

**ST. JOSEPH'S COLLEGE (AUTONOMOUS),
DEVAGIRI, KOZHIKODE**

(Affiliated to the University of Calicut)



SYLLABI

FOR

History Minor Courses

**UNDER FOUR YEAR UNDER GRADUATE PROGRAMME
(FYUGP) SYSTEM 2024**

(EFFECTIVE FROM 2024 ADMISSION)

PROGRAMME SPECIFIC OUTCOMES (PSO)

At the end of these courses students are able to do

PSO1	Historical Understanding: Gain a broad knowledge of key events and themes across different periods and regions to engage critically with historical narratives.
PSO2	Critical Analysis: Develop the ability to assess historical sources and interpretations, allowing for a deeper and more nuanced understanding of history.
PSO3	Research Proficiency: Learn research methods for investigating historical topics using primary and secondary sources, enabling independent scholarly inquiry.
PSO4	Contextual Awareness: Recognize how historical political, social, economic, and cultural contexts influence current societies and global relations
PSO5	Heritage and Preservation: Understand the significance of preserving historical sites and artifacts and manage them ethically
PSO6	Effective Communication: Enhance skills in presenting historical information clearly and persuasively in both written and oral forms.

EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation.
2. 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation	4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	4
2	Seminar/ Viva/ Quiz	6	4
3	Assignment	4	2
Total		20	10
		30	

EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system

PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
Total Marks					70

Group 4	HISTORY OF BRITAIN (Preferable for English Literature students and the students from other Discipline)									
	SL	COUSE CODE	TITLE	Seme ster	Total Hrs	Tutor ial/we ek	Cre dit	Marks		
								Inte rnal	Exte rnal	Total
1	HIS1MN104	History of Britain: Prehistoric to the Late Middle Ages	1	60	4	4	30	70	100	
2	HIS2MN104	History of Britain: Tudor to Global Empire	2	60	4	4	30	70	100	
3	HIS3MN204	History of Britain: From World wars to Present	3	60	4	4	30	70	100	

HIS1MN104 History of Britain: **Prehistoric to the Late Middle Ages**

Course description: This course aims to provide a comprehensive understanding of the major historical developments that shaped England from the prehistoric period to the late middle Ages.

Programme	BA History				
Course Code	HIS1MN104				
Course Title	History of Britain: Prehistoric to the Late Middle Ages				
Type of Course	Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recall key concepts like Celtic influences, Roman occupation, and Anglo-Saxon settlements.	R	F	Time line Creation
CO2	Explain the evolution of medieval English politics	U	C	Group discussions
CO3	Analyze the rise of monasteries, the Black Death's impact, and John Wycliffe's influence.	AN	P	Seminar
CO4	Analyze the rise of towns and their importance in medieval England	E	P	Group discussions
CO5	Describe the development of the English language and literature	U	C	Presentation
CO6	Explain the foundations of English society	U	C	Seminar

	<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)</p>
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Module	Unit	CONTENT	Hrs 60	Marks 70
I	PRE-ROMAN BRITAIN AND ROMAN RULE		13	16
	1	Geographical context of Britain -prehistoric Britain, Stonehenge	3	
	2	Celtic tribes and their social hierarchy, Brittonic languages	3	
	3	Roman invasion, administration, impact on social structures, Roman cultural influence; baths, villas and language.	3	
	4	Animism, Polytheism, and Roman Influence	2	
	5	Resistance to Roman rule, Boudicca's rebellion	2	
		Reading List 1. Freeman, Henry. <i>Roman Britain: A History From Beginning to End</i> . N.p., Create Space Independent Publishing Platform, 2016. 2. Alcock, Joan P., <i>A Brief History of Roman Britain</i> . United Kingdom, Little, Brown Book		

		Group, 2011. 3. Salway, Peter. <i>A History of Roman Britain</i> . United Kingdom, OUP Oxford, 2001.		
II	ANGLO-SAXON AND VIKING INFLUENCES(410 AD - 1066 AD)		11	16
	6	Arrival of Anglo-Saxons and the formation of kingdoms	2	
	7	Alfred the Great , Viking Raids and Settlements	3	
	8	Anglo-Saxon Society , Political institutions, Witenagemot	3	
	9	Anglo-Saxon literature, Conversion to Christianity	3	
		Reading List 1. Holman, Katherine. <i>The Northern Conquest: Vikings in Britain and Ireland</i> . United Kingdom, Signal Books, 2007. 2. Hubbard, Ben. <i>The Anglo-Saxons, Vikings and Normans</i> . United Kingdom, Raintree Publishers, 2019. 3. Morris, Marc. <i>The Anglo-Saxons: A History of the Beginnings of England</i> . United Kingdom, Random House, 2021.		
III	NORMAN ENGLAND AND THE HIGH MIDDLE AGES (1066 AD - 1399 AD)		15	22
	10	Norman Conquest -Battle of Hastings	1	
	11	Norman Feudal System	2	
	12	Norman architecture (castles, cathedrals)	1	
	13	Literature in Anglo-Norman and Middle English-Geoffrey	2	

		Chaucer		
	14	The Magna Carta and the rise of Parliament	2	
	15	Development of towns and guilds	1	
	16	The Hundred Years' War with France	2	
	17	Black Death, Crusades, the Peasants' Revolt	4	
		<p>Reading List</p> <p>1. Simpson, Peter. <i>England in the Middle Ages: The Normans 1066-1154</i>. United States, Xlibris US, 2019.</p> <p>2. John Gillingham, Ralph A. Griffiths. <i>Medieval Britain: A Very Short Introduction</i>. , OUP, 2000.</p> <p>3. Keen, M.H. <i>England in the Later Middle Ages: A Political History</i>. United Kingdom, Taylor & Francis, 2004.</p>		
IV	THE LATE MIDDLE AGES AND THE ROAD TO THE TUDORS (1399 AD - 1485 AD)		9	16
	18	The Wars of the Roses	2	
	19	The rise of universities - Oxford, Cambridge	2	
	20	English monasteries-The friars	2	
	21	Development of religious thought and criticism John Wycliffe- Lollard Movement	2	
	22	The consolidation of power under Henry VII and the establishment of the Tudor dynasty (1485)	1	
		<p>Reading List</p> <p>1. Wilkinson, Bertie. <i>The Later Middle Ages in England 1216 - 1485</i>. United Kingdom, Taylor & Francis, 2014.</p> <p>2. Jones, Dan. <i>The Wars of the Roses: The Fall of the Plantagenets and the Rise of the Tudors</i>. United States, Viking, 2014.</p> <p>3. Keen, Maurice Hugh. <i>English Society in the Later</i></p>		

		<i>Middle Ages, 1348-1500.</i> United Kingdom, Allen Lane, 1990.		
V		<p>Open Ended</p> <ol style="list-style-type: none"> 1. Explore trade routes and the exchange of goods between Britain and other parts of Europe before the Roman invasion. Discuss how this exchange influenced Celtic culture and society. 2. Analyze how Roman infrastructure projects like roads, aqueducts, and towns changed the physical landscape of Britain. 3. Explore the training, warfare, Ancient British Weapons and Armour leisure activities, and social responsibilities of knights. 4. Concept of chivalry 5. Anglo Saxon women and law <p>Activity and Assessment of Open ended Module :</p> <ol style="list-style-type: none"> 1. Provide students with a blank map of Europe and ask them to research and plot the major trade routes that connected Britain to other parts of Europe 	12	

		<p>before the Roman invasion.</p> <ol style="list-style-type: none"> 2. Encourage students to create multimedia presentations or documentaries on their chosen topics. 3. Historical Fiction Writing: Students write short stories set in a specific historical period, incorporating their understanding of social structures, daily life, and historical figures. 		
		<p>Reference :</p> <ol style="list-style-type: none"> 1. Tout Thomas Frederick, and Sullivan, James. <i>An Elementary History of England: With Illustrations, Tables, Maps, and Plans</i>. United States, Longmans, Green, and Company, 1904. 2. McIntyre, Dan. <i>History of English: A Resource Book for Students</i>. United Kingdom, Taylor & Francis, 2020. 3. Burns, William E. <i>Brief History: Brief History of Great Britain</i>. United Kingdom, Facts On File, Incorporated, 2009. 4. Ackroyd, Peter. <i>Foundation: The History of England: Vol.I</i>. United Kingdom, Pan Macmillan, 2011. 5. Barbara Gribling, Katie Stevenson Ed. <i>Chivalry and the Medieval Past</i>. United Kingdom, Boydell Press, 2016. 6. Roberts Clayton, et.al., <i>A History of England, Volume 1: Prehistory to 1714</i>. United Kingdom, Taylor & Francis, 2016. 7. <i>Britons and the Saxons, Or, A History of England: From the Earliest Times, to the Norman Invasion A.D. 1066</i>. United Kingdom, Religious Tract Society, 1837.(free 		

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

Mapping of COs with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

I Semester B A (FYUGP) Degree Examination 2024

HIS1MN104 Britain from Prehistory to the Late Middle Ages

Maximum Time: 2hours

Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Describe the geographical features of pre-historic Britain.
2. What were the major Celtic tribes in Britain, and how was their social hierarchy structured?
3. Describe the social structure of Anglo-Saxon society.
4. What is the Witenagemot and what was its role in Anglo-Saxon government?
5. How did Viking raids and settlements influence the development of Anglo-Saxon England?
6. What are some key architectural features of Norman castles and cathedrals?
7. What were the economic and social functions of guilds in medieval England?
8. Explain the concept of animism and its role in pre-Roman Brittonic religion.
9. Who was Boudicca, and why is her rebellion significant in Roman Britain?
10. Explain the significance of Stonehenge in pre-Roman Britain.

Section B

(Answer All. Each question carries 6 marks)

(Ceiling: 36Marks)

11. Explain the process and impact of the Christianization of Anglo-Saxon England
12. Analyze the significance of the Magna Carta as a document limiting the power of the monarchy.
13. Describe the events leading up to the Hundred Years' War between England and France.
14. Explain the role of monasteries and friars in medieval English society.
15. Discuss the social and economic factors that contributed to the Peasants' Revolt.
16. How did the consolidation of power under Henry VII pave the way for the Tudor dynasty?
17. Discuss the social and economic consequences of the Black Death on England.
18. Explain the concept of the Norman feudal system and its effects on England

Section C

(Answer anyone. Each question carries 10 marks)

(1x10Marks)

- 19.** How did Roman rule change social structures, language, religion, and infrastructure in Britain?
- 20.** What were the challenges faced by England during the Anglo-Saxon period and how did they shape society, politics, and culture?

Course 2(Group 4)

HIS2MN104 HISTORY OF BRITAIN: TUDOR TO GLOBAL EMPIRE

Course description: This course explores British history from the Tudor transformation to the dawn of the 20th century, examining political developments, social changes, cultural shifts, and

Programme	BA History				
Course Code	HIS2MN104				
Course Title	History of Britain: Tudor to Global Empire				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

literary movements that shaped the nation.

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand how Tudor monarchs strengthened their grip on power, and analyze the social changes sparked by the Reformation	U	F	Seminar
CO2	Analyze the clash between the Crown and Parliament under James I, and the rise of challenges like the Gunpowder Plot	U& An	C & P	Group discussions
CO3	Describe the return of the monarchy under Charles II, and the significance of the Glorious Revolution	U& An	C & P	Seminar
CO4	Explain the significance of the Seven Years' War and the impact of losing colonies in the American Revolution	U	F	Group discussions

CO5	Evaluate the social issues and reform efforts sparked by the Industrial Revolution.	U	F	Presentation
CO6	Explain Britain's position on the world stage as the 20th century dawned	U	F	Seminar
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)</p>				

Module	Unit	CONTENT	Hrs 60	Marks 70
I	THE TUDOR TRANSFORMATION		11	16
	1	Henry VII: Consolidation of Power & Economic Growth	2	
	2	Henry VIII & The English Reformation- Rise of Anglican Church	2	
	3	Edward VI , Prayer Book- Mary Tudor Catholic restoration	2	
	4	Elizabeth I- Political stability, Literature - Elizabethan theatre	3	
	5	Spanish Armada- Exploration and colonization efforts (Cabot, Drake, Raleigh)- The development of trade and commerce	2	
	Reading	1. O'Day, Rosemary. <i>The Debate on the English Reformation</i> . United Kingdom, Taylor & Francis, 2003.		
		2. Aston, Margaret. <i>Broken Idols of the English Reformation</i> . United Kingdom, Cambridge University Press, 2020.		

		3. Innes, Arthur Donald. <i>England Under the Tudors</i> . United Kingdom, Methuen, 1905.		
II	THE STUARTS & RELIGIOUS CONFLICT		11	14
	6	The Stuarts and Parliament: Growing tensions and conflicts	2	
	7	Rise of Puritans- The English Civil War	3	
	8	The Commonwealth and Protectorate: Oliver Cromwell - Puritan literature	2	
	9	Restoration & Charles II- James II & The Glorious Revolution	2	
	10	The Development of a Constitutional Monarchy- The Bill of Rights	1	
	11	Queen Anne & The Act of Union: Unification of England & Scotland	1	
	Reading	<p>1. Hughes, A. <i>The Causes of the English Civil War</i>. United Kingdom, Macmillan Education UK, 1998.</p> <p>3. Gardiner, Samuel Rawson. <i>History Of England From The Accession Of James I To The Outbreak Of The Civil War, 1603-1642; Volume 10</i>. United States, Creative Media Partners, LLC, 2018.</p> <p>4. Oman, Charles. <i>A History of England</i>. United Kingdom, Henry Holt, 1903.(Free Download Google Books)</p> <p>5. Miller, John. <i>The Restoration and the England of Charles II</i>. United Kingdom, Longman, 1997.</p> <p>6. Cruickshanks, Eveline, <i>The Glorious Revolution</i>,, New York : St. Martin's Press, 2000</p>		
III	REVOLUTIONS AND REFORMS		16	22
	12	Hanoverian Succession- The rise of Whig dominance in Parliament, the development of the Cabinet System	2	
	13	The Seven Years' War - its impact on British North America	2	

	14	Industrial revolution- transformation of the British Society and economy	2	
	15	The American Revolution and the loss of the Thirteen Colonies	2	
	16	Impact of French Revolution on England - Literature - Edmund Burke- Goldsmith	2	
	17	Romanticism- William Wordsworth, Samuel Taylor Coleridge, Shelly, Keats Jane Austen	2	
	18	Reforms: The Chartist Movement, Corn Laws	2	
	19	Development of party system- Gladstone , Disraeli	2	
	Readings:	1. Stobaugh, James P.. <i>British History-Student: Observations & Assessments from Early Cultures to Today</i> . United States, New Leaf Publishing Group, Incorporated, 2012. 2. Oman, Charles. <i>A History of England</i> . United Kingdom, Henry Holt, 1903.(Free Download Google Books) 3. Lowe, Norman. <i>Mastering Modern British History</i> . United Kingdom, Bloomsbury Publishing, 2017.		
IV	BRITAIN AS A GLOBAL POWER		10	18
	20	Victorian England : Society-position of women - Religious Debates	2	
	21	Expansion of the British Empire: India –Revolt of 1857	2	
	22	Scramble for Africa	1	
	23	Ideology of Empire- White Man's Burden" and justifications for colonialism	2	

	Reading	<p>1. Macpherson, James. <i>The History of Great Britain, from the Restoration, to the Accession of the House of Hanover</i>. United Kingdom, W. Strahan, and T. Cadell, 1776.</p> <p>2. Roberts, Clayton, et al. <i>A History of England: 1688 to the present</i>. United Kingdom, Prentice Hall, 2002.</p> <p>3. Ackroyd, Peter. <i>The History of England: Foundation</i>. United Kingdom, Pan Books, 2012.</p>		
5	Open Ended:	<p>Students explore the enduring impact of historical events, figures, or social issues on contemporary society. Students select a historical event, figure, or social issue from the English history timeline (e.g., the Chartist Movement's fight for voting rights, the Industrial Revolution's impact on social classes). Encourage students to delve into the historical context, causes, and consequences of their chosen topic. Students then research how the chosen historical event, figure, or issue continues to influence contemporary society, politics, or culture. For example, if the topic is the Chartist Movement, students might explore ongoing debates about voter access and social justice movements.</p>	12	

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

Mapping of COs with PSOs and POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	3	3	2	2	2	1
CO2	3	1	1	2	2	2	3	-	2	2	3
CO3	3	1	1	2	3	2	3	-	2	2	3

CO4	3	-	2	2	2	2	-	1	3	2	3
CO5	3	2	1	2	2	2	3	1	2	2	3
CO6	3	2	2	1	2	1	-	1	3	2	3

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

II Semester B A (FYUGP) Degree Examination 2024

HIS2MN104 **Britain: From Tudor to Global Empire**

Maximum Time: 2hours

Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. How did Henry VII consolidate his power after the Wars of the Roses?
2. What were the key reasons for the English Reformation under Henry VIII?
3. Briefly describe the role of the Prayer Book during Edward VI's reign.
4. What are some of the achievements of Elizabeth I's reign? (Focus on 2-3 aspects)
5. What was the significance of the Spanish Armada in English history?
6. Explain the concept of "Divine Right" and its impact on James I's rule.
7. What factors contributed to the rise of tensions between Charles I and Parliament?
8. Briefly describe the role of Oliver Cromwell during the English Civil War.
9. What were the main goals of the Restoration under Charles II?
10. What is the Bill of Rights and why was it significant?

Section B

(Answer All. Each question carries 6 marks)

(Ceiling: 36Marks)

11. Discuss the economic policies of Henry VII and their impact on England.
12. Analyze the arguments for and against the view that Henry VIII's personal life was the primary driving force behind the English Reformation.
13. Compare and contrast the approaches of Henry VIII and Edward VI towards religious reform.
14. Explain how Elizabeth I navigated the religious landscape of England and maintained political stability.
15. Discuss the causes and consequences of the English Civil War.
16. Evaluate the impact of the Puritan movement on English society and culture.
17. Analyze the significance of the Glorious Revolution in establishing a constitutional Monarchy in England
18. Describe the social and economic changes brought about by the Industrial Revolution in England.

Section C

(Answer anyone. Each question carries 10 marks)

(1x10Marks)

19. How did Henry VIII, Edward VI, and Elizabeth I contribute to England's political and religious landscape?
20. What were the challenges faced by James I and Charles I in their dealings with Parliament, and how did these conflicts culminate in the English Civil War?

Course 3(Group 4)

HIS3MN204: HISTORY OF BRITAIN: FROM WORLD WARS TO PRESENT

Course Description: This course examines Britain's history from World Wars to post-Brexit, focusing on wars, decolonization, Thatcherism, and modern political and social changes

Programme	BA History				
Course Code	HIS3MN204				
Course Title	History of Britain: from World wars to Present				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUT COME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze the causes and consequences of the decline of the British Empire.	An	P	Seminar
CO2	Explain Britain's role in major world events from the 20 th century to the present.	U	C	Group discussions
CO3	Evaluate the impact of social, economic, and political reforms on British society.	E	P	Seminar
CO4	Compare and contrast Britain's relationship with Europe throughout history.	U	F	Group discussions
CO5	Develop critical thinking and research skills by	An	P	Presentation

	analyzing primary and secondary sources.			
CO6	Effectively communicate historical knowledge through written assignments and class discussions	Ap	P	Seminar
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)				

Module	Unit	CONTENT	Hrs 60	Marks 70
		BRITAIN FIRST WORLD WAR AND ITS AFTERMATH	13	14
1	1	Britain's role in World War I- Britain and the peace settlement	2	
	2	Social, Economic, and Political challenges in Britain; rationing, civilian casualties, changing roles of women- women's suffrage movement	3	
	3	Literature of the Trenches- Wilfred Owen's poetry ("Dulce et Decorum est")- Siegfried Sassoon's prose ("Memoirs of a Fox-Hunting Man")- Virginia Woolf's "Mrs. Dalloway	3	
	4	The changing relationship between Britain and its colonies post-war The Irish Question	3	
	5	The Indian Struggle for Independence – Non Cooperation Movement.	2	
	Reading	1. Gregory, Adrian. <i>The Last Great War: British Society and the</i>		

		<i>First World War</i> . United Kingdom, Cambridge University Press, 2008.		
		2. Lowe, Norman. <i>Mastering Modern British History</i> . United Kingdom, Macmillan, 1989.		
II	BRITAIN AND SECOND WORLD WAR		10	12
	6	Appeasement and Rearmament	2	
	7	Winston Churchill and Wartime strategies- Battle of Britain	2	
	8	War damage and reconstruction efforts in Britain	2	
	9	Impact on British society and culture: changes in values, attitudes	2	
	10	Concept of welfare state- National Health Service, nationalization of industries	2	
	Reading	1. Lowe, Norman. <i>Mastering Modern British History</i> . United Kingdom, Macmillan, 1989. 2. Pelling, Henry. <i>Britain and the Second World War</i> . United Kingdom, Collins, 1970. 3. <i>War and Social Change: British Society in the Second World War</i> . United Kingdom, Manchester University Press, 1986.		
III	BRITAIN'S FOREIGN POLICY AND THE END OF EMPIRE		13	12
	11	Britain's role in post-war Europe: Rebuilding efforts, political alliances, and strategic interests.	2	
	12	Cold War- Britain and NATO	3	
	13	Decolonization of the British Empire- Commonwealth and British foreign policy	2	
	14	EEC membership debates	2	
	15	Post-Cold War foreign policy	2	

	16	The Swinging Sixties: Culture, Society, and Politics	2	
		<p>Reading:</p> <ol style="list-style-type: none"> 1. Clarke, Bob. <i>Britain's Cold War: The Dangerous Decades An Illustrated History</i>. United Kingdom, Amberley Publishing, 2014. 2. Smith, John. "The Impact of the Sixties on British Society." <i>The Historical Journal</i>, vol. 55, no. 3, 2012, pp. 789-815. Cambridge University Press, doi:10.1017/S0018246X12000253. 3. Darwin, John. <i>The End of the British Empire: The Historical Debate</i>. United Kingdom, B. Blackwell, 1991. 		
IV	BRITAIN IN TRANSITION: FROM THATCHER TO BREXIT		12	
	17	Thatcher's Policies: Economic Liberalization, Privatization, and Trade Union Reforms	2	
	18	John Major and his Policies	2	
	19	Emergence of "New Labour" Ideology- Tony Blair-Reforms	2	
	20	Reforms under Cameron	2	
	21	Theresa May -Brexit Campaign	2	
	22	Post-Brexit Britain: Challenges and Opportunities	2	
	Reading	<ol style="list-style-type: none"> 1. Burton, Michael. <i>From Broke To Brexit: Britain's Lost Decade</i>. Switzerland, Springer International Publishing, 2021. 2. <i>Making Thatcher's Britain</i>. United Kingdom, Cambridge University Press, 2012. 3. Evans, Geoffrey, and Menon, Anand. <i>Brexit and British Politics</i>. Germany, Polity Press, 2017. 		

		.		
V		<p>Open Ended:</p> <p>1. Debate and Discussion Panels: Organize a series of debate and discussion panels focusing on pivotal moments and policies in modern British history.</p> <p>Objective: Encourage students to research, formulate arguments, and engage in critical discussions, enhancing their understanding of complex historical issues.</p> <p>2. Creative Writing: Historical Fiction</p> <p>Assign students to write a short piece of historical fiction set during a key period studied in the course</p> <p>A soldier's experience in WWI</p> <p>A family's life in wartime Britain</p> <p>A young person's perspective during the decolonization era</p>	12	

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

Mapping of COs with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

III Semester B A (FYUGP) Degree Examination 2024

HIS3MN204 History of Britain: from World wars to Present

Maximum Time: 2hours

Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Why was the Treaty of Versailles significant for Britain?
2. How did Britain's role in World War I shape the peace settlement?
3. How was the Irish Question resolved in the early 20th century?
4. How did Winston Churchill's strategies influence the outcome of World War II?
5. What social changes occurred in Britain as a result of World War II?
6. Describe the rise of the Indian independence movement in the aftermath of WWI.
7. Briefly explain how the end of the Cold War impacted Britain's foreign policy.
8. What was the main argument for and against Britain joining the EEC?
9. Identify one economic policy of Margaret Thatcher and explain its intended outcome
10. What was the main issue that led to the Brexit referendum?

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. What were the key factors that led to the rise of the women's suffrage movement in Britain, and how did WWI influence its success?
12. What were the major social and economic challenges faced by Britain in the interwar period, and how did the government address them?
13. How did trench literature by Wilfred Owen and Siegfried Sassoon contribute to the public's understanding of WWI?
14. What were the causes and consequences of the Irish struggle for independence in the early 20th century?
15. How did the policy of appeasement affect Britain's readiness for WWII?
16. What role did Winston Churchill's leadership play in Britain's victory in WWII?

17. What were the long-term social and cultural impacts of WWII on British society?
18. Briefly compare the governing philosophies of "New Labour" under Tony Blair and Margaret Thatcher.

Section C

(Answer anyone question. Each Question carries 10 Marks)

(1x10=10)

19. Analyze the social, economic, and political impacts of World War I on British society and how these changes influenced the interwar period.
20. Discuss the process of decolonization after World War II, focusing on the factors that led to the dissolution of the British Empire and the impact on former colonies.

Group	HISTORICAL TOURISM									
	(preferable for Travel and Tourism, History, Economics, Management and HRM students)									
14	SL	CODE	TITLE	Seme ster	Total Hrs	Credt	Tut oria l/W eek	Marks		
								Inter nal	Exter nal	Total
	1	HIS1MN114	Introduction to Historical Tourism	1	60	4	4	30	70	100
	2	HIS2MN114	Entrepreneurship in Historical Tourism	2	60	4	4	30	70	100
	3	HIS3MN214	Best Practices in historical Tourism	3	60	4	4	30	70	100

HIS1MN114 INTRODUCTION TO HISTORICAL TOURISM

Course description: This comprehensive course encompasses fundamental tourism concepts and analyze the historical evolution of the tourism industry. A critical evaluation of diverse tourism typologies, encompassing cultural, religious, and emergent niche forms, is a focal point. The course rigorously examines the economic, socio-cultural, and environmental impacts of tourism, affording students a discerning perspective on both favourable and adverse consequences. The unique context of Kerala, India, is accentuated, and the curriculum culminates in an exploration of specialized tourism categories and a meticulous analysis of mitigating negative impacts

Programme	BA History				
Course Code	HIS1MN114				
Course Title	Introduction to Historical Tourism				
Type of Course	Minor				
Semester	1				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of the basic concepts of tourism, including the definition of tour and tourism, classification of tourism (international, domestic, inbound, outbound), and the key elements of tourism.	R	F	Assignment

CO2	Analyze the historical evolution of the tourism industry, tracing its origins from ancient times to the modern era. This includes understanding early forms of travel, the impact of geographical explorations, and significant developments such as the Industrial Revolution and the emergence of mass tourism.	E	C	Seminar Presentation
CO3	Explore the intricate relationship between history and tourism, examining how historical events, explorations, and cultural developments have shaped travel motivations. They will analyze early travelers to India and their contributions, as well as the impact of historical milestones on the tourism industry.	An	C	Seminar Presentation
CO4	Critically evaluate different tourism typologies, including cultural tourism, heritage tourism, religious tourism, and emerging concepts such as niche and gastronomic tourism. They will assess the positive and negative impacts of tourism on economic, socio-cultural, and environmental aspects.	An	C	Discussions and debates
CO5	Apply understanding of historical tourism concepts to the specific context of Kerala. Analyze the challenges and opportunities in the Kerala tourism industry, considering its unique cultural, historical, and geographical features. Additionally, it will explore and present the scope of various types of tourism in India, with a special focus on Kerala	An	P	Group Discussion
CO6	Evaluate the economic impact of tourism, including the multiplier effect, foreign exchange generation, balance of payment implications, employment generation, and infrastructure development. Analyze the role of tourism in the economic development of regions and countries	U	P	Quick quizzes/ Group discussions/
	<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>			

Mod ule	Unit	CONTENT	Hrs	Marks
			60	70
I	TOURISM - TERMS AND CONCEPTS		9	15
	1	Basic Concepts of tourism - Definition of tour and tourism – Excursion and Tour	2	
	2	Classification of Tourism: - International and Domestic - Inbound and Outbound	2	
	3	Elements of Tourism	1	
	4	Travel Motivators	1	
	5	Relationship between History and Tourism	2	
	6	Key Players and Stakeholders in Tourism	1	
		<p>Readings:</p> <ol style="list-style-type: none"> 1. K. Kundu, (2018), "Tourism: Principles and Practice," Himalaya Publishing House, Mumbai, India. 2. Manoj Dixit and Rahul Choudhary, (2015), "Introduction to Tourism," Oxford University Press, New Delhi, India. 3. Debashree Dattaray, (2008), "Tourism and Cultural Heritage of India," Aavishkar Publishers Distributor, Jaipur, India. 		
II	HISTORICAL EVOLUTION OF TOURISM INDUSTRY		15	15
	7	Origin and evolution of travel-Travel in Ancient- Travel in Roman Empire - Dark Era of Tourism – The era of Grand Tour	3	
	8	Early Travels – Religious, Trade, Exploration, Expedition, Education	3	
	9	Early travellers to India: Faxian, Xuanzang, Al-Biruni, Ibn Battutta, Marco Polo, Bernier	4	
	10	Geographical Explorations and their impact on travel.	2	
	11	Industrial Revolution and the development of Modern Travel-Thomas Cook-Mass Tourism-20th century developments in	3	

		transport-		
		<p>Readings:</p> <ol style="list-style-type: none"> 1. D. S. Bhardwaj, (2007), "Indian Travel Narratives," Aadi Publications, Delhi, India. 2. Subrata Dasgupta, (2001), "Travel in Ancient India," Oxford University Press, New Delhi, India. 3. Saurabh Mishra, (2017), "The Grand Tour: Travelling the 18th Century World," Oxford University Press, New Delhi, India. 		
III	Types of Tourism		15	20
	12	Religious Tourism - Pilgrim Tourism	2	
	13	Sports Tourism	2	
	14	Adventure Tourism	2	
	15	Cultural Tourism vs. Heritage Tourism	2	
	16	Dark Tourism	1	
	17	Health Tourism – Challenges and Scope, Kerala Perspective	2	
	18	Eco-tourism and Responsible Tourism	2	
	19	Adventure Tourism- Beach Tourism – Wildlife Tourism	2	
		<p>Readings:</p> <ol style="list-style-type: none"> 1. John R. Walker and Josielyn T. Walker, (2018), "Tourism: Concepts and Practices," Pearson, Boston, USA. 2. M. S. Gill, (2013), "Cultural Tourism: A Strategic Guide for Policy and Planning," Aavishkar Publishers Distributor, Jaipur, India. 3. Stephen Wearing and John Neil, (2017), "Ecotourism: Impacts, Potentials, and Possibilities," Routledge, Abingdon, United Kingdom. 4. Harold Goodwin, (2011), "Responsible Tourism: Using Tourism for Sustainable Development," Routledge, Abingdon, United Kingdom. 		

IV	Tourism Impacts		9	20
	20	Economic Impact: Foreign exchange-Balance of Payment - Employment - Generation-Infrastructure Development	3	
	21	Socio-cultural Impact: Guest host relations-Demonstration Effect-Negative Impacts	3	
	22	Environmental Impact: Environmental Pollution-Depletion of Natural Resources-Threat To Natural Habitats-Traffic Congestion-Garbage Trails-Positive Impacts on Environment.	3	
		<p>Readings:</p> <ol style="list-style-type: none"> 1. Richard Sharpley, (2014), "Tourism and Development: Concepts and Issues," Channel View Publications, Bristol, United Kingdom. 2. Donald E. Lundberg, (2013), "The Tourism Society's Dictionary for the Tourism Industry," CABI, Wallingford, United Kingdom. 		
V	Open Ended:		12	
	<p>“Integrated Tourism Project”</p> <p>Study, Research, Debate and Discuss about various types of tours and its impact. The focus of the study and discussion will be the Indian context with special reference to Kerala</p>			
	<p>Activity 1:</p> <p>Prepare and submit PPT on typology of Tourism</p>			
	<p>Activity 2:</p> <p>Student’s Seminar Presentation on typology of tourism</p>			
<p>Activity 3:</p> <p>Debate on Positive and Negative impact of tourism</p>				

		Activity 4: Story telling about early travellers and their travel experience	
		<p>Assessment</p> <p>1. PPT Presentation (40%)</p> <ul style="list-style-type: none"> - Each group/individual will present their integrated tourism project to the class. - Evaluation criteria include content, creativity, and presentation skills. <p>2. Project Report (30%):</p> <ul style="list-style-type: none"> - A detailed written report covering all aspects of the integrated tourism project. - Evaluation based on depth of analysis, clarity, and coherence. <p>3. Group Collaboration (20%):</p> <ul style="list-style-type: none"> - Assessment of teamwork, communication, and collaborative efforts within the group. <p>4. Q&A Session (10%):</p> <ul style="list-style-type: none"> - Students will engage in a Q&A session following their presentation to address questions from both the instructor and classmates. <p>At the end of the first semester all the students will have to undergo a field study tour</p>	

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

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PO1	PO2	PO3	PO4	PO5	PO6	
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CO 1	3	-	3	3	3	3	1	2	-	1	-	
CO 2	3	-	3	3	3	3	-	3	-	1	-	
CO 3	3	-	3	3	3	3		2	-	3	-	
CO 4	3	1	2	3	-	3		2	-	3	-	
CO 5	3	-	2	2	3	3	1	2	-	1	-	
CO 6	3	-	2	3	3	3		2	-	1	-	
CO7	3	-	1	3	3	3		2	-	3	-	

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Readings

1. John R. Walker and Josielyn T. Walker, (2018), "Tourism: Concepts and Practices," Pearson, Boston, USA.
2. M. S. Gill, (2013), "Cultural Tourism: A Strategic Guide for Policy and Planning," Aavishkar Publishers Distributor, Jaipur, India.
3. U.C. Panda, (2019), "Niche Tourism: Contemporary Issues, Trends and Cases," Routledge, Abingdon, United Kingdom.
4. Stephen Wearing and John Neil, (2017), "Ecotourism: Impacts, Potentials, and Possibilities," Routledge, Abingdon, United Kingdom.
5. Harold Goodwin, (2011), "Responsible Tourism: Using Tourism for Sustainable Development," Routledge, Abingdon, United Kingdom.
6. D. S. Bhardwaj, (2007), "Indian Travel Narratives," Aadi Publications, Delhi, India.
7. Subrata Dasgupta, (2001), "Travel in Ancient India," Oxford University Press, New Delhi, India.

Model Question Paper

I Semester B.A (FYUGP) Degree Examinations October 2024
HIS1MN114 **Introduction to Historical Tourism**

Maximum Time: 2 hours

Maximum Marks 70

Section –A

(Answer all .Each Question carries 3 marks)

(Ceiling 24 Marks)

1. Domestic Tourism
2. Ibn Battuta
3. The Era of Grand Tour
4. Mass Tourism
5. Adventure Tourism
6. Beach Tourism
7. Sport Tourism
8. Heritage Tourism
9. Dark Era of Tourism
10. Excursion and Tour

Section –B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. Explain Relationship between History and Tourism
12. Who are the Key Players in the Tourism industry?
13. Distinguish between Inbound and Outbound Tourism
14. Highlight the role of Thomas Cook in the development modern Tourism
15. Briefly discuss gastronomic Tourism
16. Examine the different type of health Tourism
17. Discuss the relevance of studying guest –host relationship
18. Discuss the basic concepts of Tourism

Section –C

Answer any one of the following questions. Each Question carries 10 marks

(1x10=10)

19. Analyse the impact of Geographical Exploration on travel
20. Evaluate the environmental impact of Tourism

Course 2

HIS2MN114 Entrepreneurship in Historical Tourism

Course description: This comprehensive program explores the fundamental concepts, classifications, and intrinsic ties between history and tourism. In the entrepreneurial realm, the course meticulously equips students with practical skills, fostering an entrepreneurial mindset to identify opportunities, navigate legal frameworks, and develop effective marketing and financial strategies tailored to historical tourism ventures. The acquisition of essential tour guiding skills, including effective communication, cultural sensitivity, and the art of storytelling, is a focal point. Students will also teach organizational and planning skills to create well-structured tourist packages.

Programme	BA History				
Course Code	HIS2MN114				
Course Title	Entrepreneurship in Historical Tourism				
Type of Course	Minor				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze the historical evolution of tourism, developing the ability to critically assess key historical eras and understand the significance of historical	R	F	Seminar Presentation

	tourism in cultural preservation			
CO2	Cultivate entrepreneurial skills in identifying opportunities, addressing challenges, and formulating effective marketing, branding, and financial management strategies tailored to historical tourism ventures	E	C	Seminar/ Group discussion
CO3	Develop effective communication, presentation, and technological skills essential for successful tour guiding. Cultivate a historical sense, research aptitude, and cultural sensitivity for an enhanced visitor experience	Ap	p	Debates/Discussion
CO4	Acquire storytelling skills to engage and captivate tourists, enhancing the ability to convey historical narratives in a compelling manner	Ap	C	Discussions and debates
CO5	Develop organizational and planning skills to create well-structured inbound and outbound tourist packages. Enhance customer relationship management skills and continuously evaluate and enhance tour packages	Ap	P	Preparation of Itinerary
CO6	Investigate future prospects and innovations in historical tourism, fostering research skills and an understanding of emerging trends and challenges in the evolving landscape of the tourism industry	U	P	Discussion/Practical
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Entrepreneurship in Historical Tourism

Module	Unit	CONTENT	Hrs	Mark
			60	70
I	Tourism Organizations.		09	15
	1	Objectives and Role of ITDC, TFCI, IRCTC	2	
	2	An overview of National and International organizations and associations	2	
	3	IATO	2	
	4	TAAI	1	
	5	WTO, IATA	2	
		Readings <ol style="list-style-type: none"> 1. K. Channa Prakashan, (2010). "<i>Historical Tourism in India</i>," Kanishka Publishers, New Delhi 2. S. C. Bhatt and Gopal K. Singh, (2004). "<i>Tourism: Principles and Practices</i>," Anmol Publications Pvt. Ltd., New Delhi 3. Arun Srivastava, (2009). "<i>Cultural Heritage and Tourism in India</i>," Indian Institute of Advanced Study, Shimla 		
II	Tourism Entrepreneurship: Opportunities and Challenges		12	15
	6	Introduction to Entrepreneurship in Tourism	2	
	7	Starting a Tourism Business: Opportunities and Challenges	2	
	8	Marketing and Branding Strategies for Historical Tourism	2	
	9	Financial Management in Tourism Ventures	2	

	10	Identifying Business Opportunities in Historical Tourism	1	
	11	Overcoming Challenges and Risks in Tourism Entrepreneurship	2	
	12	Legal and Regulatory Framework for Tourism Business	1	
		<p>Readings:</p> <ol style="list-style-type: none"> 1. Donald F. Kuratko, (2019), "Entrepreneurship: Theory, Process, and Practice," Cengage Learning, Boston, USA. 2. Michael C. Hall, (2019), "Tourism and Regional Development: New Pathways," Routledge, Abingdon, United Kingdom. 3. Peter Mason, (2018), "Tourism Impacts, Planning and Management," Routledge, Abingdon, United Kingdom. 		
III	SKILLS FOR TOUR GUIDES		17	
	13	Role and Responsibilities of a Tour Guide	2	25
	14	Communication and Presentation Skills	2	
	15	Interaction with Tourists and Handling Queries	1	
	16	Role of technology for being a good guide	2	
	14	Importance of historical sense and research aptitude	2	
	15	Cultural Sensitivity – Flexibility – adaptability	2	
	16	Leadership Quality – Problem Solving	2	
	17	Navigation Skills – Time Management – First Aid Skills	2	
	18	The art of story telling	2	
		<ol style="list-style-type: none"> 1. Brendan R. Palsgrove, (2014), "Tour Guiding Research: Insights, Issues and Implications," Channel View Publications, Bristol, United Kingdom. 2. DK Publishing, (2016), "The Tour Guide Book: A Manual for Tour Guides," DK, London, United Kingdom. 3. Negi, Jagmohan (2007) Tour Guide & Tour Operations: Planning & Organizing, Kanishka Publishers 4. . William R. McIntosh and George L. Rogers, 		

		(2014), "Communication in Tourism and Hospitality: Concepts and Cases," Cognella Academic Publishing, San Diego, USA.		
IV	TOUR PACKAGING AND ITINERARY PLANNING		10	15
	19	Types of package tour independent tour, escorted tour, incentive tour, hosted tour and freedom tour	3	
	20	PACKAGE ELEMENTS AND DEALS: Accommodation, Attractions/Sightseeing, Transportation	3	
	21	PACKAGE TOUR FORMULATION PROCESS: Itinerary Preparation and Logistics- Identification, Tour Brochure, Costing of the package, Documentation	3	
	22	Evaluation and Enhancement of Tour Packages <ol style="list-style-type: none"> 1. S. C. Bhatt and Gopal K. Singh, (2004). "Tourism: Principles and Practices," Anmol Publications Pvt. Ltd., New Delhi 2. John R. Walker and Josielyn T. Walker, (2018), "Tourism: Concepts and Practices," Pearson, Boston, USA. 3. Tony Rogers, (2014), "Tourism: An Introduction," Routledge, Abingdon, United Kingdom. 4. K. Bhatia, "Tourism in India: A Comprehensive Guide," Sterling Publishers Pvt. Ltd., New Delhi, 2018. 	2	

V		<p style="text-align: center;">Open Ended: Historical Tourism Business Simulation</p> <p>The objective of this activity is to provide students with a practical, hands-on experience in simulating the process of starting and managing a historical tourism business. This comprehensive simulation spans various aspects covered in the syllabus, from entrepreneurship to tour guiding skills, marketing strategies, financial management, and customer relationship management.</p> <ol style="list-style-type: none"> 1. At the end of the activity, each team presents their business plan and experiences. Reflective discussions focus on lessons learned, challenges faced, and innovative solutions, enhancing both individual and group learning experiences <p>Activity 1: Introduction and Business Planning</p> <ul style="list-style-type: none"> - Overview of Historical Tourism Business Simulation. - Forming small groups (entrepreneurial teams). - Each team selects a historical destination/theme for their business.- Teams develop a detailed business plan, including the identification of opportunities and challenges. - Discuss and decide on marketing and branding strategies for their historical tourism venture. <p>Activity 2: Tour Guiding and Customer Interaction</p> <ul style="list-style-type: none"> - Simulated training on tour guide skills, communication, and presentation techniques. - Role-playing exercises for handling tourist queries and showcasing historical knowledge. <p>Activity 3: Itinerary Preparation and Logistics</p> <ul style="list-style-type: none"> - Teams create detailed tourist packages and plan itineraries for their historical tourism business. - Address logistical challenges and plan for smooth 	12hrs	
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		<p>operations</p> <p>Activity 4: Customer Relationship Management and Evaluation</p> <ul style="list-style-type: none"> - Teams focus on customer relationship management strategies. - Evaluate and enhance their tour packages based on feedback and market trends. <p>Assesment Method:</p> <p>Teams will be assessed based on the skills developed in the area: - Business Plan</p> <ul style="list-style-type: none"> - Marketing and Branding Presentation - Tour Guide Skills Demonstration - Customer Relationship Management - Overall Simulation Performance <p>- creativity and classroom engagement</p>		
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Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

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

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

Readings:

1. K. Channa Prakashan, (2010). "Historical Tourism in India," Kanishka Publishers, New Delhi
2. M. H. Syed, (2005). "Cultural Tourism in India: Museums, Monuments, and Arts," A.P.H. Publishing Corporation, New Delhi
3. S. C. Bhatt and Gopal K. Singh,(2004). "Tourism: Principles and Practices," Anmol Publications Pvt. Ltd., New Delhi
4. P. Parameswaran,(2016). "Sustainable Tourism Development in India: Towards a New Tourism Policy," Northern Book Centre, New Delhi
5. Arun Srivastava,(2009). "Cultural Heritage and Tourism in India," Indian Institute of Advanced Study, Shimla

Course 3

HIS3MN214 BEST PRACTICES IN HISTORICAL TOURISM

Course description: This course delves into best practices and innovations in the tourism industry, with a focus on heritage preservation, cultural experiences, and immersive travel. Students will learn to craft unique tourism experiences, engage indigenous communities, and manage events while exploring the role of technology in enhancing tourism through digital storytelling and virtual reality. By blending theoretical knowledge with practical skills, the course equips students to excel in the evolving field of historical tourism..

Programme	BA History				
Course Code	HIS3MN214				
Course Title	Best Practices in historical Tourism				
Type of Course	Minor				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Grasp the pivotal role of preserving cultural heritage and fostering innovative approaches in tourism.	R	F	Assignment/Seminar
CO2	Proficiency in developing heritage trails, incorporating crowdsourced stories, and creating night tours and light shows. Acquire the skills needed to plan and execute engaging and thematic heritage	E	P	Seminar/ Group discussion

	trails.			
CO3	Knowledge and skills related to the preservation of indigenous heritage, emphasizing responsible tourism practices.	An	P	Assignment/Seminar
CO4	Mastery in digital storytelling, mobile applications for self-guided tours, and virtual reality experiences. harness technology for enhancing heritage tourism narratives and engagement.	An	P	Assignment and Presentation
CO5	Understanding legal aspects such as patenting, trademarking, and brand creation for heritage tourism. equipped with knowledge to protect and promote heritage tourism initiatives.	An	P	Seminar
CO6	Proficiency in social media marketing basics and managing cultural events. adept at leveraging social media for promoting heritage tourism and organizing cultural festivals.	U	C	Assignment/Seminar
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs	Marks
			60	70
I	BEST PRACTICES IN HISTORICAL TOURISM		10	15
	1	Introduction – importance of best practices and Innovations in Tourism Industry	1	
	2	Developing Heritage Trails - Crowdsourced Story Collection	2	
	3	Night Tours and Light Shows - Culinary Heritage Experiences - Food Streets	2	
	4	Preservation of Indigenous Heritage	1	
	5	Community Preservation Projects – Themed Events and Festivals	2	
	6	Cycle Touring – Autorickshaw Challenge	1	
	7	Solo Female Travel Experiences - ‘She Packing’ – Scope and Challenges	1	
		Readings: 1. "Tourism Management: New Research" by Luiz Moutinho (Published: 2018, Routledge) 2. "Innovations in Hospitality and Tourism" by M. Kozak, K. Gnoth, & S. Andreu (Published: 2013, Routledge) 3. "Best Practices in Sustainable Tourism: Case Studies from India, China, South Africa, and Brazil" by Sharad Kesari & Dilip B. Mutum (Published: 2014, Springer)		
II	INTRODUCTION TO HERITAGE WALKS		14	20
	8	Definition and Significance of Heritage Walks	2	
	10	Historical and Cultural Value of Exploring Heritage on Foot	2	
	11	Route Planning and Mapping - Inclusion of Significant Historical Sites - Integration of Local Stories and	2	

		Anecdotes		
	12	Customization of Itinerary for Heritage Walks - Identifying Target Audiences - Incorporating Interactive Elements	2	
	13	Theming Heritage Walks (e.g., Cultural, Architectural, Religious)	2	
	14	Logistics in Heritage Walks - Permits and Permissions - Coordination with Local Authorities and Stakeholders - Safety Measures and Emergency Protocols	3	
	15	Overcoming Challenges in Heritage Walk Management	1	
		<p><i>Reading:</i></p> <ol style="list-style-type: none"> 2. <i>"Heritage Walks: A Guide to Historic Cities in India" by Ambika Sirkar (2009, India Book House Pvt. Ltd.)</i> 3. <i>"Walking the Indian Streets" by Arun K. Thittai (Published: 2014, Notion Press)</i> 4. <i>"Heritage Tourism: Concepts, Methodologies, Tools, and Applications" edited by Information Resources Management Association (Published: 2017, IGI Global)</i> 5. <i>"The Heritage Game: Economics, Policy, and Practice" by Michael A. Bond (Published: 2019, Oxford University Press)</i> 		
III	DIGITAL MARKETING AND BRANDING		12	15
	16	Being Digital -the concept of Digital Storytelling	2	
	17	Mobile Application for self-guided tours	2	
	18	Digital Reality Tourism - Virtual Reality and Augmented Reality Experiences - Use of AI	2	
	19	Branding - Patent and trademarking	2	
	20	Basics of Digital Marketing – features of Heritage Website – Blogging and Vlogging - Social Media Marketing	3	
		Reading List		

		<p>1. Dave Chaffey and Fiona Ellis, Digital Marketing: Strategy, Implementation and Practice" (2019,Pearson)</p> <p>2. www.storycenter.org/</p> <p>3. https://tourbuddy.net/</p> <p>4. www.xrforbusiness.io/</p> <p>5. https://www.wipo.int/</p>		
IV	SELECTED CASE STUDIES		12	20
	21	Golden Triangle Tour - Rajasthan Heritage Circuit - Varanasi and Khajuraho Temples Journey - Ajanta and Ellora Caves Expedition - Kolkata Cultural Walk - South India Temple Trail - Himalayan Heritage Tour - Khumbh Mela Spiritual Journey	4	
	22	Muziris Heritage Trail - Kerala Backwaters and Cultural Experience –Calicut Heritage Walk - Art and Craft Villages of Kerala – Mattanchery Trails - Cultural Sojourn in North Malabar	5	
	23	CochiBinale–Literature Festivals - MalabarMaholsavam– Grand Kerala Shopping Festival	3	
		<p>Readings:</p> <ol style="list-style-type: none"> Swati Mitra, (2017). "Golden Triangle: Delhi, Agra & Jaipur," Lonely Planet, Delhi George Michell, "The Majesty of Mysuru: The Intriguing Palaces and Temples of South India," Niyogi Books, New Delhi (2017). www.incredibleindia.org www.keralatourism.org www.kochimuzirisbiennale.org. 		
V		<p>Open Ended Module: A practical approach towards heritage tourism and heritage walk</p> <p>Analyse the problems and challenges of kerala tourism development – case study, assignment, presentation</p>	12	

		Activities and assessment of Open ended <ul style="list-style-type: none"> * Data collection, digital document and social media document preparation: Creation of Short Videos, Reels, Photo Collections of your region 		
		*Conduct a heritage walk - Preparation of Itinerary and practical plan for starting a heritage walk in your locality		
		Assessment *Evaluate the quantity and quality of the work Practical value Content creation Active involvement		

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

Mapping of COs with PSOs and POs :

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

CO 4	3	1	2	3	-	3		2	-	3	-	
CO 5	3	-	2	2	3	3	1	2	-	1	-	
CO 6	3	-	2	3	3	3		2	-	1	-	

Correlation Levels:

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

Readings

1. Swati Mitra, (2017). "Golden Triangle: Delhi, Agra & Jaipur," Lonely Planet, Delhi
2. George Michell, "The Majesty of Mysuru: The Intriguing Palaces and Temples of South India," Niyogi Books, New Delhi (2017).
3. Swati Mitra, "Golden Triangle: Delhi, Agra & Jaipur," Lonely Planet, Delhi (2017).
4. Shobita Punja, "Varanasi: A Pilgrimage to Light," Rupa Publications, New Delhi (2018).
5. Digital Marketing: Strategy, Implementation and Practice" by Dave Chaffey and Fiona Ellis-Chadwick (Published: 2019, Pearson)
6. Soumitra Das, "Calcutta: A Cultural and Literary History," Signal Books, Oxford (2015).
7. <https://tourbuddy.net/>
8. www.xrforbusiness.io/
9. www.incredibleindia.org
10. www.keralatourism.org
11. www.kochimuzirisbiennale.org

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Group	<p style="text-align: center;">HISTORY OF MODERN INDIA (preferable for Political Science, Sociology, Economics students)</p>									
		Code	Title	Semester	Total Hrs	Credit	Tutorial/week	Mark		
12										
	1	HIS1MN112	Modern Indian History: 1757-Early Twentieth Century.	1	60	4	4	30	70	100
	2	HIS2MN112	Modern Indian History: Gandhian Phase of Indian National Movement.	2	60	4	4	30	70	100
	3	HIS3MN212	Modern Indian History Post-Independence Era	3	60	4	4	30	70	100

Course 1: HIS1MN112 Modern Indian History: 1757-Early Twentieth Century.

Course Overview: This course is designed to make awareness among the students on history of British colonialism in India and how the colonial rule paved the way for the process of impoverisation and skewed modernisation and the growth of national movement. This course also provides the students an idea of different ideological dimensions of national movement.

Programme	BA History				
Course Code	HIS1MN112				
Course Title	Modern Indian History: 1757- Early Twentieth Century.				
Type of Course	Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding the concept of colonialism and nationalism.	U	C	short answer or short essay questions
CO2	Appreciating the historical processes involved in the origin and development of nationalism in India.	An	P	Essay or discussion on the topic.
CO3	Understanding the different phases of national movement and its ideological differences.	U	F	Short answer questions or quiz in the class room.

CO4	Appreciating the legacy of socio-religious reform movements in India.	E	P	Case study
CO5	Understanding different levels of resistance against the colonial regime.	U	F	Poster making or short answer questions.
CO6	Evaluating different policies of British in India and its long term impact.	E	P	Preparation of seminar.
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Module	Unit	CONTENT	Hrs	Marks
			60	70
1	CONSOLIDATION OF BRITISH POWER IN INDIA		10	15
	1	Advent of British – battle of Plassey – Battle of Buxar.	2	
	2	Methods of consolidation – Treaties – Alliances – conquests.	2	
	3	Changes in administration – Land revenue – Taxation	2	
	4	Early resistance movements – Sanyasi –Fakir – Santhal – Kurichya revolts -	2	
	5	First war of Independence – causes – results	2	
	Readings 1. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i> , Orient Long Man, New Delhi, 2014. 2. A R Desai. <i>Social Background of Indian nationalism</i> , Popular Prakasam, Mumbai,2023. 3. R C Dutt, <i>Economic History of India under early British rule from the rise of the British power in 1757 to the accession of Queen Victoria in 1837</i> , Routedlege, 2013.			

	4. SumitSarkar, <i>Modern India 1885 – 1947</i> , Mac Millan,New Delhi,1989. 5. Irfan Habib, <i>Economic History Under Early British Rule 1757 – 1858,A Peoples history of India</i> ,Vol.25, Tulika,New Delhi,2013.		
II	SOCIO- RELIGIOUS REFORM MOVEMENTS	16	22
	6 Factors – Western Education, Legality, Press, role of intellectuals	3	
	7 Brahma Samaj – Rajaram Mohan Roy – Debendranath Tagore – changes.	2	
	8 Aryasamaj– revivalism	3	
	9 Sathyasodak Samaj	2	
	10 Aligarh Movement	2	
	11 Ramakrishna Mission	2	
	12 Impact of the movements	2	
	<p>Readings :</p> <ol style="list-style-type: none"> 1. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>,Orient Long Man,New Delhi,2014. 2. A R Desai.<i>Social Background of Indian nationalism</i>,Popular Prakasam,Mumbai,2023. 3. BipanChandra,Mrudula Mukherjee ,et.al,<i>India’s Struggle for Independence</i>,Penguin Random House,New Delhi,2000 4. Kenneth W, Jones,<i>Cambridge history of India,Socio-Religious reform movements in India-I</i> ,Cambridge University Press,Cambridge,2003. 5. Uma Chakravarti, <i>Rewriting History: The Life and Times of PanditaRamabai</i>,Zubban,Kali for women,New Delhi,2013. 		
III	EARLY PHASE OF INDIAN NATIONALISM	12	18
	13 Reasons for emergence of nationalism– Press, Western Education, Role of intellectuals.	3	
	14 Impact of British Rule – high tax – famine –poverty- commercialisation of agriculture - deindustrialization.	3	
	15 Early nationalist organizations – East India Association – Indian Association.	2	

	16	Indian National Congress – Conspiracy theory.	2	
	17	Moderate phase – leaders – objectives.	1	
	18	Analysis of Moderate phase	1	
	Readings <ol style="list-style-type: none"> 1. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 2. A R Desai. <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023. 3. SumitSarkar, <i>Modern India 1885 – 1947</i>, MacMillan, New Delhi, 1989. 4. BipanChandra, Mrudula Mukherjee ,et.al, <i>India’s Struggle for Independence</i>, Penguin Random House, New Delhi, 2000. 5. Bipan Chandra, <i>Nationalism and colonialism in modern India</i>, Orient Longman, New Delhi, 1996 			
IV	INDIAN NATIONALISM – EARLY TWENTIETH CENTURY		10	15
	19	Rise of extremist ideology – factors – leaders.	1	
	20	Ideology – methodology	1	
	21	Partition of Bengal	2	
	22	Swedeshi Movement	2	
	23	Minto-Morley reforms of 1909 – provisions	2	
	24	Home Rule League – Tilak and Annie Besant.	2	
	Readings <ol style="list-style-type: none"> 1. A R Desai. <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023. 2. Sumit Sarkar, <i>Modern India 1885 – 1947</i>, Mac Millan, New Delhi, 1989. 3. Bipan Chandra, Mrudula Mukherjee ,et.al, <i>India’s Struggle for Independence</i>, Penguin Random House, New Delhi, 2000. 4. , <i>Nationalism and colonialism in modern India</i>, Orient Longman, New Delhi, 1996. 			

V	<p>OPEN ENDED:</p> <p>Students will be able to understand how British impoverished India and how it led to the emergence of Indian nationalism.</p> <p>Conduct quiz programmes – Discussions – Poster exhibition</p>	12	
	<p>Activity 1: Quiz Programme</p> <p>Conduct quiz programme in their respective class room or college based on the syllabus.</p>		
	<p>Activity 2: Discussion</p> <p>Conduct a discussion based on the ideologies of the different phases of Indian national movement in association with any of the clubs in the college.</p>		
	<p>Activity 3 : Poster exhibition</p> <p>Organize a poster exhibition on special days.</p> <p>Assessment</p> <p>Participation in the above mentioned programme.</p> <p>Presentation Evaluation</p> <p>Students will be assessed on their presentation skills, ability to engage the audience, and the involvement in the group activity.</p> <p>Peer Feedback</p> <p>Students will provide feedback on their peers' performances, focusing on the educational value and historical representation.</p> <p>This activity encourages students to synthesize information from the entire course, apply critical thinking, and engage in creative expression. It also allows for collaborative learning and peer to peer interaction.</p> <p>Reading List:</p> <ol style="list-style-type: none"> 1. A R Desai, <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai, 2023. 2. Irfan Habib, <i>Economic History Under Early</i> 		

		<p><i>British Rule 1757 – 1858, A Peoples history of India, Vol.25, Tulika, New Delhi, 2013.</i></p> <ol style="list-style-type: none"> 3. Jawaharlal Nehru, <i>Discovery of India</i>, Oxford University Press, Oxford, 1994. 4. R C Dutt, <i>Economic History of India under early British rule from the rise of the British power in 1757 to the accession of Queen Victoria in 1837</i>, Routedlege, 2013. 5. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 6. Sumit Sarkar, <i>Modern India 1885 – 1947</i>, Mac Millan, New Delhi, 1989. 7. Kenneth W, Jones, <i>Cambridge history of India, Socio-Religious reform movements in India-I</i>, Cambridge University Press, Cambridge, 2003. 8. Uma Chakravarti, <i>Rewriting History: The Life and Times of Pandita Ramabai,, Zubban, Kali for women</i>, New Delhi, 2013. 9. Bipan Chandra, Mrudula Mukherjee ,et.al, <i>India's Struggle for Independence</i>, Penguin Random House, New Delhi, 2000. 	
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Note: The course is divided into five modules, with four having total 24 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 24 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PS O1	PSO 2	PSO 3	PSO4	PSO 5	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	3	3	3	3	1	1	2	2	3
CO 2	3	3	3	3	3	3	3	2	2	2	2	3
CO 3	3	3	3	3	3	3	3	2	1	2	2	2
CO 4	3	2	3	3	3	3	3	2	2	1	2	1

CO 5	3	3	3	3	3	3	3	3	2	2	2	2
CO 6	3	2	3	3	3	3	3	3	3	2	3	3

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

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

I Semester B.A. (FYUGP) Degree Examinations October 2024
HIS1MN112 Modern Indian History: 1757- Early Twentieth Century

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer all. Each question carries 3 marks]

a. (Ceiling: 24 Marks)

1. Delineate main reasons for the 1857 revolt.
2. Describe the significance of the Battle of Buxar.
3. Identify the place of Aligarh Movement in the upliftment of Muslim community in India.
4. Discuss the role of Sanyasi rebellion in arousing the national feeling among the Indians.
5. Examine the relevance of western education in the emergence of the socio religious reform movements.
6. Describe the trajectory of the origin of Indian National Congress.
7. Write a note on the ideology of extremist phase of Indian nationalism.
8. Evaluate the Minto- Morley reforms of 1909.
9. What were the distinctive features of the early nationalist organisations?
10. Explain the methodologies of English East India Company to consolidate Indian Territory.

Section B

[Answer all. Each question carries 6 marks]

(Ceiling: 36 Marks)

11. Describe the significance of the Partition of Bengal.
12. Examine the circumstances that led to the establishment of Indian National Congress.
13. Discuss the moderate phase of Indian national movement.
14. Explain the significance of Home Rule Movement.
15. Evaluate the impact of British rule on Indian economy.
16. Analyse the achievements of the moderates.
17. Make a note on extremist leaders.
18. What is Conspiracy Theory?

Section C

[Answer anyone. Each question carries 10 marks]

(1x10=10 marks)

19. Examine the significance of the socio-Religious reform Movements in India.
20. Discuss the factors that led to the emergence of Nationalism in India.

COURSE 2(GROUP)

COURSE 2: HIS2MN112 MODERN INDIAN HISTORY:

Gandhian Phase of Indian National Movement

Course Description: This course aims to provide an overall understanding of the movements in the Indian freedom struggle from 1916- 1947, popularly described in the history text books as Gandhian phase of Indian national movement. After completing this course students will be able to understand how Gandhian method of struggle changed the base of Indian national movement and how it became a popular movement.

Programme	BA History				
Course Code	HIS2MN112				
Course Title	Modern Indian History: Gandhian Phase of Indian National Movement.				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the relevance of Gandhian ideologies in the contemporary world.	U	C	Essays or discussions in the class room.
CO2	Understand the early struggles of Gandhi	U	F	Essay or discussion questions
CO3	Evaluate the nature of Gandhian movements.	E	P	Debate or Discussion.

CO4	Analyse the process of Indian freedom struggle and the need to safeguard the democratic values of the country.	An	P	Case study
CO5	Understand the need to preserve the memories of great leaders and freedom fighters of the Indian freedom struggle.	U	C	Discussion, Poster Exhibition, Celebration of special days.
CO6	Evaluate changes in the Gandhian method of struggles in the Indian National Movement.	E	P	Debate
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Module	Unit	CONTENT	Hrs	Marks
			60	70
1	GANDHIAN IDEOLOGY:		9	14
	1	Sathyagraha	1	
	2	Ahimsa	1	
	3	Non-cooperation	1	
	4	Sarvodaya	1	
	5	Civil Disobedience	1	
	6	Hind Swaraj	2	
	7	Relevance of Gandhian ideology.	2	
	Readings 1. A R Desai, <i>Social Background of Indian nationalism</i> , Popular Prakashan, Mumbai,2023. 2. Bipan Chandra, Mridula Mukherjee ,et.al, <i>India's Struggle for independence</i> ,Penguin,New Delhi,2000. 3., <i>Essays on Indian nationalism</i> ,Har-Anand publications,New Delhi,2007. 4., <i>Nationalism and colonialism in modern India</i> , Orient			

	<p>Longman, New Delhi, 1996.</p> <p>5. RamachandraGuha,<i>Gandhi Before India</i>,Penguin Books,New Delhi,2013.</p> <p>6. ,<i>Makers of Modern India</i>,Penguin,New Delhi,2010.</p> <p>7. ,<i>Gandhi: The Years That Changed the World, 1914-1948</i>,Penguin Allane,2018.</p>			
II	GANDHI'S EARLY SATHYAGRAHAS		7	14
	8	<input type="checkbox"/> Champaran	2	
	9	<input type="checkbox"/> Kheda	2	
	10	<input type="checkbox"/> Ahmedabad Mill Strike	2	
	11	Impact of Gandhi's entry into the national politics.	1	
	<p>Readings</p> <p>1. A R Desai. <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai , 2023.</p> <p>2. Rajendra Prasad,<i>Sathyagraha in Champaran</i>,Ocean Books,New Delhi,2013.</p> <p>3. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014.</p> <p>4. Sumit Sarkar,<i>Modern India 1885 – 1947</i>,MacMillan,New Delhi,1989.</p> <p>5. BipanChandra,Mrudula Mukherjee ,et.al,<i>India's Struggle for Independence</i>,Penguin Random House,New Delhi,2000.</p> <p>6. M K Gandhi, <i>The Story of my Experiment with Truth, Mahathma Gandhi, AnAutobiography</i>, Navajivan,Gujrat.</p> <p>7. B R Nanda, <i>MahathmaGandhi</i>,New Delhi,1958.</p>			
III	GANDHIAN ERA – FIRST PHASE		12	20
	12	The Anarchical and Revolutionary Crimes Act of 1919- JallianWalabagh Massacre – Response.	2	
	13	Montague – Chelmsford Reforms of 1919 – Provisions – Response from India.	2	
	14	Khilafat - Non- Cooperation Movement – Gandhian leadership – Khilafat Movement - leaders – Non-cooperation – constructive and destructive programmes – Cahuri – Chauri incident – suspension.	3	
	15	Response – Swaraj Party – Pro-changers – No Changers.	2	

	16	Response - Revolutionary Nationalists – Bhagat Singh – Chandra Sekhar Azad,Surya Sen.	3	
	Readings <ol style="list-style-type: none"> 1. A R Desai. <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai , 2023. 2. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 3. Sumit Sarkar, <i>Modern India 1885 – 1947</i>,MacMillan,New Delhi,1989. 4. BipanChandra,Mrudula Mukherjee ,et.al,<i>India’s Struggle for Independence</i>,Penguin Random House,New Delhi,2000 5. Jawaharlal Neru,<i>An Autobiography</i>,Bombay,1962. 			
IV	TOWARDS INDEPENDENCE		20	22
	17	Nehru Report - Lahore session of INC	2	
	18	Civil Disobedience Movement – Gandhi – Irwin Pact	3	
	19	Round Table Conferences – Communal Award – Poona Pact.	2	
	20	Renewal of Civil Disobedience Movement – End of the movement.	2	
	21	Congress Socialist Party.	2	
	22	Quit India Movement –Background – Second world war – August Offer – Crips Mission.	3	
	23	Course of the movement – Urban – rural – underground activities – leaders – end of the movement.	2	
	24	Subash Chandra Bose and INA	2	
	25	Cabinet Mission Plan - Mountbatten plan	1	
	26	Indian Independence Act	1	
	Readings <ol style="list-style-type: none"> 1. A R Desai. <i>Social Background of Indian nationalism</i>, Popular Prakasam, Mumbai , 2023. 2. SekharaBandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 3. Sumit Sarkar, <i>Modern India 1885 – 1947</i>,Mac Millan,New Delhi,1989. 			

	4. BipanChandra,Mrudula Mukherjee ,et.al,India’s Struggle for Independence,Penguin Random House,New Delhi,2000.		
V	<p>OPEN ENDED :</p> <p>Critically evaluate different streams of movements in Indian freedom struggle.</p> <p>Debate – Discussions – Magazines – Seminar.</p>	12	
	<p>Activity 1: Debate</p> <p>Conduct an outreach programme on the topic “Relevance of Gandhian Ideology in contemporary India”.</p>		
	<p>Activity 2: Prepare a magazine or journal</p> <p>Prepare a magazine or journal based on the different alternative movements in Indian freedom struggle.</p>		
	<p>Activity 3:</p> <p>Conduct a discussion based on Indian freedom struggle.</p> <p>Assessment</p> <p>Exhibit Portfolio:</p> <p>Students will submit a report on the debate and discussion and exhibit the magazine / journal in the college.</p> <p>Assessment criteria will focus on historical accuracy, creativity, and in-depth analysis of the themes.</p> <p>Presentation Evaluation</p> <p>Students will be assessed on their presentation skills, ability to engage in a group and the clarity of their presentations.</p> <p>Peer Feedback</p> <p>Students will provide feedback on their peers' exhibits, focusing on the educational value and historical representation.</p> <p>This activity encourages students to synthesize information from the entire course, apply critical thinking, and engage in creative expression. It also allows for</p>		

		<p>collaborative learning and peer to peer interaction.</p> <p>Readings :</p> <ol style="list-style-type: none"> 1. A R Desai. <i>Social Background of Indian Nationalism</i>, Popular Prakasam, Mumbai ,2023. 2. Bipan Chandra, MridulaMukherjee , et.al, <i>India's Struggle for independence</i>, Penguin, New Delhi,2000. 3. <i>Essays on Indian nationalism</i>, Har-Anand publications, New Delhi, 2007. 4. <i>Nationalism and colonialism in modern India</i>, Orient Longman, New Delhi, 1996. 5. SekharBandhopadhyay, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 6. Sumit Sarkar,<i>Modern India 1885-1947</i>,Tulika,2000. 	
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Note: The course is divided into five modules, with four having total 26 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 26 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PS O1	PSO 2	PSO 3	PSO4	PSO 5	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	3	3	3	3	2	2	1	3	3	3
CO 2	3	3	2	3	3	3	3	3	1	3	3	3
CO 3	3	3	3	3	3	3	3	2	2	3	3	2
CO 4	3	3	3	3	3		3	3	2	1	2	2

CO 5	3	3	3	3	3		3	3	2	1	2	3
CO 6	3	3	3	3	3		3	3	3	2	2	2

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

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

II nd Semester BA(FYUGP)Degree Examinations October 2024

HIS2MN112: Modern Indian History: Gandhian Phase of Indian National Movement.

MaximumTime:2hours

Maximum Marks: 70

SectionA

[Answer all.Each question carries 3marks]

(Ceiling:24Marks)

1. Explain the ideology of Sathyagraha.
2. Discuss the impact of JallianwalaBagh Massacre on Indian National Movement.
3. Identify the significance of Round Table Conferences.
4. Critically analyse the relevance of the Lahore session of the India national congress.
5. What is Mountbatten Plan?
6. Explain the provisions in the Indian Independence Act.
7. Write a note on Salt Sathyagraha.
8. Evaluate the ideologies described in HindSwaraj.
9. Make a note on Ahmedabad Mill Strike.
10. Critically evaluate the Chauri- Chaura incident and the suspension of Non-Cooperation Movement.

SectionB

[Answer All.Each question carries 6marks]

(Ceiling: 36Marks)

11. Describe the relevance of the Round Table Conferences in the political and social history of India.
12. Examine Government of India Act of 1919.
13. Analyse how the constructive programme of Gandhi influenced the ideology of Indian National Movement.
14. Assess the relevance of Gandhi – Irwin Pact.
15. Make an assessment on Poona Pact.
16. Analyse the course of the Quit India movement.
17. Make a note on Swaraj Party.
18. Discuss the role of Subash Chandra Bose in the Indian freedom struggle?

Section C

[Answer anyone. Each question carries10marks]

(1x10=10 marks)

19. Examine how the activities f the revolutionary nationalists in the Indian freedom struggle?
20. Discuss the Gandhian method of struggle.

COURSE 3

HIS3MN212 Modern Indian History Post-Independence Era

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

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

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand different ideologies and processes involved in the partition of India.	U	C	short answer or short essay questions

CO2	Examine how India government dealt with refugee problem and mass misplacement during and after the partition,	An	P	Essay or discussion on the topic.
CO3	Critically evaluate the resurgence of communalism in post-independent India.	E	P	Discussions or case study.
CO4	A historical overview of the communal harmony in India.	E	P	Seminar.
CO5	Analyse the basic structure, values and significance of Indian constitution.	U	F	Poster making or discussion.
CO6	Evaluate the fundamental policies of the Nehru era.	E	M	Seminar
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Module	Unit	CONTENT	Hrs	Marks
			60	70
1	THE PARTITION OF INDIA: TIMES OF VIOLENCE AND DISPLACEMENT		10	15
	1	Two Nation Theory.	2	

	2	Causes of partition – different interpretations	2	
	3	Religious Violence during the partition.	2	
	4	Consequences of partition – mass migration – violence and bloodshed – violent displacement. – Ongoing conflict and tension between India and Pakistan – resurgence of communalism – refugee problem.	4	
	Readings <ol style="list-style-type: none"> 1. BipanChandra, Mridula Mukherjee, et.al., <i>India Since independence</i>, Penguin Random House, Haryana, 2008. 2. B R Ambedkar, <i>Pakistan Or the Partition of India</i>, PrabhatPrakasan, New Delhi, 2020 3. Mushirul Hassan (ed.), <i>India's Partition: Process, Strategy and Mobilisation</i>, Oxford University Press, New Delhi, 1997. 4. UrvasiButalia, <i>The Otherside of the silence</i>, Penguin Random House, Haryana, 2017. 			
II	INDIAN REPUBLIC AND CONSTITUTION		9	12
	6	Constituent Assembly – Debates in the constituent Assembly.	3	
	7	Features of Indian Constitution – Universal Adult Franchise – Equality before the law – Special privileges for the disadvantaged sections – Federalism – secularism – linguistic and cultural diversity.	3	
	8	National Integration and Princely states- Issue of language and formation of linguistic states – different commissions.	3	
	Readings <ul style="list-style-type: none"> • Granville Austin, <i>The Indian Constitution: Corner stone of a nation</i>, • PrathapBanu Mehta, <i>Burden of Democracy</i>, Penguin Books India, Gurgaon, 2017. • D DBasu , <i>Introduction to the constitution of Indian</i>, Educational printed, New Delhi, 2022. • V P Menon, <i>Integration of Indian states</i>, Orient Black Swan, New Delhi, 2014. • Bipan Chandra, MrudulaMukherjee, et.al., <i>India Since Independence</i>, Penguin Random House, Haryana, 2008. 			

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

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

		<p>Activity 3 : Poster exhibition</p> <p>Organize a poster exhibition on the topic Emergency in India.</p> <p>Activity 4</p> <p>Organize a debate on the policy of reservation.</p> <p>Assessment</p> <p>Participation in the above mentioned programme.</p> <p>Presentation Evaluation</p> <p>Students will be assessed on their presentation skills, ability to engage the audience, and in the group activity.</p> <p>Peer Feedback</p> <p>Students will provide feedback on their peers' performances, focusing on the educational value and historical representation.</p> <p>This activity encourages students to synthesize information from the entire course, apply critical thinking, and engage in creative expression. It also allows for collaborative learning and peer to peer interaction.</p> <p>Readings</p> <ol style="list-style-type: none"> 1. BipanChandra,Mridula Mukherjee,et.al., India Since independence, Penguin Random House,Haryana,2008. 2. B R Ambedkar, Pakistan Or the Partition of India,PrabhatPrakasan, New Delhi,2020 3. Mushirul Hassan (ed.),India's Partition: Process, Strategy and Mobilisation, Oxford University Press, New Delhi,1997. 4. UrvasiButalia,The Other side of the silence, Penguin Random House, Haryana, 2017. 6. ,Partition,The Long Shadow, VKG 2,New Delhi,2015. 7. Sadat HasanManto, Selected stories , Penguin Random House India, New Delhi,2012. 	
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		8. Perry Anderson , Indian Ideology, Verso, London, 2021. 9. Ayesha Jalal, The Soul Spokesman, Cambridge University Press, 2007. 10. Dominique Lapierre , Larry Collins, Freedom at Midnight, Vikas Publishing House, New Delhi, 2011	
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CO 4	3	3	3	3	3	3	3	3	2	2	3	
CO 5	3	3	3	3	3	3	3	3	3	3	3	
CO 6	3	3	3	3	3	3	3	3	1	3	3	
CO7	3	3	3	3	3	3	3	3	1	3	3	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium

3	Substantial / High
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Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

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

III rd Semester BA (FYUGP) Degree Examinations, October 2024

HIS3MN212: Modern Indian History: Post-Independence Era

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 Marks)

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

Section B

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

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

Section C

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

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