

**MAR ATHANASIUS COLLEGE (AUTONOMOUS)  
KOTHAMANGALAM, KERALA 686 666**

**NAAC Accredited 'A+' Grade Institution**

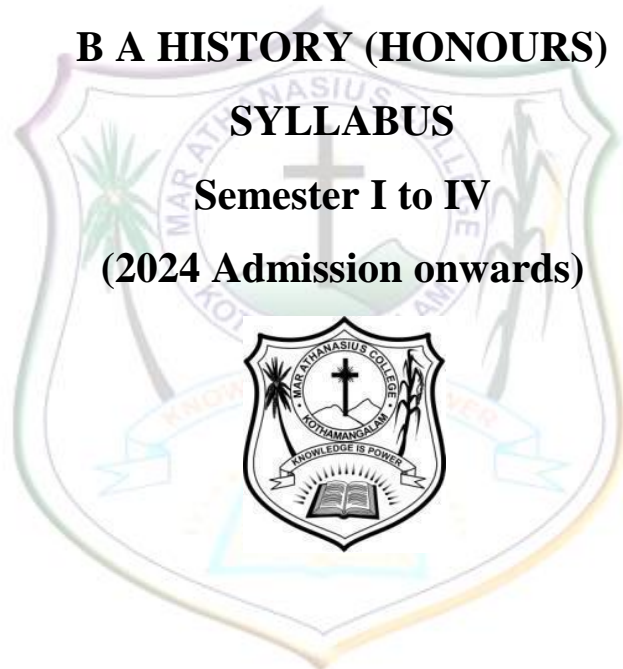
**FOUR YEAR UNDER GRADUATE PROGRAMME (FYUGP)**

**B A HISTORY (HONOURS)**

**SYLLABUS**

**Semester I to IV**

**(2024 Admission onwards)**



**KOTHAMANGALAM COLLEGE P.O-686 666  
KERALA, INDIA**

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## 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
Prof. 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
Prof. Dr Binu M John (Expert nominated by the Vice Chancellor, MG University)	Assistant Professor, Department of History Christ College Irinjalakuda
Mr. 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**

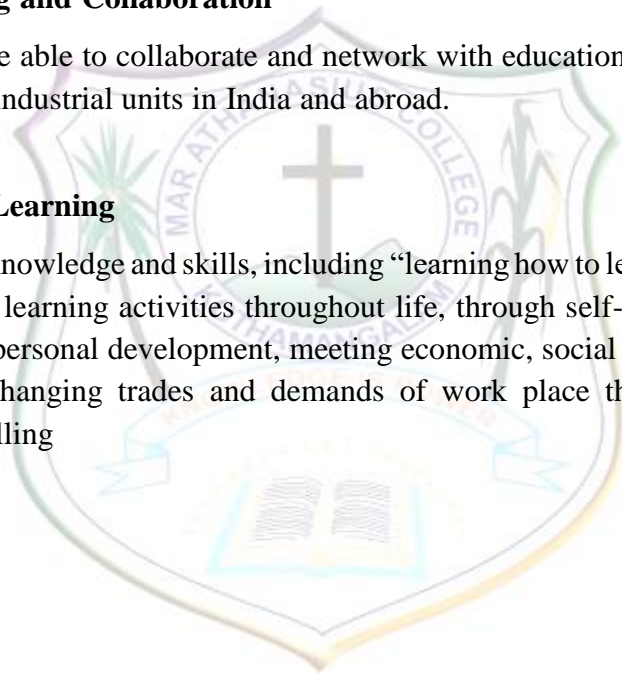
Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior.

**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

## CREDITS AND HOURS - 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	5	90
7	3	DSE	Historical Tourism	4	4	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	5	90
12	4	DSC A	Ancient and Early Medieval Kerala	4	5	90
13	4	DSE	Tourism Management	4	4	72
14	4	SEC	Informatics	3	3	54
15	4	VAC	Tourist Guide Training	3	3	54

## 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/ M24HS4DSC202	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	-	-	-

**SEMESTER IV**


COURSE CODE	TYPE OF COUR SE	TITLE OF THE COURSE	CREDI TS	HOU RS/ WEE K	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					

### Courses with Field visit

Semester	Type of course	Course title	Activity
1	DSC	Modern India (1757-1857 AD)	field visit
1	MDC	Introduction to Tourism	field visit
2	DSC	History of the Freedom Movement in India (1857-1947 AD)	field visit
2	MDC	Heritage Tourism	field visit
3	DSC	Early India (Upto 300AD)	field visit
3/4	DSC B	Transition to Contemporary World	field visit
4	DSC	Ancient and Early Medieval Kerala	field visit
4	VAC	Tourist Guide Training Programme	Visit to a Travel Agency

## SEMESTER I

COURSE CODE	TYPE OF COURSE	TITLE OF THE COURSE	CREDITS	HOURS/WEEK	HOUR DISTRIBUTION/WEEK			
					L	T	P	0
M24HS1DSC100	DSC	Modern India (1757-1857 AD)	4	5	3	-	2	-
M24HS1MDC100	MDC	Introduction to Tourism	3	4	2	-	2	-

	<b>Mar Athanasius College (Autonomous), Kothamangalam</b>					
	<b>FYUGP SYLLABUS</b>					
<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Modern India (1757-1857 AD)					
<b>Type of Course</b>	Discipline Specific Component					
<b>Course Code</b>	M24HS1DSC100					
<b>Course Level</b>	100					
<b>Course Summary</b>	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.					
<b>Semester</b>	I	Credits			4	Total Hours/week
<b>Course Details</b>	Learning Approach	Lecture/week	Tutorial	Practicum/week	Others	
		3	-	2	-	
<b>Pre-requisites, if any</b>	NIL					

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand the complex interactions of colonialism with Indian society	U	1,3
2	Analyse key historical British policies and their implications.	A	4,5
3	To develop critical perspectives on the emergence of colonialism and its impact	E	1,5
4	Appreciate the contributions of Indian reformers in shaping modern India.	AP	1,3

**\*Remember (K), 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		<b>Emergence of Colonial Power in India</b>		
	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		<b>Economic policy of colonial India</b>		
	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		<b>Making of the Empire</b>		
	3.1	Surveys and Mapping, Gazetteers and Census	7	3
	3.2	Colonial governance, Education policy	7	3
	3.3	Emergence of a new middle class	6	3
		<b>Reform and Restructure</b>		
	4.1	Social Reform movements – Raja Ram Mohan Roy, Dayananda Saraswathi, Ishwara Chandra Vidya Sagar, Ranade, Jyothiba Phule, Savitribhai Phule	10	4

		and others		
4	4.2	Aligarh movement and other Popular Movements	10	4
	4.3	Critical Appraisal of the movement	5	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduction to Key Themes:</b> <ul style="list-style-type: none"> <li>• Start with an overview of British colonialism in India, emphasizing the Battle of Plassey (1757) as a turning point.</li> <li>• Discuss the economic motives behind British expansion and the establishment of colonial rule.</li> </ul> </li> <li><input type="checkbox"/> <b>Interactive Lectures and Discussions:</b> <ul style="list-style-type: none"> <li>• Use multimedia resources, maps, and primary sources to illustrate key events and concepts.</li> <li>• Encourage discussions on the impact of British policies on Indian society, economy, and culture.</li> </ul> </li> <li><input type="checkbox"/> <b>Case Studies and Primary Source Analysis:</b> <ul style="list-style-type: none"> <li>• Assign readings and primary source documents (such as letters, treaties, and speeches) for analysis.</li> <li>• Conduct in-class exercises where students interpret and discuss these sources to understand perspectives of different stakeholders.</li> </ul> </li> <li><input type="checkbox"/> <b>Debates and Role-Playing:</b> <ul style="list-style-type: none"> <li>• Organize debates on topics like the effectiveness of British governance, the causes of the Sepoy Mutiny (1857), or the impact of colonial economic policies.</li> <li>• Assign roles for students to simulate historical figures or groups, encouraging deeper engagement with differing viewpoints.</li> </ul> </li> <li><input type="checkbox"/> <b>Field Trips and Virtual Tours:</b></li> </ul>
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	<ul style="list-style-type: none"> <li>Plan visits to local museums or historical sites related to the period, if feasible.</li> <li>Utilize virtual tours and digital archives to explore significant locations and artifacts remotely.</li> </ul> <p><input type="checkbox"/> <b>Research Projects:</b></p> <ul style="list-style-type: none"> <li>Assign individual or group research projects on specific aspects of the period, such as social reform movements, economic transformations, or resistance against colonial rule.</li> <li>Guide students in utilizing academic databases, archives, and scholarly sources for their research.</li> </ul>												
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>												
	<b>A. Continuous Comprehensive Assessment (CCA)</b>												
	<table border="1"> <thead> <tr> <th>Particulars</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Class tests</td> <td>15</td> </tr> <tr> <td>Assignments</td> <td>5</td> </tr> <tr> <td>Seminar</td> <td>5</td> </tr> <tr> <td>Project/practicum/Quiz/Book Review/Field work etc.</td> <td>5</td> </tr> <tr> <td>Total</td> <td>30</td> </tr> </tbody> </table>	Particulars	Marks	Class tests	15	Assignments	5	Seminar	5	Project/practicum/Quiz/Book Review/Field work etc.	5	Total	30
Particulars	Marks												
Class tests	15												
Assignments	5												
Seminar	5												
Project/practicum/Quiz/Book Review/Field work etc.	5												
Total	30												
	<b>B. End Semester Evaluation (ESE) (2024 Admission)</b>												
<b>Descriptive type</b>	<b>Number of Questions to be answered</b>												
Short Answer	10 out of 12												
Short Essay	5 out of 7												
Essays	1 out of 2												
	<b>Total 70 Marks</b>												

**Semester End examination (from 2025 admission onwards)**

Descriptive type	Number of questions to be answered	Marks
Short Answer	5 out of 7	5 x 3 = 15
Short Essay	5 out of 7	5x 7 = 35
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.

---. *Nationalism and Colonialism in Modern India*. Orient Longman, Delhi.

---. *Communalism in Modern India*. Har Anand Publications, Delhi.

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

Desai, R. *Social Background of Indian Nationalism*. Popular Book Depot, Bombay.

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.

	<b>Mar Athanasius College (Autonomous), Kothamangalam</b>					
	<b>FYUGP SYLLABUS</b>					
<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Introduction to Tourism					
<b>Type of Course</b>	Multi-Disciplinary Course					
<b>Course Code</b>	M24HS1MDC100					
<b>Course Level</b>	100					
<b>Course Summary</b>	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.					
<b>Semester</b>	I	Credits			3	
<b>Course Details</b>	Learning Approach	Lecture/week	Tutorial	Practicum/week	Others	Total Hours/week
		2	-	2	-	4
<b>Pre- requisites, if any</b>	NIL					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understanding the vestiges of Global tourism	U	1,2
2	Analyse the evolution and current trends in tourism	A	4
3	Understand the sources and concepts of tourism	U	6
4	Evaluate the significance and forms of tourism	E	5
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate I, Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		<b>Tourism Concepts</b>		
	1.1	Defining Tourism-Tourism products and services	5	1
	1.2	Tours- Tourist and Tourist destinations	5	1
	1.3	Tourism forms and types	5	1
2		<b>Changing Trend</b>		
	2.1	Purpose of Tourism- Sun, sea, sand and sex-leisure, touring, sightseeing, culture-Visiting friends and relatives-Business and incentive travel-Special Interest- Alternative tourism-	10	2
	2.2	Other determinants- Psychological- Socio-political, Economic, Time.	7	2
3		<b>Need for Tourism</b>		
	3.1	Sources of Data	5	3
	3.2	Statistical Records-Secondary Sources	5	3
	3.3	Periodisation and Concepts	5	3
4		<b>Significance of Tourism</b>		
	4.1	Definition of travel, Traveller, Visitor, Excursionist, Tourist, Picnic – Concept, leisure and business	10	4
	4.2	Typology and forms of tourism – International, Inbound, Outbound, inter regional, intra regional, domestic, international, national	10	4
	4.3	Other forms of Social tourism.	5	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• <b>Interactive Lectures:</b> <ul style="list-style-type: none"> <li>• <b>Overview of Tourism:</b> Begin with an introduction to the concept of tourism, its definitions, types (e.g., leisure, business, cultural), and economic significance.</li> <li>• <b>Historical Evolution:</b> Trace the historical development of tourism from ancient times to modern-day trends, highlighting key milestones and transformations.</li> </ul> </li> <li>• <b>Case Studies and Real-World Examples:</b> <ul style="list-style-type: none"> <li>• Use case studies of popular tourist destinations or tourism projects to illustrate concepts such as destination management, marketing strategies, and sustainable tourism practices.</li> <li>• Analyze success stories and challenges faced by destinations in managing tourism growth and mitigating negative impacts.</li> </ul> </li> <li>• <b>Guest Speakers and Industry Experts:</b> <ul style="list-style-type: none"> <li>• Invite guest speakers from the tourism industry, such as tour operators, hospitality managers, or destination marketers, to share insights and practical experiences.</li> <li>• Conduct Q&amp;A sessions to allow students to interact directly with professionals and learn about current industry practices and trends.</li> </ul> </li> <li>• <b>Field Trips and Virtual Tours:</b> <ul style="list-style-type: none"> <li>• Organize field trips to local tourist attractions, hotels, or tourism-related businesses to provide firsthand exposure to operational practices and customer experiences.</li> <li>• Utilize virtual tours and multimedia resources to explore international destinations and showcase diverse tourism offerings.</li> </ul> </li> <li>• <b>Group Discussions and Debates:</b> <ul style="list-style-type: none"> <li>• Facilitate discussions on controversial topics in tourism, such as the impacts of overtourism, cultural authenticity versus commercialization, and ethical considerations in wildlife tourism.</li> <li>• Organize debates where students take opposing viewpoints on tourism development strategies or sustainability practices, fostering critical thinking and argumentation skills.</li> </ul> </li> </ul>
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Assessment Types	MODE OF ASSESSMENT	
	<b>A. Continuous Comprehensive Assessment (CCA) – 25 Marks</b>	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>25</b>

### B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Essay	5 out of 7	5 x 7 = 35
Essays	1 out of 2	1 x 15 = 15
		Total 50

### 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 India (1857-1947 AD)	4	5	3	-	2	-
M24HS2MDC100	MDC	Heritage Tourism	3	4	2	-	2	-

	<b>Mar Athanasius College (Autonomous), Kothamangalam</b>					
	<b>FYUGP SYLLABUS</b>					
<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	History of the Freedom Movement in India (1857-1947 AD)					
<b>Type of Course</b>	Discipline Specific Component					
<b>Course Code</b>	M24HS2DSC100					
<b>Course Level</b>	100					
<b>Course Summary</b>	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.					
<b>Semester</b>	II	Credits			4	Total Hours/Week
<b>Course Details</b>	Learning Approach	Lecture /week	Tutorial	Practicum /week	Others	
		3	-	2	-	5
<b>Pre-requisites, if any</b>	NIL					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand the development of national consciousness in India	U	1
2	Evaluate the nature of Gandhian strategies in freedom Movement	E	3
3	Analyse India's Journey Towards Self-Governance	An	5,1
4	Analyse and evaluate the process of Partition and Freedom of India	An	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		<b>Emergence of National Consciousness</b>		
	1.1	Early Associations-Formation of I N C –Theories- Moderates	10	1
	1.2	Partition of Bengal-Extremists -Surat Split- Swadesi movement	10	1
	1.3	Formation of Muslim League-Minto- Morley Reforms and communal representation	5	1
	1.4	Revolutionary Nationalists-Home Rule	5	1
2		<b>Emergence of Gandhi in Indian Politics</b>		
	2.1	Early struggles of Gandhi as a leader- Gandhian Idea of Sathyagraha and Ahimsa	10	2
	2.2	Impact of World War I – Montague- Chelmsford Reforms- Rowlatt Act- Jallianwallabagh	10	2
	2.3	Non- Co operation –Simon Commission.	5	2
3		<b>India's Journey Towards Self-Governance</b>		
	3.1	Poorna Swaraj- Civil Disobedience movement	5	3
	3.2	Round Table Conferences- Government of India Act of 1935	5	3
	3.3	Congress ministries in the provinces.	5	3
4		<b>To Indian Independence and Partition.</b>		
	4.1	Emergence of left- Socialists and Communists	5	4

	4.2	Revolutionary Terrorism- Emergence and the crystallization of communalism	5	4
	4.3	Quit India Movement -INA –RIN Mutiny	5	4
	4.4	Freedom and Partition- Indian Independence Act 1947	5	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Foundational Knowledge:</b> <ul style="list-style-type: none"> <li>• <b>Lectures and Readings:</b> 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.</li> </ul> </li> <li><input type="checkbox"/> <b>Primary Source Analysis:</b> <ul style="list-style-type: none"> <li>• <b>Document Analysis:</b> 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.</li> </ul> </li> <li><input type="checkbox"/> <b>Case Studies and Debates:</b> <ul style="list-style-type: none"> <li>• <b>Case Studies:</b> 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.</li> <li>• <b>Debates:</b> 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.</li> </ul> </li> <li><input type="checkbox"/> <b>Role of Multimedia and Field Visits:</b> <ul style="list-style-type: none"> <li>• <b>Multimedia Resources:</b> Utilize documentaries, films, and digital archives to provide visual and auditory context to historical events and personalities.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Field Visits:</b> Plan visits to museums, monuments, or places of historical significance related to the freedom struggle, if feasible, to enhance students' understanding through direct exposure.</li> </ul> <p><input type="checkbox"/> <b>Interactive Discussions and Seminars:</b></p> <ul style="list-style-type: none"> <li>• <b>Socratic Seminars:</b> 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.</li> <li>• <b>Guest Speakers:</b> Invite historians, scholars, or descendants of freedom fighters to share insights and personal narratives related to the struggle for independence.</li> </ul> <p><input type="checkbox"/> <b>Research Projects and Presentations:</b></p> <ul style="list-style-type: none"> <li>• <b>Research Assignments:</b> 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.</li> <li>• <b>Presentations:</b> Have students present their research findings, encouraging them to develop their communication skills and ability to present complex historical information effectively.</li> </ul>																		
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p>																		
	<table border="1"> <thead> <tr> <th data-bbox="464 1339 1010 1391"><b>Particulars</b></th> <th data-bbox="1010 1339 1243 1391"><b>Marks</b></th> <th data-bbox="1243 1339 1501 1391"><b>CO No.</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="464 1391 1010 1464">Class tests</td> <td data-bbox="1010 1391 1243 1464">15</td> <td data-bbox="1243 1391 1501 1464">1</td> </tr> <tr> <td data-bbox="464 1464 1010 1518">Assignments</td> <td data-bbox="1010 1464 1243 1518">5</td> <td data-bbox="1243 1464 1501 1518">2</td> </tr> <tr> <td data-bbox="464 1518 1010 1563">Seminar</td> <td data-bbox="1010 1518 1243 1563">5</td> <td data-bbox="1243 1518 1501 1563">3</td> </tr> <tr> <td data-bbox="464 1563 1010 1637">Project/practicum/Quiz/Book Review/Field work etc.</td> <td data-bbox="1010 1563 1243 1637">5</td> <td data-bbox="1243 1563 1501 1637">4</td> </tr> <tr> <td data-bbox="464 1637 1010 1713">Total</td> <td data-bbox="1010 1637 1243 1713">30</td> <td data-bbox="1243 1637 1501 1713"></td> </tr> </tbody> </table>	<b>Particulars</b>	<b>Marks</b>	<b>CO No.</b>	Class tests	15	1	Assignments	5	2	Seminar	5	3	Project/practicum/Quiz/Book Review/Field work etc.	5	4	Total	30	
<b>Particulars</b>	<b>Marks</b>	<b>CO No.</b>																	
Class tests	15	1																	
Assignments	5	2																	
Seminar	5	3																	
Project/practicum/Quiz/Book Review/Field work etc.	5	4																	
Total	30																		
<p><b>B. End Semester Evaluation (ESE)</b></p>																			
Descriptive type	<table border="1"> <thead> <tr> <th data-bbox="464 1845 970 1951"><b>Number of Questions to be answered</b></th> <th data-bbox="970 1845 1501 1951"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="464 1951 970 2020">Short Answer</td> <td data-bbox="970 1951 1501 2020">5 x 3 = 15</td> </tr> </tbody> </table>	<b>Number of Questions to be answered</b>	<b>Marks</b>	Short Answer	5 x 3 = 15														
<b>Number of Questions to be answered</b>	<b>Marks</b>																		
Short Answer	5 x 3 = 15																		

Short Essay	5 out of 7	$5 \times 7 = 35$
Essay	2 out of 4	$2 \times 10 = 20$
<b>Total 70 Marks</b>		

## Reference

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.

	<b>Mar Athanasius College (Autonomous), Kothamangalam</b> <b>FYUGP SYLLABUS</b>					
<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Heritage Tourism					
<b>Type of Course</b>	Multi-disciplinary					
<b>Course Code</b>	M24HS2DSC100					
<b>Course Level</b>	100					
<b>Course Summary</b>	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.					
<b>Semester</b>	II	Credits			3	Total Hours/week
<b>Course Details</b>	Learning Approach	Lecture/ week	Tutorial	Practicum/ week	Others	
		2	-	2	-	4
<b>Pre- requisites, if any</b>	NIL					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand the heritage and heritage sites of India	U	1
2	Evaluate ancient architectural and religious heritage	E	2
3	Appreciation of Indo-Islamic and South Indian architecture	AP	5
4	Analyze local cultural tourism its problem and prospects	S	6
*Remember (K), 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		<b>Heritage</b>		
	1.1	Meaning, types, heritage sites of India	5	1
	1.2	Historic monuments of tourist significance: Pre and Post Vedic periods ,Buddhist epoch, Gupta Period, Early and Late Medieval period, Modern period.	10	1
	1.3	Features of Indian Cultural Heritage-Preservation and Conservation of Monuments and Culture. Cultural transition, Indian cultural heritage-Architectural Heritage	10	1
2		<b>Architecture &amp; religion</b>		
	2.1	Architectural Heritage of India	5	2
	2.2	Popular religious centers of India	4	2
	2.3	Hindu, Buddhist, Jain, Muslim and Christian	5	2
3		<b>Indo-Islamic Architecture</b>		
	3.1	Sultanate-Mughals	5	3
	3.2	South Indian-Vijayanagara & Modern Architecture	5	3
	3.3	Famous Forts & Palaces- role in development of tourism in India	5	3
4		<b>Cultural Tourism</b>		
	4.1	Problems and prospects	4	4
	4.2	Fairs and Festivals – Dance Festivals – Performing arts – Dance and Musi	5	4

	4.3	Myths and Legends – Cuisines and specialty dishes – Artifacts And Handicrafts Architecture	6	4
	4.4	Mural Paintings and Sculpture	3	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture and Presentation:</b> Deliver lectures to provide foundational knowledge on topics such as cultural heritage significance, tourism impacts, conservation techniques, and interpretation strategies.</li> <li>• <b>Group Activities and Discussions:</b> Organize group activities, debates, and role-plays to explore different perspectives on managing and promoting heritage sites.</li> <li>• <b>Field Trips and Site Visits:</b> Arrange visits to local heritage sites, museums, or cultural centers to allow students to observe management practices, interpretive techniques, and visitor interactions firsthand.</li> <li>• <b>Case Study Analysis:</b> Present and discuss case studies of heritage sites facing challenges or implementing successful management strategies, encouraging students to analyze and propose solutions.</li> </ul>
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Assessment Types	MODE OF ASSESSMENT	
	<b>A. Continuous Comprehensive Assessment (CCA) – 25 Marks</b>	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>25</b>

### B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Essay	5 out of 7	5 x 7 = 35

Essays	1 out of 2	1 x 15 = 15
		Total 50

## 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**

<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Introduction to History					
<b>Type of Course</b>	Discipline Specific Component					
<b>Course Code</b>	M24HS3DSC200					
<b>Course Level</b>	200					
<b>Course Summary</b>	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.					
<b>Semester</b>	III	Credits			4	
<b>Course Details</b>	Learning Approach	Lecture/week	Tutorial	Practicum/week	Others	Total Hours/week
		3	-	2	-	
<b>Pre-requisites, if any</b>	NIL					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand concepts, meaning and definition of History	S	1
2	Analyze the nature, scope and use of History	U	4
3	Appreciation of multidisciplinary nature of history	E	3
4	Evaluate basic concepts of History	An	1

*\*Remember (K), 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		<b>Introduction I</b>		
	1.1	Concept of History	5	1
	1.2	Meaning	5	1
	1.3	Definitions	5	1
2		<b>Introduction II</b>		
	2.1	Nature and Scope of History	10	2
	2.2	Use and abuse of History	8	2
	2.3	Types of History	10	2
3		<b>Multidisciplinary nature of History</b>		
	3.1	Archaeology, Anthropology-Political science, Economics, Sociology- other science subject	10	3
	3.2		7	3
	3.3	History- A Science or an Art	5	3
4		<b>Basic concepts in History</b>		
	4.1	Sources in History	10	4
	4.2	Subjectivity	5	4
	4.3	Objectivity	5	4
	4.4	Generalization	5	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Lectures:</b> Provide structured presentations to introduce key historical periods, events, and themes. Use visuals such as maps, timelines, and images to enhance understanding.</p> <p><b>Discussion-Based Learning:</b> Facilitate class discussions on assigned readings, historical debates, and interpretations. Encourage students to analyze different perspectives and defend their viewpoints with evidence.</p> <p><b>Debates and Role-Playing:</b> 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.</p> <p><b>Group Projects:</b> Assign group projects where students collaborate to research and present on specific historical topics. This promotes teamwork, research skills, and presentation abilities.</p>
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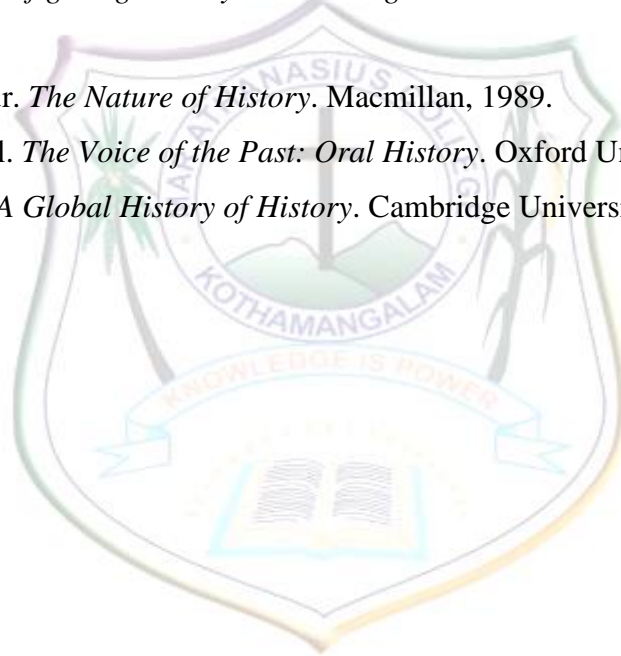
Assessment Types	MODE OF ASSESSMENT	
	A. Continuous Comprehensive Assessment (CCA) – 30 Marks	
	<b>Particulars</b>	<b>Marks</b>
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>30</b>

### B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	5 out of 7	5×3=15
Short Essay	5 out of 7	5×7=35
Essays	2 out of 4	2×10=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**

<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Early India (Up to 300 AD)					
<b>Type of Course</b>	Discipline Specific Component					
<b>Course Code</b>	M24HS3DSC201					
<b>Course Level</b>	200					
<b>Course Summary</b>	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..					
<b>Semester</b>	III	<b>Credits</b>			4	<b>Total Hours/week</b>
<b>Course Details</b>	Learning Approach	Lecture/ week	Tutorial	Practicum/ week	Others	
		3	-	2	-	5
<b>Pre-requisites, if any</b>	NIL					

**COURSE OUTCOME (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand Lithic Age and its working in India	K,U	1
2	Skill in understanding Iron Age in India	E	3
3	Appreciation of Urban culture in ancient India	An	3
4	Evaluate Political legacies of ancient India	A	5
5	Understand South Indian History and culture	An	5

\*Remember (K), 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		<b>Lithic Age and its transformation</b>		
	1.1	Lithic age to Bronze Age-Material culture of the lithic age- Neolithic Revolution-	8	1
	1.2	Harappan Civilization –Chronology and Extent-Indus Sites-Material Characteristics - Harappan Polity, Society ,Religion, Science, technology, arts, crafts trade & economy –Script	12	1
	1.3	Decline of the first urbanization	5	1
2		<b>Iron Age Culture</b>		
	2.1	PGW- NBPW-Aryan Problem – Vedic Age- Early and Later- Sources- Archeological and Literary	10	2
	2.2	Social stratification -polity-religion-economy	5	2
	2.3	Lineage society.	5	2
3		<b>Second Urbanization</b>		
	3.1	Growth of Mahajanapadas- political conflict and the growth of the Magadhan Empire	10	3
	3.2	Alexander’s Invasion	5	3
	3.3	Buddhism -Jainism –Bhagavatism- Ajivikas- Charvakas.	5	3
4		<b>Emergence of Central Authority</b>		
	4.1	Mauryan Empire-Sources- Administration- Society-Economy- Asoka- Policy of Dhamma-Decline of the Empire	10	4
	4.2	Sathavahanas		4
	4.3	Kushanas-Gandhara Art-Mathura Art	5	4

5		<b>Early South India</b>		
	5.1	Literary and archaeological sources	5	5
	5.2	Tamilakam – <i>Ain tinai</i> - Polity, Society & Economy and Trade	5	5
6	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4,5

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

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

## B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	5 out of 7	5×3=15
Short Essay	5 out of 7	5×7=35
Essays	2 out of 4	2×10=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.

Keay, 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.

	<b>Mar Athanasius College (Autonomous), Kothamangalam</b> <b>FYUGP SYLLABUS</b>					
<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Historical Tourism					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	M24HS3DSE200					
<b>Course Level</b>	200					
<b>Course Summary</b>	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.					
<b>Semester</b>	III	Credits			4	Total Hours/week
<b>Course Details</b>	Learning Approach	Lecture/ week	Tutorial	Practicum/ week	Others	
		4	-	-	-	4
<b>Pre-requisites, if any</b>	NIL					

#### COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand the Historical background of Travel and Tourism in world context	U	1
2	Analyze dark era of Travel and Tourism in the world.	An	2
3	Appreciation of Memoirs and Travelogues in India	A	3,4
4	Evaluate Historical perspectives of Tourism	E	5,6
*Remember (K), 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		<b>Historical Background</b>		
	1.1	Travel in Ancient Era -Early Empires	5	1
	1.2	Egyptian Civilisation and Phoenicians-	5	1
	1.3	The Persian Empire-Greeks-Romans-India-Silk route- Pilgrimage-	5	1
2		<b>Dark era of Tourism</b>		
	2.1	Renaissance and Tourism - Industrial Revolution - Impact - Beginning of Tour Operation and Hotel Industry	8	2
	2.2	Thomas Cook and his role - 20th century - Evolution of Airline Industry - Automobile Industry -	8	2
	2.3	World Wars and Its Influence on Travel- Post War Period and Phenomenon Growth of Tourism	6	2
3		<b>Memoirs and Travelogues</b>		
	3.1	Conceptualising and Preserving the Memories of Travel -Early Travellers and Early travellers and travels in India	8	3
	3.2	Megasthannis - Pliny and Natural History Fa-hien - Huen Tsang and Fu-koki - Senkia - Sulaiman and Masudi	8	3
	3.3	Marcopolo - Ibn Battutta and Ma-Huan	4	3
4		<b>Historical perspectives</b>		
	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
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Introduction to Concepts:</b> Start with an overview of historical tourism, its importance, and key concepts such as heritage management, visitor interpretation, and cultural preservation.</p> <p><b>Case Studies Analysis:</b> Break down case studies in class, discussing the challenges faced and the strategies employed in managing historical tourism destinations.</p> <p><b>Group Activities:</b> Organize group activities where students analyze and present different aspects of historical tourism sites, fostering teamwork and diverse perspectives.</p> <p><b>Assignments and Assessments:</b> Use a mix of assignments, quizzes, presentations, and research papers to assess understanding and application of historical tourism principles.</p>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>	
	<b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b>	
	<b>Particulars</b>	<b>Marks</b>
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>30</b>

**B. Semester End examination**

<b>Descriptive type</b>	<b>Number of questions to be answered</b>	<b>Marks</b>
Short Answer	5 out of 7	5×3=15
Short Essay	5 out of 7	5×7=35
Essays	2 out of 4	2×10=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.

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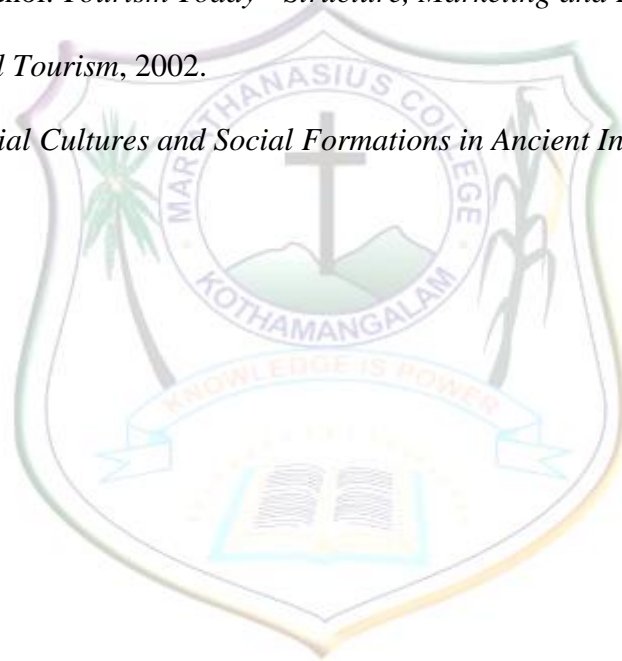
Singh, Ratan Deep. *Infrastructure of Tourism in India*.

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**

<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Transition to Contemporary World					
<b>Type of Course</b>	DSC B					
<b>Course Code</b>	M24HS3DSC202 / M24HS4DSC202					
<b>Course Level</b>	200					
<b>Course Summary</b>	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.					
<b>Semester</b>	III/ IV		Credits			4
<b>Course Details</b>	Learning Approach	Lecture/ week	Tutorial	Practicum/ week	Others	Total Hours/week
		3	-	2	-	
<b>Pre-requisites, if any</b>	NIL					

**COURSE OUTCOME (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand French revolution and its continental impact	U	1
2	Analyze imperialism and other revolutions	A	4
3	Evaluate global crises and challenges	U	5
4	Appreciate freedom movement and peace organizations of the world	E	3

*\*Remember (K), 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.
		<b>Transitional Phase</b>		
	1.1	Implications of French Revolution - Continental impact and reactions	8	1

1	1.2	Metternich and Congress of Vienna	5	1
	1.3	German & Italian Unification	5	1
2		<b>Imperialism</b>		
	2.1	Theories of Imperialism	5	2
	2.2	Inter- Imperialist Rivalry and the two World Wars	5	2
	2.3	Rise of Fascism and Nazism in Europe	5	2
	2.4	Russian Revolution of 1917-Lenin and Stalin-The Soviet Union an its fortunes	8	2
	2.5	The Chinese Revolution of 1948- Interpretation - Impact and Consequences	8	2
3		<b>Transitions</b>		
	3.1	The Great Depression in 1929-33 Post-depression – economic - political order	5	3
	3.2	Globalization and its instruments	5	3
	3.3	Development vs Sustainable Development debate	5	3
4		<b>Anti -Colonial Movement</b>		
	4.1	Emergence of Anti-Colonial Movements in Asia and Africa	8	4
	4.2	World Bodies-League of Nations UNO	5	4
	4.3	NAM and other Regional Groupings	5	4
	4.4	Growth of Mass Media and InformationTechnology– Terrorism	8	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Lectures and Discussions:</b> lectures to provide foundational knowledge on key historical events and transitions. Follow up with discussions to encourage critical thinking and deeper analysis.</p> <p><b>Case Studies and Analysis:</b> Employ case studies of specific regions or countries to illustrate broader global themes and transitions.</p> <p><b>Debates and Role-Playing:</b> Foster active learning through debates on controversial issues and role-playing simulations of historical events.</p> <p><b>Field Trips and Guest Speakers:</b> 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	<b>MODE OF ASSESSMENT</b>	
	<b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b>	
	<b>Particulars</b>	<b>Marks</b>
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>30</b>

### B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	5 out of 7	$5 \times 3 = 15$
Short Essay	5 out of 7	$5 \times 7 = 35$
Essays	2 out of 4	$2 \times 10 = 20$
		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*.

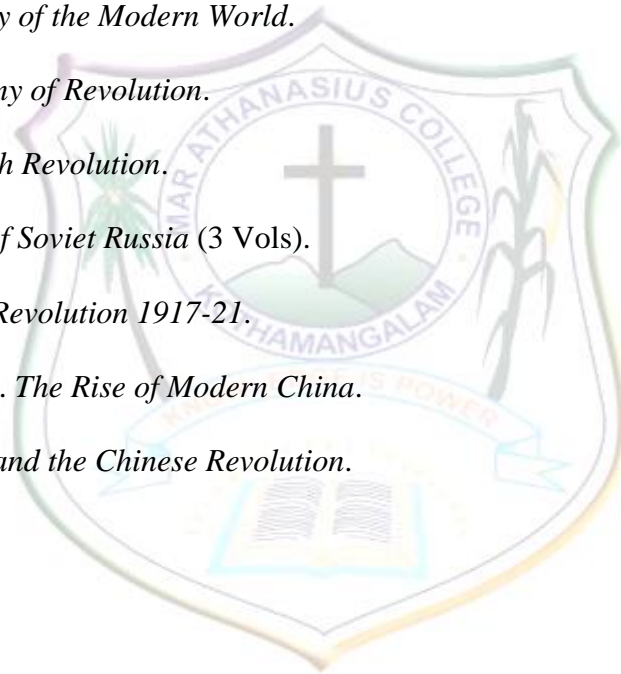
Albert Sboul. *French Revolution*.


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

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

Immanuel C.Y. Hsu. *The Rise of Modern China*.

Jerome Chen. *Mao and the Chinese Revolution*.



	<b>Mar Athanasius College (Autonomous), Kothamangalam</b> <b>FYUGP SYLLABUS</b>					
<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Introduction to Archaeology					
<b>Type of Course</b>	MDC					
<b>Course Code</b>	M24HS3MDC200					
<b>Course Level</b>	200					
<b>Course Summary</b>	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.					
<b>Semester</b>	III	Credits			3	Total Hours/ week
<b>Course Details</b>	Learning Approach	Lecture/ week	Tutorial	Practicum/ week	Others	
		3	-	-	0	3
<b>Pre-requisites, if any</b>	NIL					

#### COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand aim, scope and kinds of Archaeology	U	1
2	Analyse History of Archaeology in world context	E	5
3	Evaluate Archaeological development in India	An	3
4	Understand Archaeological concepts	Ap	3
*Remember (K), 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		<b>Introduction</b>		
	1.1	Definition Aims and scope of Archaeology	6	1
	1.2	Relation with other science and social Science subjects-	6	1
	1.3	Kinds of archeology-economic-ethno-underwater-Ariel	6	1
2		<b>History of archeology</b>		
	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		<b>Archaeology in India</b>		
	3.1	Alexander Cunningham-Brucefoote	4	3
	3.2	Sir John Marshall- Sir Mortimer Wheeler	4	3
	3.3	Development since independence	4	3
+		<b>Concepts</b>		
	4.1	Excavation	4	4
	4.2	Exploration	4	4
	4.3	Excavated sites in India	4	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Hands-On Learning and Practical Experience::</b> Emphasize experiential learning through hands-on activities such as artifact analysis, mock excavations, and laboratory work.</p> <p><b>Case Studies and Site Visits-Use case studies of significant archaeological sites and civilizations to illustrate key concepts and methods.</b> Organize visits to local archaeological sites, museums, or virtual tours to observe and discuss archaeological techniques and findings.</p> <p><b>Collaborative Learning and Peer Interaction:</b> 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.</p>
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Assessment Types	<b>MODE OF ASSESSMENT</b>	
	<b>A. Continuous Comprehensive Assessment (CCA) – 25 Marks</b>	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>25</b>

**Semester End Examination -Written Examination for 50 marks**

Descriptive type	Number of questions to be answered	Marks
Short Essays	5 out of 7	5 x 7 = 35
Essays	1 out of 2	1 x 15 = 15
		<b>Total 50</b>

## 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.

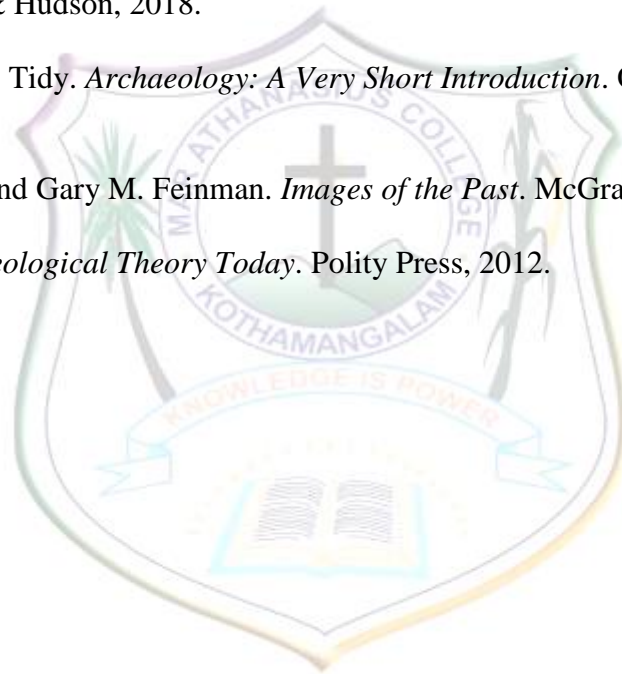
Trigger, Bruce G. *A History of Archaeological Thought*. Cambridge University Press, 2006.


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.



	<b>Mar Athanasius College (Autonomous), Kothamangalam</b> <b>FYUGP SYLLABUS</b>					
<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Constitutional History of India (1773-1950 A.D)					
<b>Type of Course</b>	VAC					
<b>Course Code</b>	M24HS3VAC200					
<b>Course Level</b>	200					
<b>Course Summary</b>	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.					
<b>Semester</b>	III	Credits			3	Total Hours/week
<b>Course Details</b>	Learning Approach	Lecture/ week 3	Tutorial -	Practicum/ week -	Others -	
<b>Pre-requisites, if any</b>	NIL					

#### COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand the Historical background of constitutional development in colonial India	An	1
2	Analyse the progress of constitutional development during freedom movement	U	3
3	Examine provincial autonomy in constitutional development	E	4
4	Evaluate the process of making the constitution	K	6

**\*Remember (K), 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		<b>Introduction</b>		
	1.1	Constitutional Development during the Rule of Crown	4	1
	1.2	Government of India Act 1858: Background, Main provisions of the Act, Evaluation of the Act	5	1
	1.3	Queen's Proclamation Letter, Significance of the proclamation	5	1
2		<b>Constitutional Development</b>		
	2.1	Indian Council Acts - Indian Council Act of 1861 and 1892	5	2
	2.2	Morley -Minto Act 1909	5	2
	2.3	Montague -Chelmsford Act 1919	5	2
3		<b>Provincial Autonomy Constitutional Development</b>		
	3.1	Independence Act and Indian Constitution	5	3
	3.2	Indian Constitution Act 1935	4	3
	3.3	Government of India Act 1947	4	3
4		<b>Making of Indian Constitution</b>		
	4.1	Main features of the Indian Constitution	3	4
	4.2	parliamentary-judicial supremacy	3	4
	4.3	Fundamental rights and duties	3	4
	4.4	Universal adult Franchise-Emergency provision	3	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

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

**Semester End Examination -Written Examination for 50 marks**

Descriptive type	Number of questions to be answered	Marks
Short Essay	5 out of 7	5 x 7 = 35
Essays	1 out of 2	1 x 15 = 15
		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.

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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 COUR SE	TITLE OF THE COURSE	CREDI TS	HOU RS/ WEE K	HOUR DISTRIBUTI ON/ WEEK			
					L	T	P	O
M24HS4DSC200	DSC	Understandi ng 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**

<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Understanding History					
<b>Type of Course</b>	Discipline Specific Course					
<b>Course Code</b>	M24HS4DSC200					
<b>Course Level</b>	200					
<b>Course Summary</b>	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.					
<b>Semester</b>	IV	Credits			4	Total Hours/week
<b>Course Details</b>	Learning Approach	Lecture/ week 3	Tutorial -	Practicum/ week 2	Others -	
<b>Pre-requisites, if any</b>	NIL					

**COURSE OUTCOME (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand Greek and Roman idea of History	U	1
2	Analyze Indian Historiography	An	3
3	Evaluate ideologies in Historiography	E	4
4	Understand new trends in Historiography	K	6

**\*Remember (K), 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		<b>Greek and Roman idea of History</b>		
	1.1	Herodotus – Thucydides – Polybius	10	1
	1.2	Church Historiography – St. Augustine	5	1
	1.3	The Arab Historiography – Ibn Khaldun and Universal History	5	1
2		<b>Indian Historiography</b>		
	2.1	Vedas – Puranas – Jainand Buddhist Texts	10	2
	2.2	Kalhana – Abul Fazl-Badauni	5	2
	2.3	Alexander Cunningham –John Marshall, R S Sharma, K A Sastri	10	2
3		<b>Developments in History</b>		
	3.1	Positivism-Ranke and Augustus Comte	10	3
	3.2	Hegalian Philosophy of History	5	3
	3.3	Marxian Ideology	5	3
4		<b>Annales School</b>		
	4.1	Perceptions of Total History	5	4
	4.2	History of Mentalities – Marc Bloch - Lucien Febvre - Braudel	10	4
	4.3	History from below	5	4
	4.4	Local History – New History	5	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Contextualization:</b> Situating historical events within their broader cultural, social, and political contexts helps students grasp the motivations and impacts of historical actions.</p> <p><b>Critical Analysis:</b> Encouraging students to critically analyze primary and secondary sources fosters a deeper understanding of differing perspectives and historical interpretations.</p> <p><b>Active Learning:</b> Engaging students through discussions, debates, role-plays, and projects encourages active participation and application of historical knowledge.</p> <p><b>Multimedia and Primary Sources:</b> 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	<b>MODE OF ASSESSMENT</b>	
	<b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b>	
	<b>Particulars</b>	<b>Marks</b>
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>30</b>

### B. Semester End examination

Descriptive type	Number of questions to be answered	Marks
Short Answer	5 out of 7	$5 \times 3 = 15$
Short Essay	5 out of 7	$5 \times 7 = 35$
Essays	2 out of 4	$2 \times 10 = 20$
		Total 70 marks

## 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**

<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Ancient and Early Medieval Kerala					
<b>Type of Course</b>	Discipline Specific Course					
<b>Course Code</b>	M24HS4DSC201					
<b>Course Level</b>	200					
<b>Course Summary</b>	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..					
<b>Semester</b>	IV	Credits			4	Total Hours/week
<b>Course Details</b>	Learning Approach	Lecture/week	Tutorial	Practicum/week	Others	
		3	-	2	-	
<b>Pre-requisites, if any</b>	NIL					

### COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand geographical features of Kerala	U	1
2	Analyse Kerala as part of Tamilakam	An	3
3	Evaluate agrarian and Brahmin settlements in Kerala	K	4
4	Appreciation of cultural synthesis in Kerala	S	6

*\*Remember (K), 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		<b>Geographical setting</b>		
	1.1	rivers-mountains-passes-lagoons-sea coast-monsoon	5	1
	1.2	Archaeological-monuments, epigraphy, numismatics & Literary-indigenous and foreign	8	1
	1.3	Iron age and the beginning of societies - Megaliths typologies	5	1
2		<b>Kerala as a part of Tamizhakam</b>		
	2.1	Sangam Age- Tinai Concepts – Sangam literature-Tamil heroic Culture-features	8	2
	2.2	Presence of Jains, Buddhists and Brhahmins	8	2
	2.3	Early maritime contacts-Greek, Roman & trade centres	8	2
3		<b>Agrarian and Brahmin Settlements</b>		
	3.1	Temple oriented society-uralar- karalar – atiyalar	5	3
	3.2	Perumals of Mahodayapuram	5	3
	3.3	Nature of Administration-Trade & guilds.	10	3
4		<b>Temple and Bhakti cult</b>		
	4.1	Alvars and Nayanars	5	4
	4.2	Internal and international trade	8	4
	4.3	Jews- Christian- Arabs and Muslims- Cultural synthesis	10	4
	4.4	Disintegration of Perumals.	5	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Use of Primary Sources:</b> 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.</p> <p><b>Comparative Studies:</b> Compare ancient Kerala with contemporary civilizations and regions to highlight similarities, differences, and exchanges that influenced its development.</p> <p><b>Interactive Learning:</b> Utilize interactive methods such as role-playing, simulations, and multimedia presentations to immerse students in the historical context and promote active learning.</p> <p><b>Field Trips and Excursions:</b> Organize visits to archaeological sites, museums, and historical landmarks in Kerala to provide tangible connections to the past and enhance learning experiences.</p>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>	
	<b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b>	
	<b>Particulars</b>	<b>Marks</b>
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>30</b>

**B. Semester End examination**

<b>Descriptive type</b>	<b>Number of questions to be answered</b>	<b>Marks</b>
Short Answer	5 out of 7	5×3=15
Short Essay	5 out of 7	5×7=35
Essays	2 out of 4	2×10=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.
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- Menon, K.P. Padmanabha. *History of Kerala Vols. I-IV*. Trissur, Asian Education Services, New Delhi.
- Narayanan, M.G.S. *Cultural Symbiosis*. Sandhya Publications.
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- 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**

<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Tourism Management					
<b>Type of Course</b>	Discipline Specific Elective- DSE					
<b>Course Code</b>	M24HS4DSE200					
<b>Course Level</b>	200					
<b>Course Summary</b>	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.					
<b>Semester</b>	IV	Credits			4	Total Hours/week
<b>Course Details</b>	Learning Approach	Lecture/week	Tutorial	Practicum/week	Others	
		4	-	-	-	4
<b>Pre-requisites, if any</b>	NIL					

**COURSE OUTCOME (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand management concepts in Tourism	U	1
2	Interest in tour operation	An	3
3	Analyse impact of tourism	E	4
4	Understanding of tour organizations	Ap	6

*\*Remember (K), 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		<b>Management concepts</b>		
	1.1	Management level and skill	6	1
	1.2	Roles and responsibilities	6	1
	1.3	Management issues in tourism	6	1
2		<b>Tour operators</b>		
	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		<b>Tourism Impacts</b>		
	3.1	Positive and Negative Impacts of Tourism	6	3
	3.2	Economic, Socio- Cultural	6	3
	3.3	Environmental Impact	6	3
4		<b>Tourism Organizations</b>		
	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
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Industry Engagement:</b> Invite guest speakers from the tourism industry to share practical insights, trends, and best practices with students.</p> <p><b>Simulation Exercises:</b> 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.</p> <p><b>Group Projects:</b> Assign group projects where students develop tourism marketing plans, design sustainable tourism initiatives, or analyze tourism trends using industry data.</p> <p><b>Technology Integration:</b> 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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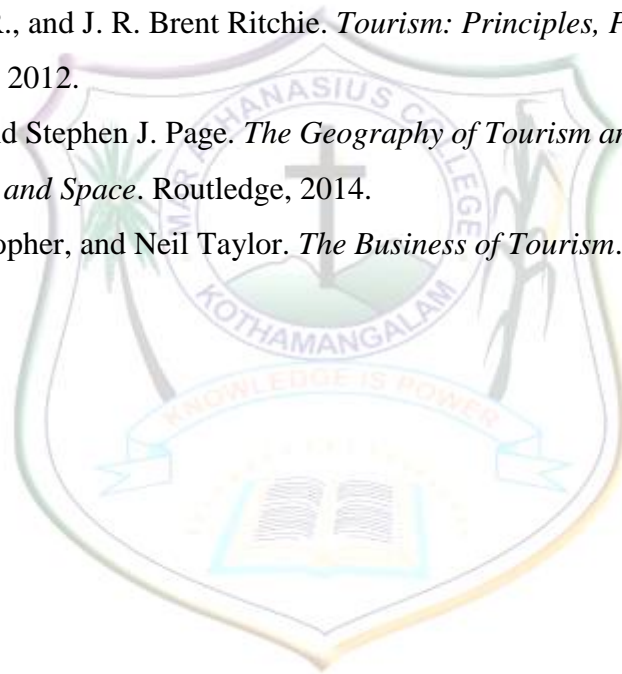
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>	
	<b>A. Continuous Comprehensive Assessment (CCA) – 30 Marks</b>	
	<b>Particulars</b>	<b>Marks</b>
	Class Tests	15
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>30</b>


**B. Semester End examination**

<b>Descriptive type</b>	<b>Number of questions to be answered</b>	<b>Marks</b>
Short Answer	5 out of 7	5×3=15
Short Essay	5 out of 7	5×7=35
Essays	2 out of 4	2×10=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.
- Sharma, J.K. *Tourism Planning and Development*. Kanishka Publishers, 2003.
- Burkart, A.J., and Medlik, S. *Tourism: Past, Present and Future*. Butterworth-Heinemann, 2001.
- Tribe, John. *The Economics of Recreation, Leisure and Tourism*. Routledge, 2011.
- 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.
- Hall, C. Michael, and Stephen J. Page. *The Geography of Tourism and Recreation: Environment, Place and Space*. Routledge, 2014.
- Holloway, J. Christopher, and Neil Taylor. *The Business of Tourism*. Pearson Education, 2006.



	<b>Mar Athanasius College (Autonomous), Kothamangalam</b>					
<b>FYUGP SYLLABUS</b>						
<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Informatics					
<b>Type of Course</b>	Skill Enhancement Course (SEC)					
<b>Course Code</b>	M24HS4SEC200					
<b>Course Level</b>	200					
<b>Course Summary</b>	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.					
<b>Semester</b>	IV	Credits			3	
<b>Course Details</b>	Learning Approach	Lecture/week	Tutorial	Practicum/week	Others	Total Hours/week
		3	-	-	-	
<b>Pre-requisites, if any</b>	NIL					

#### COURSE OUTCOME (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Understand History of Information technology	K	1
2	Analyse skill in Internet	An	3
3	Evaluate the role of technology in society	U	4
4	Analyse demerits of IT and its health issues	Ap	6

*\*Remember (K), 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		<b>Overview of Information Technology</b>		
	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		<b>Internet</b>		
	2.1	A knowledge repository-Internet asses method	4	2
	2.2	Academic search techniques-Search engine- web blogs-E-mail- Social networks	5	2
	2.3	Plagiarism -Educational Software – Sakshat - Academicservice- INFLIBINET- NICNET – BRNET	5	2
3		<b>It and Society</b>		
	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	5	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	6	3
4		<b>Artificial intelligence</b>		
	4.1	Cyber laws- Cyber Ethics- Cyber Addiction	5	4
	4.2	Ergonomics and health issue	4	4
	4.3	E-waste	4	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Hands-On Practical Exercises:</b> Provide opportunities for students to engage in hands-on activities such as coding exercises, database querying, software development, and system troubleshooting.</p> <p><b>Project-Based Learning:</b> Assign projects that require students to design and develop practical solutions to real-world problems using informatics tools and techniques.</p> <p><b>Collaborative Learning:</b> Foster collaboration among students through group projects, peer reviews, and team-based assignments to develop teamwork and communication skills essential in informatics.</p> <p><b>Critical Thinking and Problem-Solving:</b> Challenge students to analyze complex problems, evaluate multiple solutions, and make informed decisions using informatics methodologies and tools.</p> <p><b>Ethical and Legal Considerations:</b> Discuss ethical issues such as data privacy, security breaches, and the responsible use of technology in informatics applications.</p>
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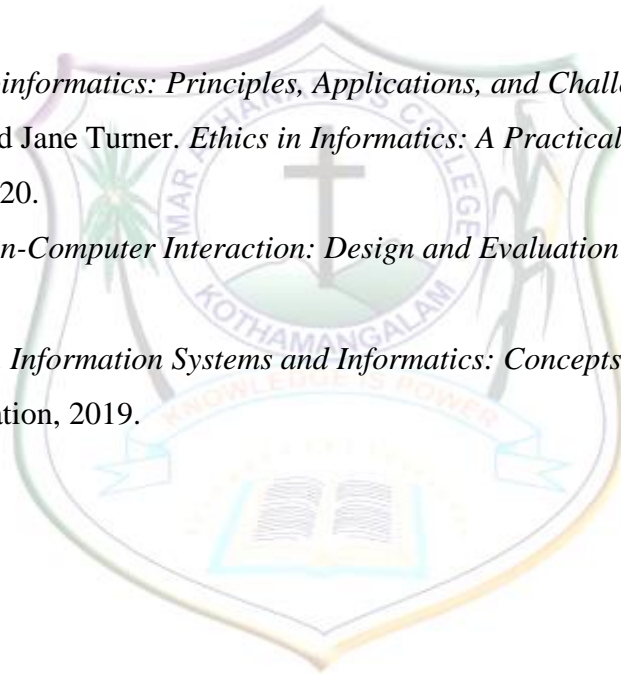
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>	
	<b>A. Continuous Comprehensive Assessment (CCA) – 25 Marks</b>	
	Class Tests	10
	Assignments	5
	Seminar	5
	Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
	<b>Total</b>	<b>25</b>

**Semester End Examination -Written Examination for 50 marks**

Descriptive type	Number of questions to be answered	Marks
Short Essay	5 out of 7	5 x 7 = 35
Essays	1 out of 2	1 x 15 = 15
		<b>Total 50</b>


## Reference

- Smith, John. *Introduction to Informatics: Concepts and Applications*. Pearson, 2018.
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**VALUE ADDED COURSE (VAC)**

**TOURIST GUIDE TRAINING PROGRAMME**

	<b>Mar Athanasius College (Autonomous), Kothamangalam</b>  <b>FYUGP SYLLABUS</b>					
<b>Programme</b>	B.A (Hons) History					
<b>Course Name</b>	Tourist Guide Training Programme					
<b>Type of Course</b>	Value Added Course (VAC)					
<b>Course Code</b>	M24HS4VAC200					
<b>Course Level</b>	200					
<b>Course Summary</b>	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..					
<b>Semester</b>	IV	Credits			3	Total Hours/week
<b>Course Details</b>	Learning Approach	Lecture/ week	Tutorial	Practicum/ week	Others	
		3	-	-	-	3
<b>Pre-requisites, if any</b>	NIL					

**COURSE OUTCOME (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PSO
1	Interpretation of in-depth knowledge about the profession of tour guiding and escorting	U	1
2	Develop knowledge of various skills and Techniques required for the professional guiding	A	3
3	Build knowledge of Pre-tour preparations and examine the Responsibilities of a Tour Manager	A, An	4
4	Build a knowledge on Guest Relationship Management.	A, S	6

*\*Remember (K), 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.
		<b>Tour Guiding and Escorting</b>		
1	1.1	Meaning; Concept, Ancient Tourist Guides	4	1
	1.2	Types of tour guides-Urban guides, Government guides, driver guides, business or Industry guides, Adventure guides, Tour managers or Volunteer guides.	6	1
	1.3	Duties and responsibilities of Guides and Escorts in General- and At Monuments, Museums, Wildlife and Parks.	5	1
		<b>The guiding techniques</b>		
2	2.1	Leadership and social skills, Presentation and speaking skills, The guide's personality	4	2
	2.2	Working with different age groups, Working under difficult circumstances	5	2
		<b>Pre-tour and On tour preparations and responsibilities of a tour manager</b>		
3	3.1	Pre-tour preparation for a group – Familiarisation with Destination, Liason with local suppliers, Pretour documentation	7	3
	3.2	Receiving guests at the arrival, Responsibilities at the hotel and Responsibilities on the different modes of Transportation, Travel Essentials for a tour manager, Closing the tour.	8	3
		<b>Guest Relationship Management</b>		

4	4.1	Handling emergencies- medical, personal, official, VISA/passport, Death. Handling guest with special needs/different abilities.	5	4
	4.2	Skills required for adventure tours; Knowledge of local security, route chart; Personal hygiene and grooming, tour Responsibilities, checklist, leading a group, code of conduct.	5	4
	4.3	Hands on training in a travel agency as a tour guide- to understand the role and responsibilities of a tourist guide	5	4
5	<b>Teacher Specific Content (To be evaluated internally)</b>			1,2,3,4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p><b>Learner-Centered Approach</b></p> <ul style="list-style-type: none"> <li>• Focuses on trainees’ active involvement and participation.</li> <li>• Encourage questions, group discussions, and self-reflection.</li> <li>• Cater to different learning styles (visual, auditory, kinesthetic).</li> </ul> <p><b>Collaborative Learning</b></p> <ul style="list-style-type: none"> <li>• Group activities to build teamwork and leadership.</li> <li>• Peer-to-peer teaching: one trainee shares experience with others.</li> <li>• Group presentations on specific destinations or themes.</li> </ul> <p><b>Blended Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom Instruction (theory, laws, culture, history)</li> <li>• Field-based Learning (travel agency visit, mock guiding)</li> </ul>
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<b>Assessment</b>	<b>MODE OF ASSESSMENT</b>	
<b>Types</b>	<b>A. Continuous Comprehensive Assessment (CCA) – 25 Marks</b>	
	Class Tests	10
	Assignments	5
	Seminar	5

Project/Practicum/Quiz/Book Review/Fieldwork etc.	5
<b>Total</b>	<b>25</b>

**Semester End Examination -Written Examination for 50 marks**

Descriptive type	Number of questions to be answered	Marks
Short Essay	5 out of 7	5 x 7 = 35
Essays	1 out of 2	1 x 15 = 15
		Total 50

**References:**

1. Chowthary, N. (Year). Handbook for Tour Guides. Matrix Publishers.
2. Foster, D. L. (Year). Introduction to Travel Agency Management.
3. Negi, J. (2008). International Tourism and Travel: Concept and Principles.
4. Pond, K. L. (1993). The Professional Guide: Dynamics of Tour Guiding.
5. Yale, P. (1995). Business of Tour Operations. Longman Scientific & Technical.

