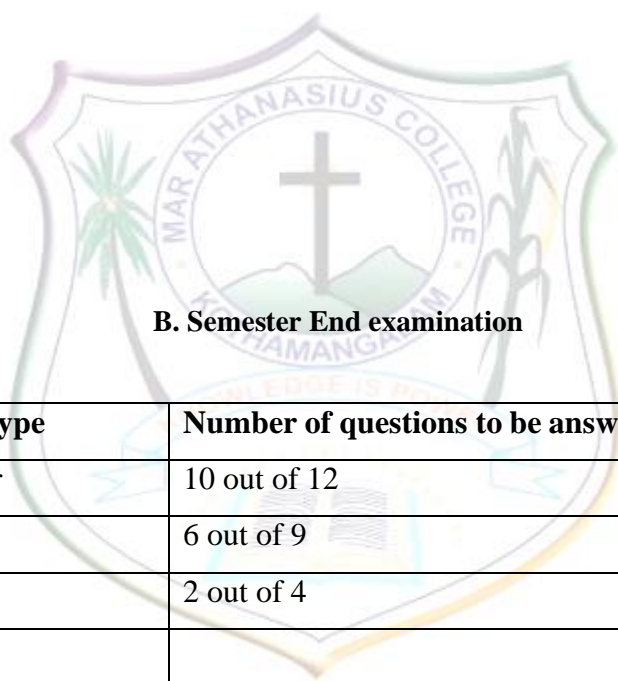
Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Missionaries and Western education		
	1.1	Role of Press- Social reform and anti-caste and anti-untouchability movements	5	1
	1.2	Social reformers-Ayyankali - Sreenarayana Guru-Chattampi Swamikal-Vaghdandanandha-Ayya Vaikuntar	5	1
	1.3	V.T Bhattathirippadu, Poikayil Yohannan, Sahodaran Ayyappan, Mukthi Thangal, Vakkam Moulavi	5	1
		Early Political and Cultural Activities in Kerala		

2	2.1	Indian National movement in Kerala- Khilafat- Malabar Rebellion-Vaikom Satyagraha-Non-co-operation movement	5	2
	2.2	Early Political Conferences- From Ottappalam to Payyannur-Salt Satyagraha-Guruvayur Satyagraha	5	2
	2.3	Temple Entry Proclamation-Rise of the left within the Congress –Second world war and its effects- Quit India Movement- Keezhariyur bomb case	5	2
3		Political movements and Responsible government in Travancore and Kochi		
	3.1	Malayali Memorial, Ezhava Memorial	5	3
	3.2	Aikya Kerala Movement	5	3
	3.3	Formation of Kerala State.	5	3
4		Government Policies		
	4.1	Policies on Education – Commercialization of Agriculture – Migration- Land reforms	5	4
	4.2	Silent valley issue, Struggle against Mavoor Rayons, Endosulfan Problem in Kasargod ,Plachimada struggle -Gadgil & Kasthurirangan Reports	5	4
	4.3	Adivasi land rights- Muthanga Incident- Dalit Struggles-Chengara and Penpila Orumayiagitation.	5	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Case Studies and Debates: Use case studies of specific events or movements (like the Vaikom Satyagraha or the EMS government) to encourage critical thinking and debate.</p> <p>Multimedia and Primary Sources: Incorporate photographs, videos, and primary sources (letters, speeches) to make history more engaging and relatable.</p> <p>Field Trips and Guest Speakers: Organize visits to historical sites or invite guest speakers who can provide firsthand accounts or expert insights.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30



B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Raj, K.N. *Kerala: The Development Experience*. Oxford University Press, 1999.

Jeffrey, Robin, editor. *Modern Kerala: Studies in Social and Economic Change*. Manohar Publishers & Distributors, 1993.

Jeffrey, Robin, and Patricia Jeffery. *Kerala: Radical Reform as Development in an Indian State*. Oxford University Press, 2010.

Sreekumar, T.T., editor. *Kerala: A Model Development State*. Kerala Historical Society, 2012.

Beteille, Andre, editor. *Society and Politics in India: Essays in a Comparative Perspective*. Atheneum Press, 1978.

Jeffrey, Robin, and Patricia Jeffery. *Kerala: Radical Reform as Development in an Indian State*. Oxford University Press, 2010.

Panikkar, K.N. *Kerala: The Making of the Malabar Economy, 1498-1801*. Northern Book Centre, 1995.


Raj, K.N., and S. Mahendra Dev, editors. *Kerala: Economy and Society*. Centre for Development Studies, 1998

K.N. *Peasant Struggles, Land Reforms, and Social Change: Malabar 1836-1982*. Northern Book Centre, 1989.

Kannan, K.P., editor. *Social Development in Independent India: The Kerala Experience*. Academic Foundation, 2000.

Discipline Specific Elective

TOURISM IN KERALA

	Mar Athanasius College (Autonomous), Kothamangalam					
FYUGP SYLLABUS						
Programme	B.A (Hons) History					
Course Name	Tourism in Kerala					
Type of Course	Discipline Specific Elective – DSE					
Course Code	M24HS6DSE300					
Course Level	300					
Course Summary	The course explores Kerala's tourism industry, encompassing its diverse attractions like backwaters, beaches, and cultural heritage. Students learn tourism management, sustainability principles, and cultural sensitivity. Emphasis is on practical skills in customer service, marketing, and policy analysis, preparing them for careers in hospitality and tourism sectors.					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		72				72

Pre-requisites, if any	
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COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Students will gain knowledge about Kerala's diverse tourism offerings, including its beaches, backwaters, hill stations, cultural heritage, and wildlife sanctuaries.	U	1
2	Learning about the historical and cultural factors that contribute to Kerala's appeal as a tourist destination, such as its traditions, festivals, and architectural heritage.	E	3
3	Developing skills in tourism management, including planning, marketing, and operational aspects specific to Kerala's tourism industry.	S	4
4	Understanding the principles of sustainable tourism and the importance of responsible tourism practices in preserving Kerala's natural and cultural heritage.	U	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Tourist attractions in Kerala		
	1.1	Role of History	6	1
	1.2	Geography and Culture of Kerala	6	1
2		Types of Tourism in Kerala		
	2.1	Cultural and Heritage Tourism	6	2
	2.2	Hill station Tourism-Forest and Wild life tourism	6	2
	2.3	Water transport tourism-Beach Tourism	6	2
	2.3	Health tourism-Eco tourism-Heritage Tourism	6	2

		Tourism and culture in Kerala		
3	3.1	Art forms-festivals-cultural traditions	6	3
	3.2	Music, dance forms-Theyyam	6	3
		Kerala's Tourism Policy		
4	4.1	Incentive Schemes for tourism projects	6	4
	4.2	District Tourism Promotion Councils- KTDC- KITTS- BRDC-KTIL-KHTC-KFDC- TEPS	6	4
	4.3	Muzris Heritage Project- Tourist destinations in Kerala		4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Lecture and Presentations: Overview of Kerala's tourism potential, highlighting key attractions like backwaters, hill stations, cultural festivals, and eco-tourism spots.
	Guest Lectures: Inviting industry experts to discuss trends, challenges, and opportunities in Kerala's tourism sector.
	Case Studies: Analyzing historical developments and cultural influences that shaped Kerala's tourism landscape.
	Role-playing and Simulations: Simulating scenarios to understand tourism management, including customer service, tour planning, and crisis management.

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5

Total	30
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B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Patil, G.G. *Tourism in Kerala: A Case Study*. Himalaya Publishing House, 2007.

Joseph, Rani. *Kerala Tourism: Beyond the Backwaters*. D C Books, 2009.

Santhakumar, V. *Tourism and Development in Kerala: A Study of Socio-Economic Impact*. Oxford University Press, 2009.

Kannan, S., editor. *Ecotourism in Kerala*. Concept Publishing Company, 2005.

Jayakumar, S. *Kerala: The Green Symphony*. Olive Publications, 2013.

Saravanakumar, R. *Kerala Tourism: Destination Perceptions and Satisfaction*. LAP Lambert Academic Publishing, 2011.

Muraleedharan, V. *Tourism Marketing in Kerala*. New Century Publications, 2008


Radhakrishnan, M.G. *Backwaters of Kerala: A Voyage into the Heartland*. Konark Publishers, 2003.

Venugopal, P.P., editor. *Cultural Tourism in Kerala*. Kerala Historical Society, 2015

Pramod, M.K. *Kerala: God's Own Country*. Stark World Publishing, 2017

Discipline Specific Elective

INDIA SINCE INDEPENDENCE

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	India Since Independence					
Type of Course	Discipline Specific Elective – DSE					
Course Code	M24HS5DSE301					
Course Level	300					
Course Summary	"India Since Independence" explores the multifaceted transformations of post-colonial India. Covering political developments, economic reforms, social changes, and cultural shifts, the course examines India's journey from colonial rule to a global player. Emphasis is on key events like economic liberalization, social justice movements, and India's evolving role in international relations.					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 72	Tutorial	Practical	Others	
Pre-requisites, if any						72

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Gain insights into the political, social, economic, and cultural developments in India post-1947.	U	1
2	Evaluate the impact of key events such as economic reforms, political movements, and social changes.	E	3
3	Understand India's evolving role in international relations and its geopolitical significance.	U	4
4	Appreciate the diverse cultural fabric of India and how it has evolved over time.	Ap	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Making of Indian Nation		
	1.1	Integration of Princely states	6	1
	1.2	The making of the constitution and its main provisions	6	1
	1.3	Role of Ambedkar - Reorganisation of Indian states.	6	1
2		Nation after independence		
	2.1	Economic Planning – Five year Plans	6	2
	2.2	Bhoodan Movement – Cooperatives	6	2
	2.3	Agriculture growth and green revolution	6	2
	2.4	Nationalisation of banks- Emergency and JP Movement	6	2
		India and the World		
	3.1	India's foreign policy-NAM-Panchsheel	6	3

3	3.2	India's relation with China, Pakistan, Bangladesh	6	3
	3.3	Sri Lanka- SAARC and BRICS	6	3
4		Understanding caste and electoral politics		
	4.1	Community and communal representation	6	4
	4.2	Communalism	6	4
	4.3	Secularism	6	4
	4.4	Multiculturalism	6	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures and Readings: Provide an overview of major events pre- and post-independence, including the partition, Gandhi's assassination, Nehruvian era, wars with Pakistan, and economic reforms.</p> <p>Case Studies: Study political developments such as the Emergency, coalition politics, and the rise of regional parties.</p> <p>Debates and Discussions: Debate topics like secularism, federalism, and the role of democracy in India's political stability.</p> <p>Seminar Sessions: Discuss economic policies post-1991 liberalization, including the role of globalization, privatization, and economic growth.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Guha, Ramachandra. *India After Gandhi: The History of the World's Largest Democracy*. Harper Perennial, 2007.

Chandra, Bipan, et al. *India Since Independence*. Penguin Books India, 2008.

Kumaraswamy, P. R. *India Since 1947: The Independent Years*. Pearson Education India, 2010.

Brass, Paul R., editor. *India Since Independence: Making Sense of Indian Politics*. Orient BlackSwan, 2010.

Kohli, Atul, editor. *India Since Independence: Social and Economic Transformation*. Oxford University Press, 2008.


Chandra, Bipan. *India After Independence: 1947-2000*. Penguin Books India, 2000.

Tharoor, Shashi. *Pax Indica: India and the World of the 21st Century*. Penguin Books India, 2012.

Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Penguin Books India, 2005.

Skill Enhancement Course (SEC)

METHODS AND PRACTICES IN ARCHAEOLOGY

	Mar Athanasius College (Autonomous), Kothamangalam					
FYUGP SYLLABUS						
Programme	B.A (Hons) History					
Course Name	Methods and Practices in Archaeology					
Type of Course	Skill Enhancement Course (SEC)					
Course Code	M24HS6SEC300					
Course Level	300					
Course Summary	The course introduces students to the methods, theories, and practices of archaeology, emphasizing the study of past human cultures through material remains. Topics include excavation techniques, artifact analysis, dating methods, cultural interpretation, and ethical considerations. Through hands-on fieldwork and laboratory sessions, students learn to reconstruct and interpret ancient societies, contributing to our understanding of human history. the past, fostering critical thinking and research skills in historical analysis.					
Semester	VI	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		54				54
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Acquire proficiency in archaeological field methods such as excavation, surveying, and recording techniques.	U	1
2	Develop skills in artifact identification, classification, and interpretation, understanding their cultural and historical significance	S	3
3	Appreciate the interdisciplinary nature of archaeology by integrating insights from anthropology, history, geology, and environmental science.	Ap	4
4	Apply critical thinking skills to evaluate archaeological evidence, theories, and interpretations.	A	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Introduction		
	1.1	Exploration methods	4	1
	1.2	surface, subsurface and ariel survey	4	1
	1.3	survey and excavation equipment's-	4	1
2		Excavation methods		
	2.1	Selection of a site and layout of trench- Methods of excavation-	4	2
	2.2	vertical, horizontal and salvage excavation methods	4	2
	2.3	Excavation staff and equipment's- Documentation and Publication.	4	2
3		Archaeology and other sciences		
	3.1	Dating Methods-Carbon dating- Thermoluminiscence dating- Archeomagnetism-	4	3
	3.2	I Pollen Analysis-Dendrochronology- Metallurgy- y	4	3

	3.3	Paleontology-Anthropology	4	3
		Archaeological Sites in India		
4	4.1	Historical value of Sites- List of world heritage sites and monuments in India- Nalanda (Bihar) Arikamedu (Pondicherry), Pattanam (Kerala), Sarnath Asokan Pillar, Girnar rock edict, Sanchi (Madhya Pradesh),	4	4
	4.2	Amaravati (Telangana), Ajanta- Ellora rock cut architecture (Maharashtra), Badami-Aihole-Pattadakkal group of structural temples, Brihadeesvara temple, Thanjavur	4	4
	4.3	Delhi Sultanate architecture at Delhi, Mughal architecture at Agra, Forts and monuments of Bijapur	4	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Excavation Simulations: Conduct mock excavations to teach students proper field techniques, stratigraphy, and artifact handling.
	Field Trips: Organize visits to archaeological sites to observe excavation methods and learn from site-specific contexts.
	Artifact Analysis: Teach students how to clean, classify, and interpret artifacts found during excavations.
	Dating Techniques: Introduce students to various dating methods such as radiocarbon dating, stratigraphy, and dendrochronology through practical demonstrations.

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Renfrew, Colin, and Paul Bahn. *Archaeology: Theories, Methods, and Practice*. Thames & Hudson, 2016.

Trigger, Bruce G. *A History of Archaeological Thought*. Cambridge University Press, 2006.

Hodder, Ian. *The Archaeological Process: An Introduction*. Blackwell Publishing, 1999.

Fagan, Brian M. *Archaeology: A Brief Introduction*. Routledge, 2016.

Scarre, Chris. *The Human Past: World Prehistory and the Development of Human Societies*. Thames & Hudson, 2018.

Trigger, Bruce G. *Archaeology and the Study of Gender*. Cambridge University Press, 1996.

Wiley, Gordon R., and Jeremy A. Sabloff. *A History of American Archaeology*. W.H. Freeman, 1993.


Shanks, Michael, and Christopher Tilley. *Archaeology into the Present: Contemporary Strategies*. Routledge, 1992.

Smith, Claire. *The Archaeology of Australia's Deserts*. Cambridge University Press, 2013.

Kipfer, Barbara Ann. *Encyclopedia of Archaeology: History and Discoveries*. ABC-CLIO, 2001.

Value Added Course (VAC)

GEOGRAPHY OF INDIA

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Geography of India					
Type of Course	Value Added Course (VAC)					
Course Code	M24HS6VAC300					
Course Level	300					
Course Summary	The course on the geography of India explores the country's diverse physical features, including the Himalayas, Ganges River, and Thar Desert. It covers environmental issues, such as water scarcity and biodiversity conservation. Emphasis is on understanding India's geographical diversity and its impact on agriculture, urbanization, and regional development.					
Semester	VI	Credits			3	Total Hours
Course Details	Learning Approach	Lecture 54	Tutorial	Practical	Others	
Pre-requisites, if any						54

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand environmental issues such as water management, biodiversity conservation, and climate change impacts specific to India.	U	1
2	Analyze regional variations in development, population	An	3

	distribution, and socio-economic indicators across different states and regions.		
3	Contextualize geographical features within India's cultural diversity, historical developments, and their influence on settlement patterns and cultural landscapes.	U	4
4	Evaluate geographic factors influencing policy decisions related to resource management, urban planning, disaster preparedness, and sustainable development.	E	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		India - Locational Characteristics		
	1.1	Physical features; structure relief; physiography	4	1
	1.2	Drainage system. Climate and climatic regions	4	1
	1.3	Soil and vegetation - origin of Monsoon	4	1
2		Natural Recourses		
	2.1	Water Resource, Mineral Resource - Copper, Iron and Bauxite. Forest Recourses -	4	2
	2.2	Types and Distribution - Industrial Development- Iron and Steel Industry	4	2
	2.3	cotton Industry its location and distribution	4	2
3		Indian Agriculture		
	3.1	characteristics Crops (rice, wheat, cotton, sugarcane, and tea);	4	3
	3.2	Agricultural regions; Green revolution and its consequences, agricultural regionalization	4	3
	3.3	agro-climatic zones; agro- ecological regions	4	3
		Power Recourse		
	4.1	Coal, Petroleum, Natural gas	4	4

4	4.2	Non conventional sources of energy, Multipurpose projects:	4	4
	4.3	Damodar Valley, and Bhakhra Nangal; Irrigation	4	4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)		
	<p>Lectures and Presentations: Provide comprehensive lectures on India's physical geography, including landforms (Himalayas, Deccan Plateau), rivers (Ganges, Brahmaputra), and climate zones (tropical, arid).</p> <p>Maps and Visual Aids: Use maps, satellite imagery, and multimedia resources to illustrate geographical features and spatial patterns.</p> <p>GIS and Remote Sensing: Introduce students to geographic information systems (GIS) and remote sensing techniques for analyzing spatial data, mapping land use changes, and environmental monitoring.</p> <p>Hands-on Projects: Assign projects where students use GIS software to analyze geographical data and present findings on topics like land cover change or urban sprawl.</p>		
Assessment Types	MODE OF ASSESSMENT		
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks		
	Class Tests		10
	Assignments		5
	Seminar		5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.		5
	Total		25

Semester End Examination -Written Examination for 50 marks

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10x 1 = 10
Short Essay	4 out of 6	4 x 5 = 20
Essays	2 out of 4	2 x 10= 20
		Total 50

Reference

Khullar, D.R. *India: A Comprehensive Geography*. Kalyani Publishers, 2012.

Husain, Majid. *Geography of India*. McGraw Hill Education, 2019.

Mahapatra, K.C. *Physical Geography of India*. Concept Publishing Company, 2008.

Chandna, R.C. *Human Geography of India*. Kalyani Publishers, 2015

Goyal, Shankar, editor. *Geography of India: Concepts, Issues, and Problems*. Concept Publishing Company, 2011.

Puri, V.K., and Chand, S. *Regional Planning and Development in India*. Sterling Publishers Pvt. Ltd., 2010.




SEMESTER VII

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M24HS7DCC400	DCC	History of South India (upto 600 C.E)	4	5	3	-	2	-
M24HS7DCC401	DCC	World Civilisation	4	4	4	-	-	-
M24HS7DCC402	DCC	Medieval World	4	4	4	-	-	-
M24HS7DCE400	DCE	History of the Modern World	4	4	4	-	-	-
M24HS7DCE401	DCE	Indian Historiography	4	4	4	-	-	-
M24HS7DCE402	DCE	History of Gender Studies	4	4	4	-	-	-

Discipline Capstone Component (DCC)

HISTORY OF SOUTH INDIA (UP TO 600 C.E)

	Mar Athanasius College (Autonomous), Kothamangalam					
FYUGP SYLLABUS						
Programme	B.A (Hons) History					
Course Name	History of South India (up to 600 c.e)					
Type of Course	Discipline Capstone Component (DCC)					
Course Code	M24HS7DCC400					
Course Level	400					
Course Summary	The course on the history of South India up to 600 CE explores the region's ancient civilizations, including the Cholas, Cheras, Pandyas, and Sangam literature. Topics include socio-political structures, trade networks, religious developments, and cultural achievements, highlighting South India's vibrant heritage and its impact on early Indian history.					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
Pre-requisites, if any			45		28	

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Gain a deep understanding of the political, social, and cultural developments in ancient South India.	U	1
2	Analyze Sangam literature and inscriptions to reconstruct early South Indian history.	An	3
3	Understand the rise and interactions of early South Indian dynasties like the Cholas, Cheras, and Pandyas.	U	4
4	Compare and contrast South Indian developments with other contemporary Indian regions to understand broader historical trends.	E	6

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Sources for the History of South India		
	1.1	The Prehistoric evidences	6	1
	1.2	The Neolithic	6	1
	1.3	Megalithic settlements and regional variations	6	1
2		South India under the Mauryas		
	2.1	The pre-Satavahana evidences	6	2
	2.2	Satavahanas- Ikshvakus	6	2
	2.3	The mercantile expansion	6	2
3		Sangam Age		
	3.1	Five Eco Zones (Tinai),	6	3
	3.2	Sangam Polity	6	3
	3.3	Society and Economy.	6	3
4		Early Historical dynasties		
	4.1	The kadambas - Pallavas of Kanchi	6	4
	4.2	Chalukyas of Badami Eastern Chalukyas	6	4
	4.3	Contribution to Art, Architecture and Literature	6	4
	4.4	Bhakti Movement	6	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures and Readings: Provide an overview of early South Indian kingdoms (Cholas, Cheras, Pandyas) and their political, social, and cultural developments.</p> <p>Site Visits and Field Trips: Organize visits to archaeological sites such as Mamallapuram or Hampi to explore ancient architecture, sculptures, and urban planning.</p> <p>Artifact Analysis: Study artifacts like coins, pottery, and monuments to reconstruct economic activities, trade routes, and artistic expressions.</p> <p>Debates and Discussions: Engage students in debates on interpretations of early South Indian history, such as the influence of external invasions or the role of local governance structures.</p> <p>Critical Analysis: Evaluate differing scholarly perspectives on the decline of specific dynasties or the continuity of cultural traditions.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Sewell, Robert. *Ancient India: Collected Essays on the Literary and Political History of Southern India*. Asian Educational Services, 2001

Subbarayalu, Y. *South India Under the Cholas*. Oxford University Press, 1983.

Karashima, Noboru, editor. *South Indian History and Society*. Oxford University Press, 2014.

Veluthat, Kesavan. *Early South India: Reflections on History, Culture, and Society*. Primus Books, 2013.

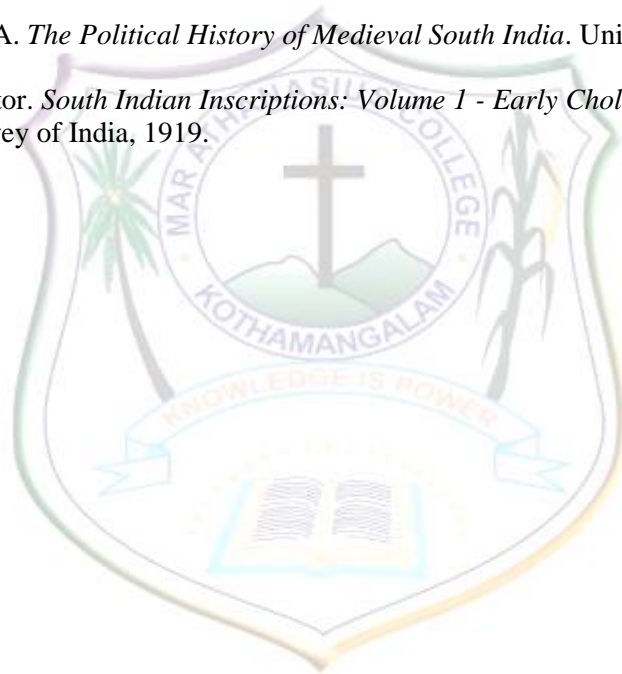
Agnihotri, V.K. *Social and Cultural History of Ancient India: Ancient Period*. Concept Publishing Company, 2013.

Khanna, Meenakshi. *Cultural History of Medieval India*. Oxford University Press, 2015.

Gurukkal, Rajan. *Ancient South India: A Study in Social History*. Oxford University Press, 2007.


Nilakanta Sastri, K.A. *The Political History of Medieval South India*. University of Madras, 1942.

T.A. Gopinatha, editor. *South Indian Inscriptions: Volume 1 - Early Chola Records*. Archaeological Survey of India, 1919.



Discipline Capstone Component (DCC)

WORLD CIVILIZATIONS

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	World Civilizations					
Type of Course	Discipline Capstone Component (DCC)					
Course Code	M24HS7DCC401					
Course Level	400					
Course Summary	The course on World Civilizations provides a comprehensive examination of major civilizations across time and space. It explores key themes such as cultural development, political structures, economic systems, and social norms that shaped societies worldwide. Emphasis is placed on understanding global interactions, technological advancements, and their impact on shaping the modern world.					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		72				72
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Gain an understanding of diverse civilizations across continents and epochs, including their interactions and influences on global history.	U	1
2	Analyze the evolution of political systems, governance, and state formation in different civilizations.	An	3
3	Investigate social structures, gender roles, family life, and societal norms in various civilizations.	U	4
4	Develop critical thinking and analytical skills through the study of primary sources, historiography, and interpretations of historical events.	E	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Origin and evolution of man		
	1.1	Olduvai Gorge – Paleolithic, Mesolithic and Neolithic Ages	6	1
	1.2	Food Producer – Beginning of agriculture and Taming of animals	6	1
	1.3	Tools – Modes of Communication	6	1
2		Bronze Age Civilizations		
	2.1	Egyptian – Mesopotamian – Chinese – Harappan Civilizations	6	2
	2.2	Religious– Cultural	6	2
	2.3	Intellectual - Scientific achievements	6	2
3		Advent of Iron and its Implication		
	3.1	Ancient Greek and Hellenistic Civilizations	6	3
	3.2	Society – Agrarian Economy - Trade – Athenian Democracy	6	3
	3.3	Sparta – Roman Civilization – Social - Hierarchies – Slavery – Economic. development	6	3
	3.4	Downfall of Roman Empire – Contributions of Rome and Greece.	6	3
4		Rise and growth of Christianity in the Roman Empire		
	4.1	Monasticism – Western Christian Civilization in Early Middle Ages – Rise of Medieval Towns and Cities	6	4
	4.2	Guild System – Expansion of Trade – Medieval Universities	6	4
	4.3	Rise and Spread of Islam in Arabia – Abbasid Revolution – Economy – Islamic science – medicine- art and architecture – Crusades- Mongols under Genghis Khan.	6	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Comparative Analysis: Compare developments across civilizations in parallel periods (e.g., ancient Mesopotamia and ancient Egypt).</p> <p>Regional Focus: Study civilizations from diverse regions (e.g., Americas, Africa, Asia, Europe) to understand geographical influences on development.</p> <p>Mapping Exercises: Use maps to visualize territorial expansion, trade routes, and cultural diffusion (e.g., Silk Road, Mediterranean trade).</p> <p>Historiographical Debates: Discuss interpretations and debates among historians about significant events and developments.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. W.W. Norton & Company, 1997.

McNeill, William H. *The Rise of the West: A History of the Human Community*. University of Chicago Press, 1963.

Mann, Charles C. *1491: New Revelations of the Americas Before Columbus*. Vintage Books, 2006.

Spodek, Howard. *The World's History*. 5th ed., Pearson, 2017.

Bentley, Jerry H., and Herbert F. Ziegler. *Traditions & Encounters: A Global Perspective on the Past*. McGraw-Hill Education, 2017.

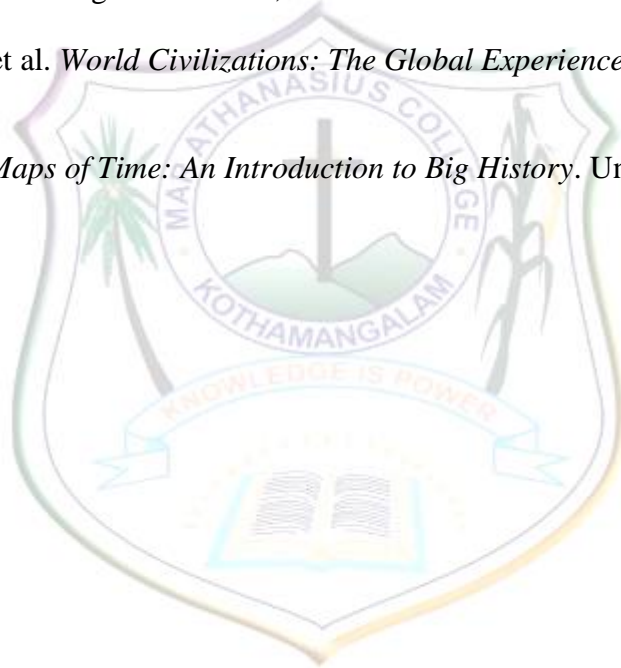
Roberts, J.M., and O.A. Westad. *The Penguin History of the World*. 6th ed., Penguin Books, 2013.

Bentley, Jerry H. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times*. Oxford University Press, 1993.

Chase-Dunn, Christopher, and Bruce Lerro. *Social Change: Globalization from the Stone Age to the Present*. Paradigm Publishers, 2014.


Stearns, Peter N., et al. *World Civilizations: The Global Experience*. 7th ed., Pearson, 2016.

Christian, David. *Maps of Time: An Introduction to Big History*. University of California Press, 2004.



Discipline Capstone Component (DCC)

MEDIEVAL WORLD

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Medieval World					
Type of Course	Discipline Capstone Component (DCC)					
Course Code	M24HS7DCC402					
Course Level	400					
Course Summary	The course on the Medieval World examines Europe, Asia, Africa, and the Americas from approximately 500 to 1500 CE. It explores feudalism, religious influences (Christianity, Islam), trade routes (Silk Road), and cultural achievements (Gothic architecture, Islamic art). Emphasis is on understanding societal transformations and global interconnectedness during the medieval period.					
Semester	VII	Credits			72	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		72				72
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Gain knowledge of feudal structures, the role of knights, vassals, and the development of centralized monarchies..	U	1
2	Analyze the impact of Christianity, Islam, and other religions on medieval society, including the Crusades and religious schisms..	An	3
3	Examine agricultural innovations, trade routes like the Silk Road, and the rise of medieval towns and markets.	E	4
4	Analyze interactions through trade, diplomacy, and conflict among European kingdoms, the Byzantine Empire, the Islamic world, and Asia.	An	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Feudalism Debate		
	1.1	Problems and Theories	6	1
	1.2	Three Orders	6	1
	1.3	Decline of Feudalism	6	1
2		Renaissance		
	2.1	Universities and Humanism	6	2
	2.2	Enlightenment-Fruits of Classicism and Seeds of Romanticism-Society and Women- Art-Flowering of National Literatures- Scientific Revolution	6	2
	2.3	Early Colonial Expansion Motives - Voyages and Explorations- Beginning of the Era of Colonialism-Mining-Plantation-Problem of African Slaves	6	2
	2.4	Debates Within Christianity-Reformation-Reform of the Church-Radical Protestantism	6	2
3		Economic Development in the 16th Century		
	3.1	Shift of Economic Balance from Mediterranean to Atlantic-Commercial Revolution	6	3
	3.2	Mercantalism-Price Revolution-Emergence of City states	6	3
	3.3	Latin American Civilizations.	6	3
4		Agrarian Revolution		
	4.1	Industrial Revolution	6	4
	4.2	Effects	6	4
Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Comparative Analysis: Compare developments in Europe, Asia, Africa, and the Americas to highlight regional diversity and global connections. Historical Debates: Engage in discussions on interpretations of major			

	<p>events such as the Crusades, the Reconquista, or the rise of feudalism.</p> <p>Research Projects: Assign research papers on specific aspects of medieval history, requiring students to use primary sources and secondary literature.</p> <p>Presentations: Have students present findings from research projects or role-play historical figures to demonstrate understanding.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Robert Bartlett. *The Making of Europe: Conquest, Colonization, and Cultural Change, 950-1350*. Princeton University Press, 1994.

Chris Wickham. *The Inheritance of Rome: Illuminating the Dark Ages, 400-1000*. Penguin Books, 2009.

Thomas F. Madden. *The New Concise History of the Crusades*. Rowman & Littlefield Publishers, 2005.

David Nicolle. *Medieval Warfare Source Book: Warfare in Western Christendom*. Arms and Armour Press, 1987.

Michael Prestwich. *Armies and Warfare in the Middle Ages: The English Experience*. Yale University Press, 1996.

Caroline Walker Bynum. *Holy Feast and Holy Fast: The Religious Significance of Food to Medieval Women*. University of California Press, 1987.

Norman F. Cantor. *The Civilization of the Middle Ages*. Harper Perennial, 1994.

Maurice Keen. *Medieval Warfare: A History*. Oxford University Press, 1999.


Barbara H. Rosenwein. *A Short History of the Middle Ages*. University of Toronto Press, 2014.

Joseph R. Strayer. *The Albigensian Crusades*. University of Michigan Press, 1992.



Discipline Capstone Component Elective– DSE

HISTORY OF THE MODERN WORLD

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	History of the Modern World					
Type of Course	Discipline Capstone Component Elective– DSE					
Course Code	M24HS7DCE400					
Course Level	400					
Course Summary	The course on the History of the Modern World provides an in-depth exploration of global developments from approximately the 18th century to the present day. It examines key transformations such as industrialization, revolutions (French, Russian), imperialism, decolonization, world wars, globalization, and the emergence of modern ideologies and technologies. Major themes include political revolutions, socio-economic changes, cultural shifts, and their impact on shaping contemporary societies worldwide.					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
			72			
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understanding the legacy of modern history on current political, social, economic, and cultural issues globally.	U	1
2	Developing critical thinking through the analysis of primary sources, historiography, and the interpretation of historical events and developments.	An	3
3	Examining imperialism, colonialism, and decolonization movements, as well as global conflicts (World Wars) and the formation of international organizations (League of Nations, United Nations).	E	4
4	Understanding the impact of the Industrial Revolution, inventions (steam engine, telegraph), and the growth of global communication networks.	R	6

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		The French Revolution		
	1.1	Society and Economy –Role of Philosophers	6	1
	1.2	Oath of Tennis Court-Work of National Assembly	6	1
	1.3	The Reign of Terror –Jacobins and Girondists	6	1
	1.4	Continental Impact-Napoleon Bonaparte.	6	1
2		The Vienna Congress- Metternich		
	2.1	The Revolutions of 1830 and 1848	6	2
	2.2	Rise of Labour Class-Era of Common People	6	2
	2.3	Unification of Italy and Germany	6	2
	2.4	The Growth of Socialism in Europe-Karlmarx-Chartism.	6	2
3		Theories and Mechanism of Imperialism		
	3.1	The First World War- Causes and Results	6	3
	3.2	Crisis in Feudalism in Russia and Expansion of Socialism	6	3
	3.3	Revolution of 1917- causes and results-	6	3
	3.4	Chinese Revolution	6	3
		Organizations		
	4.1	League of Nations-Social significance	6	4

4	4.2	UNO	6	4
	4.3	Other regional groupings	6	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Primary Sources: Engage with primary documents, speeches, art, and literature to understand perspectives and biases of historical actors.</p> <p>Historiography: Explore different interpretations and debates among historians about key events and historical trends.</p> <p>Digital Resources: Utilize digital archives, online databases, and multimedia resources for accessing primary sources, virtual tours, and interactive timelines.</p> <p>Simulation and Visualization: Use digital tools for historical simulations, virtual reconstructions, and visual representations of historical data and events.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Eric Hobsbawm. *The Age of Revolution: Europe 1789-1848*. Weidenfeld & Nicolson, 1962.

Eric Foner. *Give Me Liberty!: An American History*. 5th ed., W.W. Norton & Company, 2016.

Paul Johnson. *Modern Times: The World from the Twenties to the Nineties*. HarperCollins Publishers, 1991.

Peter N. Stearns. *The Industrial Revolution in World History*. 4th ed., Westview Press, 2018.

John Merriman. *A History of Modern Europe: From the Renaissance to the Present*. 4th ed., W.W. Norton & Company, 2019.

Mark Mazower. *Dark Continent: Europe's Twentieth Century*. Vintage Books, 2000

Richard J. Evans. *The Pursuit of Power: Europe 1815-1914*. Penguin Books, 2016.


J.M. Roberts. *The Penguin History of the Twentieth Century: The History of the World, 1901 to the Present*. Penguin Books, 2004.

William L. Shirer. *The Rise and Fall of the Third Reich: A History of Nazi Germany*. Simon & Schuster, 1960.

David Reynolds. *The Long Shadow: The Legacies of the Great War in the Twentieth Century*. W.W. Norton & Company, 2014.

Discipline Capstone Component Elective– DCE

INDIAN HISTORIOGRAPHY

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	Indian Historiography					
Type of Course	Discipline Capstone Component Elective– DCE					
Course Code	M24HS7DCE401					
Course Level	400					
Course Summary	Indian historiography examines the methods, approaches, and interpretations of historical events and developments in the Indian subcontinent. It explores indigenous perspectives, colonial influences, and contemporary trends in historical writing. Key themes include the evolution of historical narratives, debates on identity and nationalism, and the impact of globalization on historical scholarship in India.					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 72	Tutorial	Practical	Others	
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Students gain insights into various historical methodologies used in studying Indian history, such as Marxist historiography, nationalist historiography, subaltern studies, and postcolonial perspectives. This helps in critically evaluating historical sources and interpretations.	U	1
2	They learn to critically analyze primary and secondary sources related to Indian history, including texts, inscriptions, archaeological findings, and oral traditions. This skill is crucial for reconstructing historical events and understanding different perspectives.	An	3
3	By studying the diverse cultural, linguistic, and regional histories of India, students develop an appreciation for the rich diversity of the Indian subcontinent and	E	4

	understand how this diversity has shaped its historical trajectory.		
4	Finally, understanding Indian historiography provides insights into contemporary issues and challenges facing India today. It helps in contextualizing current debates on identity, politics, and social change within a historical framework.	U	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Ancient Indian Historiography		
	1.1	Historical Sense in Ancient India, Idea of Bharatvarsha in Indian Tradition	6	1
	1.2	Itihasa-Purana Tradition in Ancient India	6	1
	1.3	Traditional History from the Vedas, Epics and Puranas- Rajatarangini	6	1
2		Arrival of Islam and its influence on Historical Tradition of India		
	2.1	Historiography of the Sultanate period – Alberuni’s –Kitab-ul-Hind and Amir Khusrau	6	2
	2.2	Historiography of the Mughal Period – Baburnama, Abul Fazl and Badauni	6	2
3		Orientalist, Imperial and colonial ideology and historian		
	3.1	William Jones and Orientalist writings on India - Colonial/ Imperialist Approach to Indian History and Historiography: James Mill, Elphinstone, and Vincent Smith	6	3
	3.2	Nationalist Approach and writings to Indian History: R.G.Bhandarkar, H.C Raychoudhuri, and J.N.Sarka	6	3
4		Marxist and Subaltern Approach to Indian History		
	4.1	Marxist approach to Indian History: D.D.Kosambi, R.S.Sharma, Romilla Thaper and Irfan Habib	6	4
	4.2	Marxist writings on Modern India: Major assumptions -Subaltern Approach to Indian History- Ranjit Guha	6	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Contextualization: Start by providing a comprehensive overview of the geographical, cultural, political, and socio-economic contexts that have shaped India's history. This contextualization helps students understand the diversity and complexity of Indian society over time.</p> <p>Multidisciplinary Approach: Encourage students to approach Indian historiography from multiple disciplinary perspectives, including history, anthropology, sociology, archaeology, literature, and political science. This interdisciplinary approach enriches their understanding and allows for a more holistic view of historical developments.</p> <p>Engagement with Primary Sources: Emphasize the importance of analyzing primary sources such as ancient texts, inscriptions, archaeological findings, and visual materials. Encourage students to critically evaluate these sources, considering their reliability, biases, and cultural contexts.</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20

Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Burrow, John. *A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century*. Penguin Books, 2009.

Thapar, Romila. *Ancient India*. Penguin Books, 2010.

Singh, Upinder. *The Idea of Ancient India: Essays on Religion, Politics, and Archaeology*. Oxford University Press, 2016.

Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Picador, 2005.

Guha, Ranajit, editor. *Subaltern Studies Series*. Oxford University Press.

Keay, John. *India: A History*. Grove Press, 2000.

Guha, Ramachandra. *India After Gandhi: The History of the World's Largest Democracy*. Harper Perennial, 2008.


Thapar, Romila. *The Past Before Us: Historical Traditions of Early North India*. Harvard University Press, 2013.

Sarkar, Sumit, editor. *Writing Social History*. Oxford University Press, 1997.

Eck, Diana L. *India: A Sacred Geography*. Harmony Books, 2012.

Discipline Capstone Component Elective– DCE

HISTORY OF GENDER

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS					
Programme	B.A (Hons) History					
Course Name	History of Gender					
Type of Course	Discipline Capstone Component Elective– DCE					
Course Code	M24HS7DCE401					
Course Level	400					
Course Summary	The history of gender studies explores the evolution of gender roles, identities, and inequalities across cultures and time periods. It analyzes how gender intersects with race, class, and sexuality, highlighting feminist theories and socio-political movements. The course examines historical changes and their impact on contemporary understandings of gender in society.					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		45		28		72
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Exploring the distinction between sex (biological) and gender (socially constructed), and understanding how gender has been historically defined and interpreted.	U	1
2	Introduction to feminist theories, queer theory, and other frameworks used to analyze gender in historical contexts.	R	3
3	Analysis of how religious beliefs and mythologies shaped gender norms and identities.	An	4
4	Exploration of women's suffrage movements, labor movements, and other struggles for gender equality in the 19th and 20th centuries.	E	6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Emergence of Gender Studies as a Discipline		
	1.1	Introducing the concepts of sex and gender	6	1
	1.2	Social Construction	6	1
	1.3	Masculine-Feminine.	6	1
2		Feminism- Definition		
	2.1	variation and context –Evolution of Feminism	6	2
	2.2	Feminist Theory, Feminism and women’s movement-	6	2
	2.3	Western Feminism-Indian Feminism	6	2
	2.4	Feminist critic of knowledge system- Science –Social Science and other discipline	6	2
3		Sex and Sexuality		
	3.1	Definition of sexuality-Sexual orientation	6	3
	3.2	- Heterosexuality- Homosexuality- Bisexuality	6	3
	3.3	Sexual identity- Transvestite- Transsexual- Transgender	6	3
4		Historical perspective of LGBTQ		3
	4.1	Androgyny-Queer concepts in India	6	4
	4.2	The Hijra Community in India	6	4
	4.3	Representations of Androgyny in Indian Mythology	6	4
	4.4	Section 377 of Indian Penal code	6	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Engagement with Theory: Introduce students to key theories in gender studies, such as feminist theory, queer theory, postcolonial theory, and critical race theory. Help them understand how these theories provide analytical frameworks for understanding gender as a social construct.</p> <p>Case Studies and Empirical Research: Use case studies and empirical research to illustrate theoretical concepts and demonstrate how gender operates in real-world contexts. Encourage students to conduct their own research projects exploring gender issues relevant to their interests.</p> <p>Critical Analysis of Media and Culture: Analyze representations of gender in media, literature, art, and popular culture. Examine how these representations reflect and perpetuate gender norms, stereotypes, and power dynamics.</p> <p>Experiential Learning: Incorporate experiential learning activities such as role-playing, simulations, field trips, and community engagement projects. These activities help students apply theoretical knowledge to practical situations and deepen their understanding of lived experiences.</p>
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Assessment	MODE OF ASSESSMENT	
Types	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book	5
	Review/Fieldwork etc.	
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20

Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Jain, Jasbir, and Sudesh Vaid, editors. *Gender Studies in India: Space, Identity and Resources*. Rawat Publications, 2004.

Rao, Anupama. *Gender and Caste*. Oxford University Press, 2003.

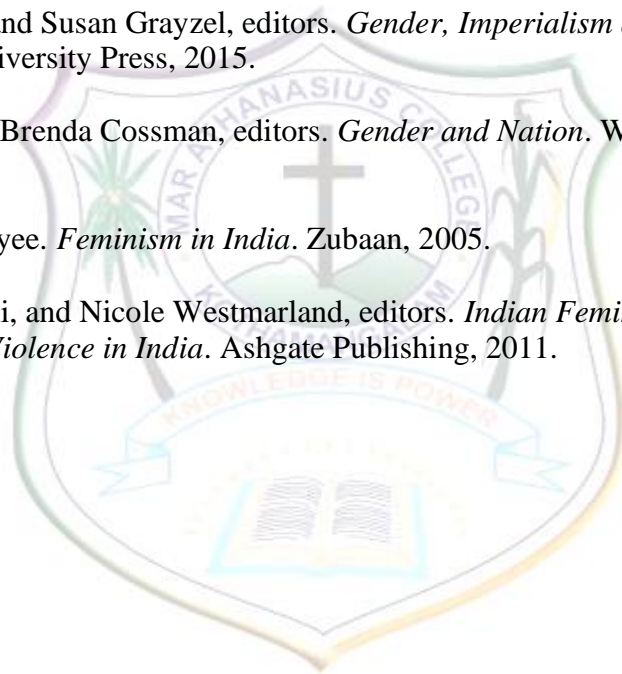
Tharu, Susie, and K. Lalita, editors. *Rewriting Gender: Reading Contemporary Indian Women*. Zubaan, 2005.

Levine, Philippa, and Susan Grayzel, editors. *Gender, Imperialism and Global Exchanges*. Johns Hopkins University Press, 2015.

Kapur, Ratna, and Brenda Cossman, editors. *Gender and Nation*. Women Unlimited, 2003.

Chaudhuri, Maitrayee. *Feminism in India*. Zubaan, 2005.

Gangoli, Geetanjali, and Nicole Westmarland, editors. *Indian Feminisms: Law, Patriarchies and Violence in India*. Ashgate Publishing, 2011.




SEMESTER VIII

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
M24HS8DCC400	DCC	Historiography : Concepts and Method	4	5	3	-	2	-
M24HS8DCC401	DCC	Indian Numismatics	4	5	3	-	2	-
M24HS8DCE400	DCE	History of South India (650 C.E -1565 C.E)	4	5	3	-	2	-
M24HS8DCE401	DCE	Historical Research Methodology	4	5	3	-	2	-
M24HS8DCE402	DCE	Introduction to Tribal Studies	4	5	3	-	2	-
M24HS8PRJ400	-	Project* (UG Degree-Honours)	8	2 DCC + 1 DSC/DCE + project OR 2 DCE				
M24HS8PRJ401	-	Project*(UG Degree - Honours with Research)	12	2 DCC + Project				

Discipline Capstone Component (DCC)

HISTORIOGRAPHY: CONCEPTS AND METHOD

	<p>Mar Athanasius College (Autonomous), Kothamangalam</p> <p>FYUGP SYLLABUS</p>
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Programme	B.A (Hons) History					
Course Name	Historiography : Concepts and Method					
Type of Course	Discipline Capstone Component (DCC)					
Course Code	M24HS8DCC400					
Course Level	400					
Course Summary	A course on historiography focusing on concepts and methods provides students with foundational knowledge and critical skills in understanding how history is studied, interpreted, and constructed.					
Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 45	Tutorial	Practicum 28	Others	
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	The course enhances students' research skills by teaching them how to formulate research questions, conduct literature reviews, and use archival and digital resources effectively.	S	1
2	Through analyzing and critiquing historical texts and interpretations, students enhance their critical thinking skills.	An	3
3	Students explore how historiographical methods and insights can be applied to understanding contemporary issues and debates.	E	4
4	By mastering historiographical concepts and methods, students prepare for further study in history or related fields.	U	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Historiography		1
	1.1	Greco - Roman traditions- Chinese traditions – Ancient Indian traditions medieval	6	1

	1.2	Historiography – Western, Arabic, Persian	6	1
	1.3	Enlightenment Historiography-Marxist and Annals.	6	1
2		Approaches to History		1
	2.1	Theological- Orientalist	6	2
	2.2	Imperialist- Nationalist-Marxist	6	2
	2.3	Subaltern and Post-Modernist.	6	2
3		Varieties of History		2
	3.1	- Economic History - New Social History	6	3
	3.2	Intellectual History – Cultural History	6	3
	3.3	Oral history -Environmental History	6	3
4		Annales School		
	4.1	– Perceptions of Total History	6	4
	4.2	History of Mentalities – Marc Bloch - Lucien Febvre - Braudel	6	4
	4.3	History from below – Local History – New History.	6	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Interactive Lectures: Begin with interactive lectures that introduce key historiographical concepts, debates, and methodologies. Encourage student participation through questions, discussions, and small group activities.</p> <p>Case Studies: Use case studies to illustrate how different historiographical approaches have been applied to specific historical events or periods. Analyze contrasting interpretations and methodologies to deepen understanding.</p> <p>Primary Source Analysis: Incorporate primary source analysis exercises to help students understand how historians use primary sources to construct narratives and arguments. Emphasize critical evaluation of sources and contextualization.</p>
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	Debates and Discussions: Organize debates and structured discussions on historiographical controversies and debates. Assign students roles representing different historiographical perspectives to foster critical thinking and argumentation skills.
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*. Oxford University Press, 2002.

Carr, E.H. *What is History?* Penguin Books, 1961.

Day, Mark. *The Philosophy of History: An Introduction*. Routledge, 2010.

Bloch, Marc. *The Historian's Craft*. Manchester University Press, 1992.

Storey, William Kelleher. *Writing History: A Guide for Students*. Oxford University Press, 2014.

Breisach, Ernst, editor. *Historiography: Ancient, Medieval, and Modern*. University of Chicago Press, 2007.

Green, Jerrold D., and Daniel Rothbart, editors. *The Oxford Handbook of Philosophy of History*. Oxford University Press, 2011.

Mises, Ludwig von. *Theory and History: An Interpretation of Social and Economic Evolution*. Liberty Fund, 2005.


Ankersmit, Frank. *A New Philosophy of History*. Reaktion Books, 2017.

Tosh, John. *The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History*. Longman, 2015.



Discipline Capstone Component (DCC)

INDIAN NUMISMATICS

	<p>Mar Athanasius College (Autonomous), Kothamangalam</p> <p>FYUGP SYLLABUS</p>
<p>Programme</p>	<p>B.A (Hons) History</p>
<p>Course Name</p>	<p>Indian Numismatics</p>
<p>Type of Course</p>	<p>Discipline Capstone Component (DCC)</p>
<p>Course Code</p>	<p>M24HS8DCC401</p>
<p>Course Level</p>	<p>400</p>

Course Summary	Indian Numismatics explores the study of coins and currency in India, spanning ancient to modern periods. The course covers coinage history, iconography, metrology, and economic significance. It examines numismatic methodologies, including cataloging, preservation, and analysis of coins as historical artifacts, offering insights into India's economic and cultural evolution through numismatic evidence.					
Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		45		28		
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understanding the evolution of coinage in India from ancient to modern times, reflecting political, economic, and cultural changes.	U	1
2	Analyzing coin designs and iconography to interpret religious, cultural, and political symbolism	An	3
3	Understanding the role of numismatics in heritage conservation and public education.	U	4
4	Acquiring skills applicable to careers in archaeology, museums, academia, and heritage management.	S	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Definition-History of Numismatic study in India		
	1.1	Numismatics as a source of History	6	1
	1.2	Various fields dependent on Numismatics; viz. paleography, epigraphy, Indology, symbology, archaeology	6	1
2		Ancient Coins		
	2.1	Punched marked- Coinage of the respective Mahajanapadas	6	1

	2.2	First Coins of India. Minting technique employed, metal used in making coins, weight standards, denominations, symbols seen, inter-regional usage of the coins	6	1
	2.3	Gupta Coins-Collapse of Gupta Coins	6	2
		Medieval Coins		
3	3.1	Sultanate and Mughals-Mints-features of coins	6	3
	3.2	Decline of the Mughal Power and its effect on coinage	6	3
		Coins of Modern Era		
4	4.1	British East India Company comes to Surat	6	4
	4.2	Coin minting rights obtained- Effects of the World War on the coinage	6	4
	4.3	Introduction of Paper Money and its main usage in India	6	4
	4.4	Establishment of Indian Princely States. Coining Rights	4	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Case Studies and Comparative Analysis: Present case studies of significant coin finds or collections from different periods in Indian history. Compare numismatic evidence across regions and dynasties to highlight cultural exchanges and economic interactions.</p> <p>Guest Lectures and Field Visits: Invite numismatic experts, archaeologists, or museum curators for guest lectures on specialized topics. Organize field visits to museums or archaeological sites with notable coin collections to enhance learning experiences.</p>
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Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</p>
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	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

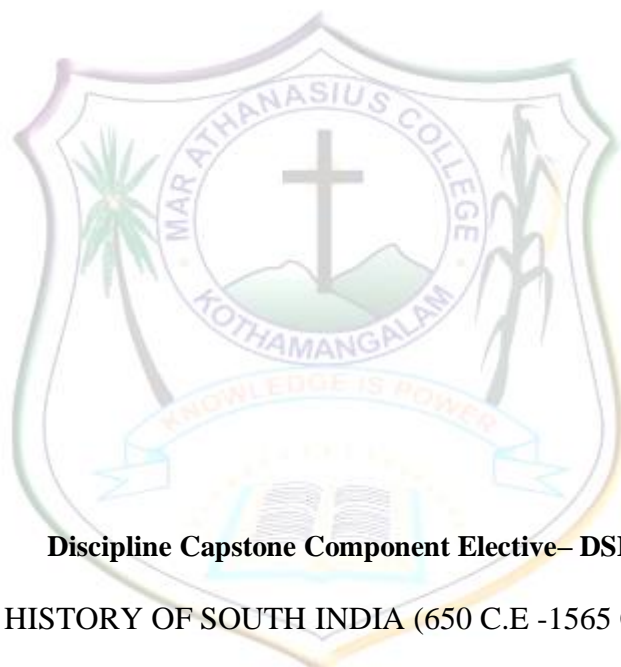
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Deyell, John S. *Living Without Silver: The Monetary History of Early Medieval North India*. Oxford University Press, 1990.

Gupta, Parmeshwari Lal. *Coins, Indian*. National Book Trust, 2000.


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Discipline Capstone Component Elective– DSE

HISTORY OF SOUTH INDIA (650 C.E -1565 C.E)

	<p>Mar Athanasius College (Autonomous), Kothamangalam</p> <p>FYUGP SYLLABUS</p>
Programme	B.A (Hons) History
Course Name	History of South India (650 C.E -1565 C.E)
Type of Course	Discipline Capstone Component (DCC)
Course Code	M24HS8DCE400
Course Level	400
Course Summary	The history of South India from 650 CE to 1565 CE spans significant political, cultural, and economic developments across various dynasties and kingdoms. This course explores the rise and fall of empires such as the Chalukyas,

	Pallavas, Cholas, and Vijayanagara Empire. Key themes include temple architecture, maritime trade, regional cultural expressions, and interactions with North India and Southeast Asia.				
Semester	VIII	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	
		45		28	
Pre-requisites, if any					

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understanding the rise and fall of dynasties like the Chalukyas, Pallavas, Cholas, and Vijayanagara Empire, and their impact on regional governance and administration.	U	1,3
2	Appreciating the cultural achievements in art, architecture (especially temple architecture), literature, and music under various South Indian dynasties.	Ap	4
3	Analyzing the economic prosperity driven by maritime trade, agrarian advancements, and the role of urban centers as hubs of commerce and cultural exchange.	An	6
4	Examining the social structures, including caste dynamics, religious practices, and the role of women in society during this period.	E	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Emergence of the Imperial Cholas		
	1.1	Political Geography-Administration- Art	6	1
	1.2	Art and Architecture	6	1
	1.3	Maritime Contacts –Trade Guilds Unit.	6	1
		The Imperial Pandyas and Cheras		

2	2.1	The Rashtrakutas and Chalukyas	6	2
	2.2	The Kakatiyas - Conflicts	6	2
	2.3	Polity and Economy	6	2
3		Political History		
	3.1	Malik Kafur's Invasion of South India	6	2
	3.2	The Bahamanis	6	2
	3.3	the rise of Vijayanagara - Vijayanagara State and Society.	6	2
4		Society and Economy		
	4.1	Agriculture- Industry and State Income Merchant and Craft Guilds.	6	2
	4.2	Bahamani and Adilshahis	6	2
	4.3	State Income - Trade Contacts	6	2
	4.4	Economic Innovations.	6	2

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Interdisciplinary Approaches: Integrate insights from archaeology, art history, numismatics, and epigraphy to provide a holistic view of South Indian history. Explore the role of interdisciplinary methods in reconstructing historical narratives and understanding material culture.
	Field Visits and Museum Exhibits: Organize field visits to archaeological sites, temple complexes, and museums with South Indian artifacts and inscriptions. Encourage students to observe firsthand the physical remnants of historical periods and engage with museum exhibits to deepen understanding.
	Digital Tools and Resources: Utilize digital resources such as online databases, virtual tours of historical sites, and digital archives of

	inscriptions and manuscripts. Introduce students to digital humanities tools for analyzing historical data and visualizing spatial and temporal relationships.
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6 x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Nilakanta Sastri, K.A. *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*. Oxford University Press, 2010.

Chopra, P.N., Ravindran, T.K., and Subrahmanian, N. *History of South India (Ancient, Medieval and Modern)*. S. Chand & Company Ltd., 2003.

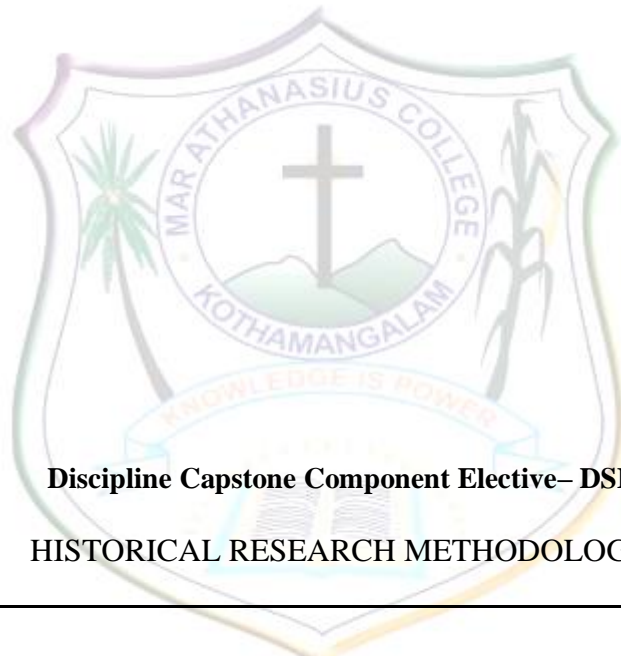
Stein, Burton. *Peasant State and Society in Medieval South India*. Oxford University Press, 1980.

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Desai, P.B. *History of Vijayanagar Empire*. S. Chand & Company Ltd., 1954.

Srinivasan, K.R. *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*. Indian Branch, Oxford University Press, 1996.



Discipline Capstone Component Elective– DSE
HISTORICAL RESEARCH METHODOLOGY

	<p>Mar Athanasius College (Autonomous), Kothamangalam</p> <p>FYUGP SYLLABUS</p>
Programme	B.A (Hons) History
Course Name	Historical Research Methodology
Type of Course	Discipline Capstone Component Elective– DSE
Course Code	M24HS8DCE401
Course Level	400
Course Summary	A course on Historical Research Methodology equips students with the essential skills and knowledge to conduct rigorous and effective historical research

Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any			45		28	

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Students can formulate clear research questions, hypotheses, and research designs suitable for historical inquiry.	U	1
2	Students develop proficiency in identifying, evaluating, and utilizing primary and secondary sources critical to historical research.	E	2
3	Students gain an understanding of historiographical trends, debates, and methodologies within the field of history.	U	4
4	Students develop critical thinking skills to interpret historical evidence, assess arguments, and make reasoned judgments.	S	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Introduction to historical research		
	1.1	subject matter – use of history	6	1
	1.2	need for interdisciplinary research	6	1
2		Sources for the study of history		
	2.1	primary and secondary sources – archeology – epigraphy and numismatics	6	2
	2.2	Archival sources, state and private documents	6	2

	2.3	personal memoirs, journals and letter, oral and virtual sources	6	2
3		Field study		
	3.1	Ethnography	6	3
	3.2	questionnaire, interviews, schedules, tables	6	3
	3.3	qualitative data and quantitative data Module	6	3
4		Nature of historical knowledge		
	4.1	– historical causation –historical criticism: Internal and external	6	3
	4.2	Conceptualizing Research Methodology – research design – Paradigm shifts in historical research	6	3
	4.3	research problem-Exposition – format – language and style – footnote and bibliography	6	3

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Foundational Concepts and Theories:Begin with an overview of the principles and objectives of historical research.Introduce key theoretical frameworks and methodologies in historical inquiry (e.g., positivism, hermeneutics, postmodernism).</p> <p>Case Studies and Examples:Use case studies from various historical periods or topics to illustrate different research methodologies in action..Analyze how historians have applied specific methodologies to address historical questions and interpret evidence.</p> <p>Primary Source Analysis:Engage students in analyzing primary sources (documents, artifacts, images) to understand their historical context, biases, and reliability.Conduct exercises that simulate document analysis and interpretation to develop critical thinking skills.</p> <p>Research Design and Proposal Writing:Guide students in formulating research questions and hypotheses.</p> <p>Field Work: Teach them how to develop a research proposal outlining the rationale, objectives, methodology, and expected outcomes of their research project on local history</p>
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Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	Total	30

B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Bloch, Marc. *The Historian's Craft*. Manchester University Press, 1992.

Galgano, Michael J., et al. *Doing History: Research and Writing in the Digital Age*. Cengage Learning, 2016.

Ledbetter, Suzann. *Researching and Writing History: A Practical Guide for Local Historians*. Rowman & Littlefield Publishers, 2007.

Lester, James D. *Historical Research: A Guide for Writers of Dissertations, Theses, Articles, and Books*. Pearson, 2010.

de Groot, Jerome. *Introduction to Historical Research: Theory and Methods*. Bloomsbury Academic, 2018.

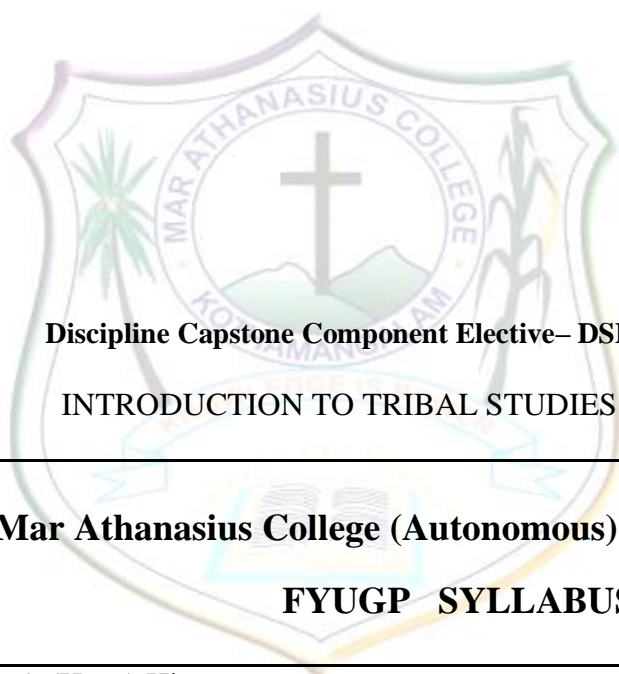
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Mann, Thomas. *The Oxford Guide to Library Research*. Oxford University Press, 2015.


Ritchie, Donald A. *Doing Oral History*. Oxford University Press, 2015.

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Discipline Capstone Component Elective– DSE
INTRODUCTION TO TRIBAL STUDIES

	Mar Athanasius College (Autonomous), Kothamangalam FYUGP SYLLABUS		
Programme	B.A (Hons) History		
Course Name	Introduction to Tribal Studies		
Type of Course	Discipline Capstone Component Elective– DSE		
Course Code	M24HS8DCE402		
Course Level	400		
Course Summary	<p>Introduction to Tribal Studies" provides an overview of indigenous peoples globally, emphasizing cultural, social, political, and economic dimensions. The course examines tribal identities, governance structures, traditional knowledge systems, and contemporary issues such as land rights and development. It fosters understanding of diversity and resilience within tribal communities worldwide.</p>		
Semester	VIII	Credits	4

Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		45		28		72
Pre-requisites, if any						

COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Gain insights into the diverse cultural identities and traditions of indigenous peoples worldwide..	U	1
2	Explore challenges faced by tribal communities, such as land rights, economic development, and social inequalities..	An	2
3	Appreciate the richness of tribal languages, arts, rituals, and oral traditions.	Ap	4
4	Develop critical thinking skills to evaluate policies impacting tribal communities and assess historical and contemporary representations	E	6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Nature-Scope and Relevance		
	1.1	concepts and categories-Tribes and Indigenous people	6	1,2
	1.2	Use of terms in India- Schedule Tribe-Primitive Tribe	6	1,2
	1.3	De notified- Ex criminal tribes in India	6	1,2
2		Tribal issues in colonial-post colonial India		
	2.1	Contemporary tribal Issues-Economic Issue-poverty	6	1,2
	2.2	unemployment- Industrialisation	6	1,2
	2.3	Social movement- identity assertion	6	3,4
		Environment Movement		

3	3.1	Land Human Right-Tribal Rights-Emerging Social problems	6	3,4
	3.2	Health and Education	6	3,4
	3.3	Alcoholism- Drug abuse	6	3,4
4		Tribes in Kerala		
	4.1	demography	6	3,4
	4.2	geographical –distribution	6	3,4
	4.3	Tribal studies in Kerala –An overview	6	3,4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)	
	Interdisciplinary Exploration:Anthropological Foundations: Introduce key concepts in anthropology relevant to tribal studies, such as kinship, ritual, and worldview.	
	Historical Context: Examine historical narratives and colonial impacts on indigenous societies, emphasizing resilience and cultural adaptation.	
	Field Visit to tribal areas for Ethnographic studies	
	Advocacy Projects: Encourage students to collaborate on advocacy projects supporting indigenous rights, environmental stewardship, or cultural preservation initiatives.	

Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	Particulars	Marks
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5

	Total	30
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B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	10 out of 12	10 x 2 = 20
Short Essay	6 out of 9	6x 5 = 30
Essays	2 out of 4	2 x 10 = 20
		Total 70 marks

Reference

Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books, 2012.

Deloria Jr., Vine. *Custer Died for Your Sins: An Indian Manifesto*. University of Oklahoma Press, 1988.

Alfred, Taiaiake. *Peace, Power, Righteousness: An Indigenous Manifesto*. Oxford University Press, 2009.

Wilson, Shawn, and John C. Mohawk. *Recovering the Sacred: The Power of Naming and Claiming*. Fulcrum Publishing, 2005.

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Barker, Joanne, and John Barker. *Indigenous People and Economic Development: An International Perspective*. Routledge, 2012.

Gunn Allen, Paula. *The Sacred Hoop: Recovering the Feminine in American Indian Traditions*. Beacon Press, 1992.

