



LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF) FOR UNDERGRADUATE EDUCATION

BA WEST ASIAN STUDIES

UG DEPARTMENT OF WEST ASIAN STUDIES



EMEA College of Arts and Science, Kondotty

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& Affiliated to the University of Calicut, Re-accredited with A Grade (3.13 CGPA)

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INTRODUCTION

EMEA College of Arts and Science, Kondotty, is fast emerging as a resourceful destination for higher studies in Malabar, spreading the fragrance of education in the society. The college offers up-to-date, advanced, and job-oriented programmes in the vast expanding horizon of humanities, commerce, and science and technology. The college – affiliated to the University of Calicut, is dedicated to nurturing academic excellence, fostering a culture of research and innovation, and promoting community engagement. Established with a commitment to high-quality education and holistic development, the College aligns its programs with the Learning Outcomes-Based Curriculum Framework (LOCF), ensuring that students acquire not only subject expertise but also skills relevant to real-world applications.

From an LOCF perspective, EMEA College's curriculum prioritizes outcome-based learning, aiming to produce graduates equipped with critical thinking, effective communication, cultural sensitivity, and social responsibility. The College's pedagogical approach integrates both theoretical knowledge and practical experience, creating a learning environment that responds to the dynamic needs of today's society. By mapping program outcomes (POs) and course outcomes (COs) in alignment with UGC's LOCF guidelines, EMEA College ensures that each course contributes to a cohesive learning journey that enhances employability, research capability, and lifelong learning.

In its pursuit of excellence, EMEA College fosters a supportive academic community that encourages students to engage deeply with their disciplines, appreciate diverse perspectives, and contribute meaningfully to their communities. Through this LOCF-aligned curriculum, the College aims to prepare its graduates to meet global challenges while remaining rooted in local values and responsibilities.

VISION AND MISSION OF THE COLLEGE

Vision

EMEA College envisions creating a transformative educational environment that inspires personal growth, social responsibility, and academic excellence. The College aims to become a beacon of higher learning that empowers students to lead meaningful lives, equipped with the knowledge and skills to contribute positively to society.

Mission

Identifying and developing the talent of the youth and moulding them into useful citizens with due emphasis on right character formation is the avowed mission of EMEA College. The fulfilment of this lofty goal is the basis of educational programmes formulated and pursued by the institution. The mission of EMEA College of Arts and Science includes the following core objectives:

1. **Quality Education:** To provide high-quality, inclusive education that fosters intellectual and personal growth, enabling students to reach their fullest potential.
2. **Social Responsibility:** To cultivate a sense of responsibility toward the community, encouraging students to engage in social initiatives and contribute to societal well-being.
3. **Research and Innovation:** To promote a culture of research and innovation, encouraging critical inquiry, creative problem-solving, and continuous learning.
4. **Skill Development:** To equip students with essential life skills and competencies that enhance their employability and adaptability in a dynamic global environment.
5. **Community Empowerment:** To support the development of the local community through outreach and extension activities, addressing social and economic challenges.
6. **Sustainable Practices:** To foster sustainability and inclusivity within the College, embracing practices that promote environmental consciousness and ethical responsibility.

VISION AND MISSION OF THE UG DEPARTMENT OF WESTASIAN STUDIES

Vision

It is a multidisciplinary course specializing on comprehensive understanding of the cultural , historical ,political and socio -economic aspects , contemporary problems and issues in west Asia, by providing world class design education that will significantly fostering a generation of informed global citizens and skilled professionals. This course also providing insights in to Indian history and world history.

Mission

The program which is innovative, responsive and inspiring. Main objective was to inculcate historical knowledge among the students and promote research in historical context. Graduates of the Program will possess the knowledge and demonstrate the abilities which meet national and regional employment needs and contribute to Kerala's economy and society.

INTRODUCTION TO BACHELOR OF WEST ASIAN STUDIES INTRODUCTION TO BACHELOR OF WEST ASIAN STUDIES

The Bachelor of West Asian Studies program at EMEA College, Kondotty, offers students a unique opportunity to explore the rich history, vibrant cultures, and dynamic socio-political landscapes of West Asia. This undergraduate program is designed to provide a comprehensive, interdisciplinary education that equips students with the knowledge and skills to understand, analyze, and engage with a region of profound global significance.

The curriculum is carefully crafted to cover a wide range of subjects, including the history, languages, politics, economics, religion, and cultural practices of West Asia. With a strong emphasis on current affairs and contemporary issues, students gain insight into the geopolitical

complexities of countries in the Middle East and surrounding areas. The program also prioritizes language acquisition, particularly in key regional languages such as Arabic and Persian, enhancing students' ability to access primary sources and communicate effectively in the region.

At EMEA College, the Bachelor of West Asian Studies is taught by experienced faculty with specialized expertise in West Asian affairs. Students have access to resources that support research and critical analysis, as well as opportunities for field visits, cultural immersion programs, and internships that deepen their engagement with the subject matter. This practical experience, combined with theoretical knowledge, prepares graduates for careers in academia, international relations, journalism, diplomacy, and more.

Ultimately, the program seeks to cultivate informed, open-minded graduates who are prepared to contribute to a nuanced understanding of West Asia in both academic and professional contexts. Through this degree, students at EMEA College are empowered to bridge cultural divides, foster global connections, and play meaningful roles in a world increasingly shaped by West Asian dynamics.

CHARACTERISTICS AND SCOPE OF THE UNDERGRADUATE PROGRAM IN BACHELOR OF ARTS IN WEST ASIAN STUDIES

The undergraduate program in West Asian Studies at Calicut University offers a structured and dynamic curriculum focused on fostering in-depth knowledge and intercultural competence related to the West Asian region. The program is designed to equip students with a comprehensive understanding of West Asia's historical significance, socio-political contexts, economic challenges, and cultural diversity.

- The program encompasses various fields, including history, political science, economics, religion, and cultural studies, providing students with a well-rounded, interdisciplinary approach to studying West Asia.
- Courses are designed to contextualize contemporary issues within historical frameworks, enabling students to critically examine ongoing developments in the region.

- The program places a strong emphasis on the geopolitical and economic importance of West Asia, particularly regarding its global impact on energy, security, and international trade.
- Students explore the region's complex political relationships, such as those involving major powers and organizations, and study its role within international relations and global economics.
- West Asia's rich religious and cultural landscape is a focal point, offering insights into the diverse religious traditions and cultural practices that have influenced world civilization.
- The program encourages students to analyze the role of religion in shaping social dynamics, conflict resolution, and peace-building efforts in the region.

WEST ASIAN STUDIES PROGRAMME OBJECTIVES

PG Department of History & West Asian Studies program is designed to provide students with a dual focus on global historical perspectives and the specific socio-political, cultural, and economic dynamics of West Asia. This interdisciplinary program prepares students to understand both the broader context of human history and the intricate details of West Asian affairs. The program's objectives include:

1. Building a Strong Historical Foundation

- Provide students with a broad understanding of global history, enabling them to contextualize West Asia within larger world events, trends, and movements.
- Encourage critical analysis of historical events, processes, and narratives, fostering a nuanced understanding of the causes and impacts of key historical moments.

2. Developing Regional Expertise in West Asia

- Equip students with specialized knowledge of West Asia's history, politics, economics, religion, and culture, allowing for an in-depth understanding of the region's unique and diverse characteristics.
- Foster awareness of the historical roots of current events in West Asia, including colonial legacies, conflicts, and socio-political shifts.

3. Enhancing Research and Analytical Skills

- Train students in historical research methodologies, critical thinking, and source analysis, with applications to both general historical study and West Asian studies.
- Encourage independent research and the development of original perspectives on historical and contemporary issues, equipping students with strong analytical skills.

4. Promoting Language and Cultural Competence

- Emphasize language learning, particularly in West Asian languages such as Arabic and Persian, enabling students to work with primary sources and engage authentically with the region's cultures.

- Cultivate cultural awareness and empathy, preparing students for meaningful interactions and intercultural engagement within diverse contexts.

5. Understanding Global and Regional Interconnections

- Provide students with an understanding of the global relevance of West Asia, particularly in relation to energy resources, international trade, migration, and diplomacy.
- Analyze the region's role within broader global systems, such as colonialism, globalization, and international relations, to offer students a well-rounded view of West Asia's place in the world.

6. Preparing for Diverse Career and Academic Pathways

- Equip students with the foundational skills and knowledge for careers in areas such as academia, international relations, journalism, diplomacy, cultural heritage management, and historical research.
- Prepare students for graduate study in fields like history, Middle Eastern studies, political science, and global studies, supporting them in developing specialized expertise.

7. Fostering Critical Thinking and Ethical Citizenship

- Encourage students to approach historical and contemporary issues with a critical and ethical mindset, analyzing evidence carefully and considering multiple perspectives.
- Inspire students to become informed, responsible global citizens who can contribute meaningfully to discussions on social justice, human rights, and intercultural understanding.

QUALIFICATION DESCRIPTORS

Upon completing a BA in West Asian Studies, students are expected to have developed a range of knowledge, skills, and perspectives that enable them to analyze and engage meaningfully with the complex dynamics of the West Asian region. The key learning outcomes that students should be able to demonstrate include:

1. Comprehensive Knowledge of West Asia

- Demonstrate an in-depth understanding of West Asia's history, culture, religion, politics, and economics, with an ability to contextualize regional dynamics within global frameworks.
- Analyze major historical and contemporary events, trends, and conflicts in West Asia, understanding their causes, impacts, and significance.

2. Proficiency in Regional Languages

- Exhibit language skills in at least one key West Asian language (e.g., Arabic, Persian, or Turkish), enabling them to interpret primary sources and communicate effectively in cultural or professional contexts.
- Use language proficiency to engage with original texts, local media, and cultural expressions, enhancing both their academic and practical understanding of the region.

3. Critical Thinking and Analytical Skills

- Apply critical thinking to evaluate complex issues related to West Asia, considering multiple perspectives and drawing evidence-based conclusions.
- Demonstrate the ability to analyze primary and secondary sources, assess historical narratives, and interpret current events in a well-reasoned manner.

4. Research and Methodological Competence

- Employ research methodologies relevant to historical and cultural studies, with the ability to conduct independent research on West Asian topics.
- Demonstrate skills in data collection, source analysis, and interpretation, producing well-organized and thoughtful research projects or papers.

5. Understanding of Global and Regional Interconnections

- Analyze the role of West Asia within global systems, including its influence on international relations, trade, migration, and cultural exchange.
- Demonstrate awareness of West Asia's geopolitical significance and its impact on global energy, security, and economic policies.

6. Cross-Cultural Awareness and Sensitivity

- Exhibit an understanding and appreciation of the cultural diversity within West Asia, showing respect for the region's ethnic, religious, and cultural complexities.
- Apply intercultural communication skills and cultural sensitivity, essential for working in international, diplomatic, or cross-cultural environments.

7. Informed Perspective on Contemporary Issues

- Critically analyze current events and socio-political developments in West Asia, including ongoing conflicts, social movements, economic reforms, and diplomatic relations.
- Provide insightful, balanced viewpoints on complex issues affecting the region, grounded in historical context and scholarly research.

8. Professional and Ethical Global Citizenship

- Demonstrate an ethical approach to regional studies, valuing human rights, social justice, and global cooperation.
- Show readiness to contribute responsibly to discussions on West Asia in professional or public contexts, informed by a respect for the region's cultures and traditions.

9. Career-Ready Skills for Diverse Fields

- Possess practical skills for careers in international relations, journalism, academia, cultural consultancy, translation, and other fields related to West Asia.
- Exhibit adaptability, communication skills, and a global perspective, allowing for successful professional engagement with West Asian issues or in regional contexts.

These learning outcomes ensure that graduates of the BA in West Asian Studies have a well-rounded, interdisciplinary education that enables them to engage critically and responsibly with West Asia. Equipped with historical insight, language proficiency, analytical abilities, and cross-cultural competence, graduates are well-prepared to pursue meaningful careers or further studies in fields related to the West Asian region.

PROGRAMME LEARNING OUTCOMES FOR BACHELOR OF ARTS IN WEST ASIAN STUDIES

The Bachelor of Arts in west Asian studies program enables students to attain, by the time of graduation:

PLO-1. Exhibit a broad understanding of West Asia's historical, political, economic, and cultural landscape, recognizing the interconnections between these domains.

PLO-2. Contextualize West Asian developments within global frameworks, analyzing their impacts on regional and international scales.

PLO-3. Analyze and interpret regional texts, media, and cultural expressions, adding depth to historical and contemporary studies of the region.

PLO-4. Evaluate and synthesize diverse perspectives, demonstrating a nuanced approach to both historical and current events in the region.

PLO-5. Collect, evaluate, and interpret data from primary and secondary sources, producing well-structured and insightful research projects.

PLO-6. Analyze West Asia's significance within global contexts, including its role in international trade, energy, security, and migration.

COURSE LEARNING OUTCOMES FOR BACHELOR OF ARTS IN WEST ASIAN STUDIES

Course Learning Outcomes (CLOs) for the Bachelor of Arts in west Asian studies program provide clear and concise statements that delineate the essential knowledge and skills that students are intended to gain within the context of a specific course. These outcomes play a

pivotal role in shaping the curriculum, influencing the selection of appropriate teaching methodologies, and structuring assessments. By doing so, CLOs ensure a seamless alignment with the broader program objectives. Ultimately, this meticulous alignment fosters an effective and enriching educational experience, empowering students to acquire a robust understanding of computer science and its applications, preparing them for the demands and opportunities of the ever-evolving technological landscape.

ABOUT CLO-PLO MAPPING

CLO-PLO Mapping, or Course Learning Outcomes to Program Learning Outcomes Mapping, is a systematic approach in higher education that connects the specific objectives of individual courses (Course Learning Outcomes or CLOs) to the overarching goals of an academic program (Program Learning Outcomes or PLOs). This process is crucial for ensuring the alignment and coherence of the curriculum and assessment methods.

By mapping CLOs to PLOs, educators can track how well course objectives contribute to the broader educational goals of a program. It provides transparency and clarity, enabling instructors and institutions to evaluate the effectiveness of their curriculum design, teaching methods, and assessment strategies.

The benefits of CLO-PLO Mapping include enhanced program quality, improved assessment practices, and a better understanding of whether students are achieving the intended learning outcomes. It also aids in identifying areas where curriculum adjustments may be needed to better meet program objectives. Additionally, it supports accreditation and quality assurance efforts, as it provides evidence of alignment between courses and program goals. In essence, CLO-PLO Mapping is a valuable tool for promoting educational excellence, ensuring students receive a comprehensive and coherent education, and facilitating continuous improvement in academic programs.

MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS IN THE
THREE-YEAR programme in CUFYUGP

Sl. No	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Intern-ship	Total Credits	Example
		Each course has 4 credits		Each course has 3 credits			
1	Single Major (A)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: West Asian Studies + six courses in different disciplines in different combinations
2	Major (A) with Multiple Disciplines (B, C)	68 (17 courses)	12 + 12 (3 + 3 = 6 courses)	39 (13 courses)	2	133	Major: Asian Studies + Economics and Journalism
3	Major (A) with Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: West Asian Studies Minor: Economics
4	Major (A) with Vocational Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: : West Asian Studies
5	Double Major (A, B)	A: 48 (12 courses) B: 44 (11 courses)	- The 24 credits in the Minor stream are distributed between the two Majors. 2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. Total credits in Major A should be 48 + 20 = 68 (50% of 133) 1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be 44 + 9 = 53 (40% of 133)	12 + 18 + 9	2	133	West Asian Studies and History double major
Exit with UG Degree / Proceed to Fourth Year with 133 Credits							

B.A. WEST ASIAN STUDIES HONOURS PROGRAMME

COURSE STRUCTURE FOR PATHWAYS 1 – 4

- | | |
|---------------------|------------------------------------|
| 1. Single Major | 2. Major with Multiple Disciplines |
| 3. Major with Minor | 4. Major with Vocational Minor |

Semester	Course Code	Course Title	Total Hours	Hours / Week	Credits	Marks		
						Internal	External	Total
1	WAS1CJ101/ WAS1MN 100	Core Course 1 in Major – INTRODUCTION TO WEST ASIAN HISTORY	60	4	4	30	70	100
		Minor Course 1	60/75	4/5	4	30	70	100
		Minor Course 2	60/75	4/5	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1– English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 – Other than Major	45	3	3	25	50	75
		Total		22/24	21		525	525
2	WAS2CJ101/ WAS2MN100	Core Course 2 in Major – History of World Civilizations	60	4	4	30	70	100
		Minor Course 3	60/75	4/5	4	30	70	100
		Minor Course 4	60/75	4/5	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3– English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 2 – Students must select a Multi- Disciplinary Course (MDC) from a discipline outside their major	45	3	3	25	50	75
		Total		22/24	21		525	525
	WAS3CJ201	Core Course 3 in Major – History of Early India	60	4	4	30	70	100

3	WAS3CJ202/ WAS3MN200	Core Course 4 in Major – Introduction to Kerala History	60	4	4	30	70	100
		Minor Course 5	60/75	4/5	4	30	70	100
		Minor Course 6	60/75	4/5	4	30	70	100
		Multi-Disciplinary Course 3 – Kerala Knowledge System	45	3	3	25	50	75
	ENG3FV 108(1B)	Value-Added Course 1 – English	45	3	3	25	50	75
		Total		22/24	22		550	550
4	WAS4CJ203	Core Course 5 in Major – History of Sultanate and Mughals	60	4	4	30	70	100
	WAS4CJ204	Core Course 6 in Major – State and Society Under Early Islamic Period	60	4	4	30	70	100
	WAS4CJ205	Core Course 7 in Major – Introduction to History of Modern India	60	4	4	30	70	100
	ENG4FV 109(1B)	Value-Added Course 2 – English	45	3	3	25	50	75
		Value-Added Course 3 – Additional Language	45	3	3	25	50	75
	ENG4FS 111(1B)	Skill Enhancement Course 1 – English	60	4	3	25	50	75
	Total		22	21		525	525	
	WAS5CJ301	Core Course 8 in Major – State and Society in Medieval Kerala	60	4	4	30	70	100

5	WAS5CJ302	Core Course 9 in Major – Methodology of Historical Writing	60	4	4	30	70	100
	WAS5CJ303	Core Course 10 in Major – Major Concepts in International Politics	60	4	4	30	70	100
		Elective Course 1 in Major	60	4	4	30	70	100
		Elective Course 2 in Major	60	4	4	30	70	100
		Skill Enhancement Course 2	45	3	3	25	50	75
		Total		23	23		575	575
6	WAS 6CJ304/ WAS 8MN304	Core Course 11 in Major – Problems of Contemporary India	60	4	4	30	70	100
	WAS 6CJ305/ WAS 8MN305	Core Course 12 in Major– Evolution of Contemporary West Asian Politics	60	4	4	30	70	100
	WAS 6CJ306/ WAS 8MN306	Core Course 13 in Major – Trends in Historiography	60	4	4	30	70	100
6		Elective Course 3 in Major	60	4	4	30	70	100
		Elective Course 4 in Major	60	4	4	30	70	100
		Skill Enhancement Course 3 – select from SEC basket	45	3	3	25	50	75
	WAS6CJ349	Internship in Major (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50

		Total		23	25			625	
Total Credits for Three Years					133			3325	
7	WAS7CJ401	Core Course 14 in Major – Research in Local History	75	5	4	30	70	100	
	WAS7CJ402	Core Course 15 in Major – Selected Themes: Classical Civilizations in Mesopotamia	75	5	4	30	70	100	
	WAS7CJ403	Core Course 16 in Major – History of Keralam: Problems and Perspectives	75	5	4	30	70	100	
	WAS7CJ404	Core Course 17 in Major – Selected Themes: 20 th C West Asia	75	5	4	30	70	100	
	WAS7CJ405	Core Course 18 in Major - Selected Themes in Indian History	75	5	4	30	70	100	
		Total		25	20				500
8	WAS8CJ406/ WAS8MN406	Core Course 19 in Major – Selected Themes in World History	75	5	4	30	70	100	
	WAS8CJ407/ WAS8MN407	Core Course 20 in Major – Selected Themes in South India	60	4	4	30	70	100	
	WAS8CJ408/ WAS8MN408	Core Course 21 in Major – Selected Themes Knowledge System in West Asia	60	4	4	30	70	100	
	OR (instead of Core Courses 19 - 21 in Major)								
	WAS8CJ449	Project (in Honours programme)	360*	13*	12	90	210	300	
OR									
WAS8CJ499	Research Project (in Honours with Research programme)	360*	13*	12	90	210	300		
	Elective Course 5 in Major / Minor Course 7	60	4	4	30	70	100		
	Elective Course 6 in Major / Minor Course 8	60	4	4	30	70	100		

	Elective Course 7 in Major / Minor Course 9 / Major Course in any Other Discipline	60	4	4	30	70	100	
OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme)								
WAS8CJ489	Research Methodology in History and West Asian Studies	60	4	4	30	70	100	
	Total		25	24			600	
Total Credits for Four Years					177			4425

*The teacher should have 13hrs/week of engagement (the hours corresponding to the three core courses) in the guidance of the Project(s) in Honours programme and Honours with Research programme, while each student should have 24hrs/week of engagement in the Project work. Total hours are given based on the student's engagement.

CREDIT DISTRIBUTION FOR PATHWAYS 1 – 4

- | | |
|---------------------|------------------------------------|
| 1. Single Major | 2. Major with Multiple Disciplines |
| 3. Major with Minor | 4. Major with Vocational Minor |

Semester	Major Courses	Minor Courses	General Foundation Courses	Internship/ Project	Total
1	4	4 + 4	3 + 3 + 3	-	21
2	4	4 + 4	3 + 3 + 3	-	21
3	4 + 4	4 + 4	3 + 3	-	22
4	4 + 4 + 4	-	3 + 3 + 3	-	21
5	4 + 4 + 4 + 4 + 4	-	3	-	23
6	4 + 4 + 4 + 4 + 4	-	3	2	25
Total for Three Years	68	24	39	2	133
7	4 + 4 + 4 + 4 + 4	-	-	-	20
8	4 + 4 + 4	4 + 4 + 4	-	12*	24
* Instead of three Major courses					
Total for Four Years	88 + 12 = 100	36	39	2	177

**DISTRIBUTION OF MAJOR COURSES IN WEST ASIAN STUDIES FOR
PATHWAYS 1 – 4**

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

Semester	Course Code	Course Title	Hours/ Week	Credits
1	WAS1CJ101/ WAS1MN100	Core Course 1 In Major – Introduction to West Asian History	4	4
2	WAS 2CJ101/ WAS2MN100	Core Course 2 In Major – History of World Civilizations	4	4
3	WAS3CJ201	Core Course 3 in Major –History of Early India	4	4
	WAS3CJ202/ WAS3MN200	Core Course 4 in Major – Introduction to Kerala History	4	4
4	WAS4CJ203	Core Course 5 in Major – History of Sultanate and Mughals	4	4
	WAS4CJ204	Core Course 6 in Major – State and Society Under Early Islamic Period	4	4
	WAS4CJ205	Core Course 7 in Major – Introduction to History of Modern India	4	4
5	WAS5CJ301	Core Course 8 in Major – State and Society in Medieval Kerala	4	4
	WAS5CJ302	Core Course 9 in Major – Methodology of Historical Writing	4	4
	WAS5CJ303	Core Course 10 in Major – Major Concepts in International Politics	4	4
		Elective Course 1 in Major	4	4
		Elective Course 2 in Major	4	4

6	WAS6CJ304/ WAS8MN304	Core Course 11 in Major – Problems of Contemporary India	4	4
	WAS 6CJ305/ WAS 8MN305	Core Course 12 in Major– Evolution of Contemporary West Asian Politics	4	4
	WAS 6CJ306/ WAS 8MN306	Core Course 13 in Major – Trends in Historiography	4	4
		Elective Course 3 in Major	4	4
		Elective Course 4 in Major	4	4
	WAS6CJ349	Internship in Major	-	2
Total for the Three Years				70
7	WAS7CJ401	Core Course 14 in Major – Research in Local History	5	4
	WAS7CJ402	Core Course 15 in Major – Selected Themes: Classical Civilizations in Mesopotamia	5	4
	WAS7CJ403	Core Course 16 in Major – History of Keralam: Problems and Perspectives	5	4
	WAS7CJ404	Core Course 17 in Major – Selected Themes:20 th C West Asia	5	4
	WAS7CJ405	Core Course 18 in Major - Selected Themes in Indian History	5	4
8	WAS8CJ406/ WAS8MN406	Core Course 19 in Major – Selected Themes in World History	5	4
	WAS8CJ407/ WAS8MN407	Core Course 20 in Major – Selected Themes in South India	4	4
	WAS8CJ408/ WAS8MN408	Core Course 21 in Major – Selected Themes Knowledge System in West Asia	4	4
	OR (instead of Core Courses 19 – 21 in Major)			

	WAS8CJ449	Project (in Honours programme)	13	12
	WAS8CJ499	Research Project (in Honours with Research programme)	13	12

		Elective Course 5 in Major	4	4
		Elective Course 6 in Major	4	4
		Elective Course 7 in Major	4	4
	OR (instead of Elective course 7 in Major, in Honours with Research programme)			
	WAS8CJ489	Research Methodology in History and West Asian Studies	4	4
Total for the Four Years				114

ELECTIVE COURSES IN WEST ASIAN STUDIES WITH SPECIALISATION

GROUP 1

Modern World History

Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
							Internal	External	Total
1	WAS5EJ301(1)	Modern World History -1	5	60	4	4	30	70	100
2	WAS5EJ302(1)	Modern World History-2	5	60	4	4	30	70	100
3	WAS6EJ301(1)	Modern World History -3	6	60	4	4	30	70	100
4	WAS6EJ302(1)	State System in Modern West Asia	6	60	4	4	30	70	100
Group -2									
2	Kerala History								
	WAS5EJ 303(2)	Kerala History -1	5	60	4	4	30	70	100
	WAS5EJ 304(2)	Kerala History -2	5	60	4	4	30	70	100
	WAS6EJ 303(2)	Kerala History -3	6	60	4	4	30	70	100
	WAS 6EJ 304(2)	History of Kerala -Arab Relations	6	60	4	4	30	70	100

GROUPING OF MINOR COURSES IN WEST ASIAN STUDIES

The minor courses given below should not be referred to the students who have chosen West Asian Studies as their Major Discipline. They should be referred to students from other major disciplines only

Group No.	Sl. No	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
								Internal	External	Total
		GROUP 1 -MODERN INDIAN HISTORY (preferable for Economics and History students and Students from other Major Discipline)								
1	1	WAS1MN 101	MODERN INDIAN HISTORY-1	1	60	4	4	30	70	100
	2	WAS2MN 101	MODERN INDIAN HISTORY-2	2	60	4	4	30	70	100
	3	WAS3MN 201	MODERN INDIAN HISTORY-3	3	60	4	4	30	70	100
		GROUP II (preferable for History, Political Science, Sociology, Economics students)								
2	1	WAS1MN 102	HISTORY OF WEST ASIA-1	1	60	4	4	30	70	100
	2	WAS2MN 102	HISTORY OF WEST ASIA-2	2	60	4	4	30	70	100
	3	WAS3MN 202	HISTORY OF WEST ASIA-3	3	60	4	4	30	70	100

		GROUP III- HISTORICAL TOURISM								
		(preferable for Travel and Tourism, Sociology, History, Economics, Management and HRM students)								
3	1	WAS1MN 103	Introduction to Historical Tourism	1	75	3+2 Lecture per week 3 Practical per week 2	4	30	70	100
	2	WAS2MN 103	Entrepreneurship in Historical Tourism	2	75	3+2 Lecture per week 3 Practical per week 2	4	30	70	100
	3	WAS3MN 203	Best Practices in Historical Tourism	3	75	3+2 Lecture per week 3 Practical per week 2	4	30	70	100

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN WEST ASIAN STUDIES

1. MULTI-DISCIPLINARY COURSE

Semester	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						Internal	External	Total
1	WAS1FM105-1	Historical Tourism in Kerala	45	3	3	25	50	75
1	WAS1FM105-2	History of Sports	45	3	3	25	50	75
2	WAS2FM106-1	Historical Tourism in India	45	3	3	25	50	75
2	WAS2FM106-2	Historical Evolution of Kerala's Flavours	45	3	3	25	50	75

1. SKILL ENHANCEMENT COURSE (SEC):

Semester	Course Code	Course Title	Total Hours	Hours / Week	Credits	Marks		
						Internal	External	Total
5	WAS5FS112	Museology and Conservation	45	3	3	25	50	75
6	WAS6FS113	Heritage Walk and Field Survey	45	3	3	25	50	75

EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and 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. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
2. The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical
 - In 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.
 - In 4-credit courses with 3-credit theory and 1-credit practicum components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practicum. The practicum component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks
3. All the 3-credit courses (General Foundational Courses) in West Asian Studies are 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 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
4. Students can write external examination in West Asian Studies either completely in English or in Malayalam.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	4-credit course	Theory (4 modules) +Practicum	20	10	70	100
3	3-credit course	only theory (5 modules)	5	20	50	75

1. MAJOR AND MINOR COURSES

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits			
		Theory only		Theory + Practicum	
		4 Theory Modules	Open- ended Module	4 Theory Modules	Practicum
1	Test paper/ Mid-semester Exam	10	4	5	-
2	Seminar/ Viva/ Quiz	6	4	3	-
3	Assignment	4	2	2	-
Total		20	10	10	20*
		30		30	

1.2 EVALUATION OF PRACTICUM COMPONENT

The evaluation of practicum component in Major and Minor courses is completely by internal evaluation.

- Continuous evaluation of practicum by the teacher-in-charge shall carry a weightage of 50%.
- The end-semester practicum examination and viva-voce, and the evaluation of practicum activities shall be conducted by the teacher-in-charge and an internal examiner appointed by the Department Council
- The process of continuous evaluation of practicum component shall be completed before 10 days from the commencement of the end-semester examination
- Those who passed in continuous evaluation alone will be permitted to appear for the end-semester examination and viva-voce

The scheme of continuous evaluation and the end-semester examination and viva-voce of practicum component shall be as given below:

Sl. No.	Evaluation of Practicum Component of Credit - 1 in a Major/Minor course	Marks for Practicum	Weightage
1	Continuous evaluation of practicum/exercise performed in practicum classes by the students	10	50%
2	End-semester examination and viva-voce to be conducted by teacher-in-charge along with an additional examiner arranged internally by the Department Council	7	35%
3	Evaluation of the Practicum activity reports submitted for the end semester viva-voce examination by the teacher-in-charge and additional examiner	3	15%
Total Marks		20	

1.3. 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 (refer section 5).

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

2. INTERNSHIP/ FILED TRIP

- All students should undergo an internship of 2 credits during the first six semesters in a firm, industry or organization, or training in labs with faculty and researchers of their institution or other Higher Educational Institutions (HEIs) or research institutions.
- Internship can be for enhancing the employability of the student or for developing the

research aptitude.

- Internship can involve hands-on training on a particular skill/ equipment/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of an internship.
- A faculty member/instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

2.1. GUIDELINES FOR INTERNSHIP

1. Internships can be done in West Asian studies and History or allied disciplines or related skills.
2. There should be a minimum of 60 hrs. of engagement from the student in the Internship.
3. Summer vacations and other holidays or end of 5th and 6th sem can be used for completing the Internship.
4. In the BA West Asian studies Honours programme, an institute/ industry visits or study tour is a requirement for the completion of the Internship. Visit to a minimum of one national research institute and place of historical and environmental cultural importance should be part of the study tour. A brief report of the study tour has to be submitted with photos and analysis.
5. The students should make regular and detailed entries into a personal log book throughout the period of the Internship. The logbook will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. It may contain interaction with skilled people and results, ideas, processes and strategies used, technology utilized etc. All entries should be dated. The Internship supervisor should periodically examine and countersign the log book.
6. The log book and the typed report must be submitted at the end of the Internship.
7. The institution at which the Internship will be carried out should be approved by the Department Council of the college where the student has enrolled for the UG (Honours) programme. The Department has to prepare a list of institutions in advance to arrange internships for students.

2.2. EVALUATION OF INTERNSHIP

- The evaluation of the Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme.
- The credits and marks for the Internship will be awarded only at the end of the 6th semester.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Sl. No.	Components of Evaluation of Internship		Marks for Internship 2 Credits	Weightage
1	Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council	Acquisition of skill set	10	40%
2		Interim Presentation and Viva-voce	5	
3		Punctuality and Log Book	5	
4	Report of Institute Visit/ Study Tour		5	10%

5	End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council	Quality of the work	6	35%
6		Presentation of the work	5	
7		Viva-voce	6	
8	Evaluation of the day-to-day records, the report of the internship supervisor, and the final report submitted for the end semester viva--voce examination before the committee internally constituted by the Department Council		8	15%
Total Marks			50	

3. PROJECT

3.1. PROJECT IN HONOURS PROGRAMME

In the Honours programme, the student has the option to do a Project of 12 credits instead of three Core Courses in Major in semester 8.

- The Project can be done in the same institution/any other higher educational institution (HEI)/research centre/training centre
- The Project in Honours programme can be a short research work or an extended internship or a skill-based training programme
- A faculty member of the respective institution, where the student does the Project, should be the supervisor of the Project.

3.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected for Honours with Research stream in the fourth year.
- A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ST/OBC (non-creamy layer)/Differently-abled/Economically Weaker Section (EWS)/other categories of candidates as per the decision of the UGC from time to time
- In the Honours with Research programme, the student has to do a mandatory Research Project of 12 credits instead of three Core Courses in Major in semester 8.

- The approved research centres of the University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under the University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum two faculty members with Ph.D., and they should also have the necessary infrastructure to offer Honours with the Research programme.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise a maximum five students in Honours with Research stream.
- The maximum intake of the department for Honours with Research programme is fixed by the department based on the number of faculty members eligible for project supervision, and other academic, research, and infrastructural facilities available.
- If a greater number of eligible students are opting for the Honours with Research programme than the number of available seats, then the allotment shall be based on the existing rules of reservations and merits

3.3. GUIDELINES FOR THE PROJECT IN HONOURS PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME

1. The project can be in West Asian Studies and History or allied disciplines or interdisciplinary in character.
2. The project should be done individually.
3. Project work can be data/fieldwork/technology based etc., in nature.
4. There should be a minimum 360 hrs. of engagement from the student in the Project work in Honours programme as well as in Honours with Research programme
5. There should be minimum 13hrs./week of engagement (the hours corresponding to the three core courses in Major in semester 8) from the teacher in the guidance of the Project(s) in Honours programme and Honours with Research programme
6. The various steps in project works are the following:
 - Identification of the research problem and fixation of research questions
 - Literature review of the topic.
 - Investigation of the problem by using appropriate techniques and methodology.

- Systematic recording of the work/data collection.
 - Reporting the results with interpretation in a standard documented form.
 - Presenting the results before the examiners.
7. During the Project the students should make regular and detailed entries into a personal log book through the period of investigation. The logbook will be a record of the progress of the Project and the time spent on the work, and it will be useful in writing the final report. It may contain details of data collection, analysis of data, fieldwork and results, ideas, reports of interaction with people and experts, primary evidence consulted, methodology applied etc. All entries should be dated. The Project supervisor should periodically examine and countersign the log book.
 8. The log book and the typed report must be submitted at the end of the Project. A copy of the report should be kept for reference at the department and in the library of the college/University. A soft copy of the report too should be submitted, to be sent to the external examiner in advance. The college/university has to publish these reports through the website of the department or college
 9. It is desirable, but not mandatory, to publish the results of the Project in a peer-reviewed journal.
 10. The project report shall have an undertaking from the student and a certificate from the research supervisor for the originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
 11. The project proposal, the institution at which the project is being carried out, and the project supervisor should be approved by the Department Council of the college where the student has enrolled for the UG Honours programme

3.4. EVALUATION OF PROJECT

- The evaluation of the Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme as well as that in Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme. 30% of the weightage

shall be given through this mode.

- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

4 Components of Evaluation of Project	Marks for the Research Project (Honours/ Honours with Research)	Weightage
	12 Credits	
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of the day-to-day records and project report submitted for the end-semester viva-voce examination conducted by the external examiner	60	20%
Total Marks	300	

INTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project (Honours/Honours with Research)
1	Skill in doing project work	30
2	Interim Presentation and Viva-Voce	20
3	Punctuality and Log book	20
4	Scheme/ Organization of Project Report	20
Total Marks		90

EXTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project(Honours/Honours with Research)12 credits
1	Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research	50
2	Presentation of the Project	50
3	Project Report (typed copy), Log Book and References	60
4	Viva-Voce	50
Total Marks		210

1. GENERAL FOUNDATION COURSES

- All the General Foundation Courses (3-credits) in West Asian studies are with only theory component.

4.1. INTERNAL EVALUATION

Sl. No.	Components of Internal Evaluation of a General Foundation Course in West Asian studies	Internal Marks of a General Foundation Course of 3-credits in West Asian studies	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
Total		20	5
		25	

PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10
Total Marks					50

4. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

LETTER GRADES AND GRADE POINTS

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9.49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class
7	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.

- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

5.1. COMPUTATION OF SGPA AND CGPA

- The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits (C_i) with the grade points (G_i) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester, i.e. $SGPA (S_i) = \sum_i (C_i \times G_i) / \sum_i (C_i)$

where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course in the given semester. Credit Point of a course is the value obtained by multiplying the credit (C_i) of the course by the grade point (G_i) of the course.

$$SGPA = \frac{\text{Sum of the credit points of all the courses in a semester}}{\text{Total credits in that semester}}$$

ILLUSTRATION – COMPUTATION OF SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139

	SGPA	139/20 = 6.950
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- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

CGPA = $\frac{\text{Sum of the credit points of all the courses in six semesters}}{\text{Total credits in six semesters (133)}}$

/

Total credits in six semesters (133)

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

CGPA = $\frac{\text{Sum of the credit points of all the courses in eight semesters}}{\text{Total credits in eight semesters (177)}}$

/ Total credits in eight semesters (177)

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

DETAILED SYLLABUS

Table of Contents

I. MAJOR COURSES

SEMESTER 1

Programme	BA West Asian Studies Honours				
Course Code	WAS 1CJ101/WAS1MN100				
Course Title	INTRODUCTION TO WEST ASIAN HISTORY				
Type of Course	Major				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic West Asian Studies course of 0-99 level				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will demonstrate an understanding of the geographical features, including landforms, climate patterns, and natural resources, that characterize the West Asian region.	U	F	Assignment
CO2	Students will be able to analyze and interpret key historical developments in West Asia, including the rise and fall of civilizations, the spread of Islam, colonialism, and the formation of	E	C	Seminar Presentation

	modern nation-states.			
CO3	Students will develop an appreciation for the diverse cultures, languages, and traditions present in West Asia, and understand how these factors influence societal dynamics within the region.	An	P	Seminar Presentation
CO4	Students will demonstrate knowledge of the socio-political structures and dynamics in West Asia, including the role of religion, ethnicity, and tribalism in shaping governance, identity, and conflict.	An	P	Discussions and debates
CO5	Students will develop critical thinking and analytical skills by engaging with primary and secondary sources, evaluating different perspectives on West Asian issues, and constructing well-reasoned arguments.	An	P	Debates/Hi storical simulations/ role play activities
	* - 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		Geography and Physical Features,	10	12
	1	Nomenclature - Physical features - Climate -	4	
	2	Vegetation - Agriculture -.	2	
	3	Rivers -Euphrates and the Tigris	2	
	4	Major countries of Arab world- GCC countries	2	
2		West Asia. The Cradle of World Religions-	16	18
	5	Judaism -	2	
	6	Christianity -	2	
	7	Islam, Zoroastrianism	4	
	8	Religious sects Sunni, Shia	4	
	9	Other minor religious groups	4	
3		Economic Characteristics of West Asian Countries,	18	20
	10	Economy - Agriculture -	2	
	11	Resources- Minerals	2	
	12	Oil its significance and politico-economic aspects	2	
	13	International Petroleum Market	2	
	14	Energy Agency - Arab Monetary Fund	2	
	15- Arab financial market -	3		
	16. Islamic banking.	3		
4		Ethnic groups and Languages	14	20
	17	Arabs, Persians, Turks, Kurds, Assyrians, Jews	2	
	18	Major languages	3	
	19.	ARABIC	3	
	20.	Persian, Turkish,	3	
	21.	Kurdish, Hebrew, Aramaic	3	
5		Module V open ended Module:	12	
		Prepare and present PPT on Ethnic groups and Languages of Middle east		
		Invited talk on Role geography in Arab world		

Books for reference

1. S. Amir Ali : A Short History of the Saracens.
2. Azhar Seikh : Prophet Mohamed and His Mission.
3. A.A. Engineer: The Islamic State.
4. Bernard Lewis: Arabs: A Short History.

5. P.K. Hitti : History of the Arabs.
6. Akhtar Majeed: Encyclopaedia of West Asia.
7. R.A. Nicholson: A Literary History of the Arabs.
8. S.N. Fisher : Middle East: A History.
9. Issawi Charles : The Economic History of the Middle East.
10. Alfred Bonne : State and Economics in the Middle East: A Society in Transition.
11. Akhtar Majeed : West Asia: An Introduction.
12. Z. Y. Hershlaq : Introduction to the Modern Economic History of the Middle East.
13. W.L. Cleveland : History of the Modern Middle East.
14. Rodney Stark : The Rise of Christianity
15. Benjamin Blech : Understanding Judaism
16. Rosenberg Roy : A Concise Guide to Judaism
17. Justo Gonzales : The story of Christianity.

Mapping of COs with PSOs and POs :

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar

- 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	✓	✓		✓

Model Question

I SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS

WAS1CJ101/WAS1MN100 INTRODUCTION TO WEST ASIAN HISTORY

(Credits: 4)

Maximum time: 2 hours

Maximum Mark 70

Section A Each question carries 3 marks (Ceiling 24 Marks)

1. Assyrians
2. A.T.Mahan
3. Semitic Religion.
4. Tribalism
5. Holy Scripture
6. Persian
7. West Asia
8. Kurds
9. Judaism
10. Sabians

Section B

[Answer all. Each question carries 6 marks]

(Ceiling 36 Marks)

11. Discuss the disintegration of the traditional family system in West Asia
12. Analyse the ethnic groups of West Asia
13. Briefly describe the rise of Islam in West Asia
14. Evaluate the introduction of modern Education in West Asia
15. Write a note on the linguistic minorities of West Asia
16. Describe the major causes of modernization in West Asia.
17. Analyse the general economic features of West Asian countries.
18. Explain the significance of oil in the politico economic aspects of West Asia

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

19. How far geography influenced in shaping the history of West Asia.
- 20..Write an account of the Ethnic Communities of West Asia.

Semester 2

MAJOR 1

CORE COURSE 2 IN MAJOR - History of World Civilizations

Course Description: The course " **History of World Civilizations** " aims to offer a comprehensive understanding of History of world civilizations during this pivotal period.

Programme	BA West Asian Studies Honours				
Course Code	WAS2CJ101/WAS 2MN100				
Course Title	History of World Civilizations				
Type of Course	Major				
Semester	II				
Academic Level	100 – 199				
Course Details	credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic West Asian Studies course of 0-99 level				

Course Outcomes (CO):

CO		Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Gain a comprehensive understanding of the political, social, economic, cultural, and religious aspects of ancient civilizations, including their origins, development, and decline.	U	F	Assignment
CO2	Acquire knowledge about significant ancient civilizations, such as Mesopotamia, Egypt, the Indus Valley, China, Greece, Rome, and others, and their contributions to human history.	E	C	Develop a timeline of a historical event
CO3	Develop critical thinking skills to evaluate archaeological evidence, textual sources, inscriptions, artifacts, and other	An	C	Seminar Presentation

	primary sources, considering their reliability, bias, and interpretive challenges.			
CO●	xamine the technological innovations, intellectual achievements, and cultural developments of ancient civilizations, such as writing systems, monumental architecture, philosophy, literature, and scientific knowledge.	An	C	Discussions and debates
COБ	Apply knowledge of ancient civilizations to contemporary issues and debates, drawing parallels between ancient societies and modern challenges, and understanding the relevance of ancient history to the present.	U	P	Quick quizzes/ Group discussions/
* - 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		Mesopotamian Civilization	12	18
		Sumer the first city; Trade, Religion, Urbanization	2	
		Debate on contact with Harappa –	2	
		Ziggurat-Cuneiform Script,	2	
		social life-religion technology-intellectual contribution	2	
		The rise of Babylon-Hammurabi of Babylon- The Law Code of Hammurabi	2 2	
2		Egyptian Civilization:	12	18
		Political History of Egypt,	2	
		Old kingdom, Middle kingdom, -	2	
		Late period	2	
		Hieroglyphic writing.	2	
		Pyramids of Egypt Decline of Egyptian civilization	2 2	
3		Iron Age Civilizations	14	16
		The Homeric Age- Greek City states- Athens and Sparta-	3	
		Legacy of Greek Civilization--	3	
		Political philosophy and literature- science art and architecture	3 3	
		Decline of Greek civilization	2	
4		Roman civilisations	14	18
		Polity and state in the Roman world	4	
		Roman Empire-legacy of Roman Civilization-	2	
		Pax-Romana-religion- literature-art-science	2	
		Decline of Roman Empire-impact of Christianity	2	
5		Module V open ended Module:	8	
		Prepare and present PPT on world civilisations		
		Invited talk on Roman civilisations		

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 :

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- 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	✓	✓		✓

Model Question

II SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS

WAS2CJ101/WAS 2MN100 **History of World Civilizations**

(Credits: 4)

Maximum time: 2 hours

Maximum Mark 70

Section A

[Answer all. Each question carries 3 marks]

(ceiling 24 Marks)

1. Ziggurat
2. Cuneiform
3. Great wall
4. Sumer.
5. Pharaoh.
6. Roman republic
7. Nile
8. China trade.
9. Athens
10. pyramids

Section B

[Answer all. Each question carries 6 marks](ceiling 36 Marks)

11. Write a note on Roman Republic.
12. Discuss the various aspects of Mesopotamian trade.
13. Elucidate features of old and middle kingdom
14. Critically Analyse the features of Greek city states.
15. Evaluate the chief features of Mesopotamian Trade.
16. Chinese Silk Route.
17. Discuss legacy of Rome to World Civilization.
18. Briefly discuss about the social life of Egyptian Civilization.

Section C

[Answer any one. Each question carries 10 marks]

19. Analyse Greek Culture in Historical perspective.
20. Discuss the role of River Nile in molding the History of Egypt.

(1x10=10 marks)

Semester 3

CORE COURSE 3 IN MAJOR – **HISTORY OF EARLY INDIA**

The main objective of this syllabus is to provide a broad historic outline about the process of socio-political formations in the north and south India up to 6C CE. Four modules introduce four main process of the socio-political formations; the emergence of the first urbanization in the north western part of early India during bronze age, the socio-political formations of Indo Gangetic plains in the Iron Age, the emergence of an empire under Mauryas in the north ETC.

Programme	BA West Asian Studies Honours				
Course Code	WAS3CJ201				
Course Title	HISTORY OF EARLY INDIA				
Types of Course	Major				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per Week	Tutorial Per Week	Practical per week	Total Hours
	4	4	-	-	60
Pre- Requisites	Basic West Asian Studies course of 0-99 level				

Course objectives

Code	Details
CO1	To create awareness about the early civilization.
CO2	To familiarize the students with the evolution of Indian culture.
CO3	To understand human behaviour in social, political economic and cultural counters.
CO4	To help students to analyse and critically evaluate ideas, arguments and points of view.
CO5	

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Study the origin, development, and decline of the Indus Valley Civilization.	R	F	Assignment
CO2	Examine the Vedic texts, religious practices, and the socio-political structure of the Aryans.	E	C	Seminar Presentation
CO3	Examine the rise of Jainism and Buddhism, their teachings, and their impact on Indian society.	An	C	Seminar Presentation
CO4	Analyze the establishment and consolidation of the Mauryan Empire under Chandragupta Maurya.	An	C	Discussions and debates
CO5	Analyze the Gupta period as a 'Golden Age' of Indian culture, focusing on art, literature, science, and technology.	An	P	Group Discussion
<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	CONTENTS	Hrs 60	Marks 70
1	Indus Civilization		12	16
	1. features of the Harappan civilization		4	
	2. Major sites -Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan			
	3.. Debate of decline Indus civilization		4	
	4.. Harappan script		2	
	5.Trade		2	
2	Socio-Political Formations in the Indo-Gangetic Plains		14	16
	6.Vedic literatures		6	
	7.and Archaeological evidences - PGW, NBPW-			
	8. Varna system			
	9.Aryan debate: Central Asian/indigenous theory		2	
	10. Early and later Vedic polity-		2	
	11. formation of urban centers- Mahajanapadas			
	12. Rise of Jainism and Buddhism		2	

3	Period of Empire:	14	16
	13. Mauryan polity –administration	4	
	14. Asokan Edicts and Megasthenes’s Indica		
	15. Kaudilya and Sapthanga concepts of State	4	
	16.nature of Asoka dharma	4	
4	Imperial Guptas	12	22
	17. Salient Features of the Gupta Age.	4	
	18.Arts and architecture under gupthas	2	
	19.Literature under gupthas	2	
	20. Land grants under Satavahanas and Gupta	4	
5	Module V open ended Module:	8	
	➤ Overview of post- Gupta period in the 6 th century, the resulting political fragmentation helped the emergence of the local kingdom in north India.This era laid the groundwork for the medieval period in Indian history.		
	➤ Rise and fallof Bhamini and Vijayanagara and impacton regional history		
	Activities and assessment of Open ended		
	➤ Collaborative projects on specifics or characters to enhance understanding of the time period.		
	➤ Field trips- Visits to historical sites, museums, or cultural events to provide a tangible connection to the studied history.		
	Assessment		
	• Students may present on significant historical events, cultural aspects, or influential figures.		
	➤ Debate- Engaging in discussions and debate on controversial or pivotal events to develop critical thinking skills.		

Books for reference

D.N Jha. Ancient India an Introductory Outline

Shareen Ratnagar. Understanding Harappa

R.S. Sharma. India’s Ancient Past

Upinder Singh. A History of Ancient and Early Medieval India

R.S. Sharma. Material Culture and Social formations in Ancient India

.....India’s Ancient Past

RomilaThappar. From Lineage to State

.....Early India

K.A. NilakantaSastri. Age of Nandas and Maurya

RomilaThapar. Ashoka and Decline of the Maurya

.....Maurya Revisited

Upinder Singh. A History of Ancient and Early Medieval India

N. Subrahmanyam. Sangam Polity

Rajan Gurukkal. Social Formations in South India

Kailasapati. Tamil Heroic Poetry

Rajan Gurukkal. Rethinking Indo-Roman Classical Trade

Note: The course is divided into five modules, with four having minimum 24 units and one open ended module with a variable number of units. There is total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules.

Mapping of COs with POs and PSOs:

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

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

3	Substantial / High
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Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

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

**III Semester B.A. (CUFYUGP) Degree Examinations
Course**

WAS3CJ201 -HISTORY OF EARLY INDIA

(Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 marks)

1. Burzahom
2. PGW Culture
3. Arthashasthra
4. Janapada
5. Dhamma
6. Saptanga
7. Pataliputra
8. Indus civilization
9. Aryans
10. Riqveda

Section B

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

11. Outline the scientific and technological achievements that characterized the Gupta period.
12. Analyse the impact of land grants on the socio-economic structure of Satavahana society and their long- term implications for governance and land tenure systems in ancient India.
13. Trace the important features of Gupta administration
14. explain the saphthangha concept of State
15. Evaluate the socio economic features of later vedic society
16. write a note on teachings of Buddhism
17. What are the major reasons behind the decline of Indus civilization
18. explain the idea of History of Mahajanapathas

Section C

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

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)
B.A WEST ASIAN STUDIES**

Semester 3

MAJOR 2

Programme	BA West Asian Studies Honours				
Course Code	WAS3CJ202/ WAS3MN200				
Course Title	Introduction to Kerala History				
Types of Course	Major				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per Week	Tutorial Per Week	Practical per week	Total Hours
	4	4	-	-	60
Pre- Requisites	Basic West Asian Studies course of 0-99 level				

Course objectives

Code	Details
CO1	To understand the historical and cultural evolution through the sources of Kerala history
CO2	to provide an overall picture of the History of Ancient Kerala upto 1200 CE.
CO3	a broad understanding of the source materials including archaeological, epigraphical, numismatical, literary and archival.
CO4	Evaluate Various sources of making of Kerala history
CO5	Identify the trade items of Kerala related to Arabian Sea and Indian Ocean

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	New thinking on major aspects of the evolution of Kerala history and culture in the light of new researches and findings.	R	F	Assignment
CO2	Realise the importance of landscape and seascape of Kerala and its climate and engage in the activities related to the balanced use of natural resources	E	C	Seminar Presentation
CO3	Realise the evolution of land relations in Kerala and its impact on social life	An	C	Seminar Presentation
CO4	Critically evaluate the trade items of Kerala related to Arabian Sea and Indian Ocean. ● They will assess the positive and negative impacts of Kerala and arab trade and impact on economic, socio-cultural, and environmental aspects.	An	C	Discussions and debates
CO5	Realise the changes occurred in the landscape of Kerala especially its flora and fauna with the arrival of foreigners	An	P	Group Discussion
<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 60	Marks 70
1	Geographical and early settlements of Ancient Kerala		12	16
	1.Geographical boundaries; Western Ghats and Arabian Sea		2	
	2. highland midland and coastal line		4	
	3. passes and rivers			
	4.climatic conditions			
	5. Early human settlements- pre-historic evidences		2	
	6. rock shelters and pre-historic arts-		4	

2	Sources of Early Kerala Society	12	18
	7. Sources; Archaeological evidences; Megaliths, 8. Pattanam excavations- 9. Tamil and Greek Roman literatures	6	
	10.Traditional accounts -. Keralolpatti,	4	
	11.Granthavaris	2	
3	Sangam polity and society	12	18
	12.Early Tamil anthologies -literature	2	
	13.political structure -Movendars	2	
	14.Tinai and subsistence forms	2	
	15.Internal and external trade	2	
	16..Sangam society	4	
4	Ancient Kerala Global Connections	12	18
	Kerala Gulf connections	4	
	Foreign accounts on early Kerala	4	
	Kerala Arab relations	4	
5	Module V open ended Module:	12	
	Experience learning through field visit (Doing History): The pre-historic, megalithic, early historic sites of Keralam-Edakkal / Marayur Cheramanangad, Ariyannur, Kandanassery, Porkkalam, Kodungallur and Pattanam / Valapattanam and Madayi, Kodungallur and Tiruvanchikkulam etc.		
	Or		
	Activities and assessment of the Open ended Prepare and submit a report, which can be considered as an assignment on the field visit or the heritage walk Assessment Assess the level of understanding in the report Or of the student		

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:

- 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	✓	✓		✓

Model Question

I11 SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS

WAS3CJ202/ WAS3MN200

Introduction to Kerala History

(Credits: 4)

Maximum time: 2 hours

Maximum Mark 70

Section A

[Answer all. Each question carries 3 marks]

(Ceiling 24 Marks)

- 1) Western Ghats
- 2) Edavappathi
- 3) Marayur
- 4) Babington
- 5) Amphora
- 6) Kurinji
- 7) Vanpulam
- 8) Cheramanparambu
- 9) Tharisappalli
- 10) Alwars

Section B

[Answer all. Each question carries 6 marks]

(Ceiling 36 Marks)

- 11) Explain the important rivers of Keralam
- 12) What are megaliths?
- 13) What is Tinai?
- 14) Assess the importance of Pattanam excavations
- 15) Discuss the important epigraphical evidences on Perumal period
- 16) Write a note on Land rights of Perumal period
- 17) Explain the concept of Tinai
- 18) describe the features of Kerala- arab relations

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

- 19) Analyse the early historic socio-economic formation in Keralam
- 20) Discuss the features of Second Chera polity

Essential Readings

1. A. P. Ibrahim Kunju, *Medieval Kerala*, International Centre for Kerala Studies, University of Kerala, Trivandrum, 2007
2. T K Ravindran, *Institutions and movements in Kerala History*, Charithram Publications in Trivandrum, 1978.
3. Rajan Gurukkal and Raghava Varier. *Kerala Charithram Vol.1, Cultural History of Kerala, History of Kerala- Prehistoric to the present*
4. A. Sreedhara Menon, *A Survey of Kerala History*, DC Books, Kottayam, 2008.
5. A. Sreedhara Menon, *Cultural Heritage of Kerala*, S.V. Publishers, Madras, 1996
7. K.N.Ganesh, *Keralathinte Innalekal*
8. Elamkulam Kunjan Pillai, *Studies in Kerala History*, Kottayam, 1970.
- 9.P.J. Cherian (ed.), *Perspectives on Kerala History*
10. Margret Franz. *From Contact to Conquest*
- 11 M.G.S. Narayanan. *Perumals of Kerala*
Kesavan Veluthat. *Brahmin Settlement in Kerala*

.....Early Medieval in South India

General Reading

1. Narayanan, M.G.S. *Kerala Charitrattinte Aṭishthāna Śilakal*. Calicut: Navakerala Cooperative Publication, 1971
2. Narayanan, M.G.S. *Cultural Symbiosis in Kerala*. Trivandrum: Kerala Historical Society, 1972.
3. KN Ganesh, *Reflection on Pre-Modern Kerala*. Thrissur: Cosmo Books, 2016
4. PJ Cherian (ed.). *Perspectives on Kerala History*, Gazetteer Department, Thriuvananthapuram, 2000
5. M.P. Mujeebu Rehiman, K.S. Madhavan (eds.). *Explorations in South Indian History*. Kottayam: Sahithya Pravarthaka Cooperative Society. 2014.
Mark Donnelly, Claire Norton, *Doing History*. Routledge, NewYork, 2011



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)
B.A WEST ASIAN STUDIES HONOURS**

Semester 4

MAJOR 1

Programme	BA West Asian Studies Honours				
Course Code	WAS4CJ203				
Course Title	History of Sultanate and Mughals				
Types of Course	Major				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per Week	Tutorial Per Week	Practical per week	Total Hours
	4	4	-	-	60
Pre- Requisites	Basic West Asian Studies course of 0-99 level				

The course is framed to explicate the nature of history of Medieval India. It familiarizes the students with process of state formation; economic pattern of medieval India along with the social and cultural developments of the period. It explains the process of medieval trade related to Arabian Sea and Indian Ocean. Students could able to understand changing pattern of agrarian system in medieval India. A new phase in Indian History began with the advent of the Arabs in Sindh in A.D.712. The Arabs brought a new religion, a new culture and civilization to the Indian Sub-Continent. The new form of religious ideas, culture, fine arts etc. have lasting impact on India.

Course objectives

Code	Details
COI	To create awareness about the evolution of medieval Indian culture.
CO2	To make students aware of the fusion of Indo-saracenic culture.
CO3	To enable the students to critically evaluate the achievements of various dynasties of Medieval India.
CO4	To practice critical and analytical skills on historical problems
CO5	understanding the political, socio-economic, cultural, and religious dynamics of the Indian subcontinent during this period.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will explore the various dynasties, kingdoms, and empires that ruled over different regions of medieval India, including the Delhi Sultanate, the Vijayanagara Empire, the Mughal Empire, and regional powers. Analyze the rise and fall of these political entities, their administrative systems, and their interactions with each other and with neighboring regions.	U	F	Assignment
CO2	Students will be able to Examine the socio-economic structures of medieval Indian society, including the agrarian economy, trade and commerce, urbanization, social hierarchies, and the emergence of new classes such as the merchant class and the artisan guilds. Understand how these factors contributed to the growth or decline of various regions and communities.	E	C	Seminar Presentation
CO3	Students will Explore the rich cultural and intellectual heritage of medieval India, including literature, art, architecture, music, and philosophy. Study the patronage of arts and literature by rulers and elites, the development of languages and literary traditions, and the exchange of ideas within India and with other civilizations.	An	C	Debates/ Historical simulations/ role play activities

CO●	Students will Appreciate the diversity of regional cultures, languages, and traditions within medieval India, and understand how regional identities interacted with broader political and cultural developments. Study the unique characteristics of different regions, such as South India, Bengal, Gujarat, Rajasthan, and the Deccan.	An	C	Discussions and debates
COБ	Students will Familiarize oneself with the sources and methodologies used in the study of medieval Indian history, including historical texts, inscriptions, coins, archaeological evidence, and modern scholarship. Critically evaluate different interpretations and historiographical debates surrounding key events and themes.	An	P	Group Discussion- Develop a timeline of a historical event
<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 60	Marks 70
1	DELHI SULTANATE (12TH CENTURY TO 16TH CENTURY)		12	18
	1.The Arabs in Sindh		4	
	2.The Sultanate – Battle of Tarain- 3.Turkish Sultans- Reforms under Iltumish and Balban- Iqta system			
	4. Alauddin Khalji- economic reforms – 5. Administrative reforms and military experiments of Muhammadbin Thuglaq		6	
	6. Cultural synthesis (Islamic and Indian Traditions)		2	
2	Administration under Delhi sultanate		12	16
	7. Administrative system and institutions under Delhi sultanate		3	
	8. Accounts of Foreign Travellers		3	
	9. Mongol Invasions in Delhi and its impacts		3	
	10. Decline of the Sultanate		3	
3	Rise of Mughals		14	
	11.Shersha sur dynasty		4	18
	12. Babur -Afghan conflicts and formation of Surr dynasty-		4	
	13.Consolidation of the Mughal Empire under Akbar-		6	
	14. Expansion of the Empire-Jahangir, shajahan, Aurangazeb			

	15.Mansabdari system – Jagirdari system 16. Akbar’s religious policy- Rajput policy-		
4	Cultural Development in Medieval India	14	18
	19. Nature of medieval architecture -Sulthanate and Mugals	4	
	20. Religious ideas and beliefs- The Sufi Movement- 21. Bhakthi Movement in North India	6	
	22. Literature and Fine Arts -Painting –Language - Music	4	
5	Module V open ended Module:	8	
	Open Ended: <ul style="list-style-type: none"> ➤ Overview of post- Gupta period in the 6th century, the resulting political fragmentation helped the emergence of the local kingdom in north India.This era laid the groundwork for the medieval period in Indian history. ➤ Understanding key political,social and cultural developments in medieval India. 		
	Activities and assessment of Open ended <ul style="list-style-type: none"> ❖ Collaborative projects on specifics or characters to enhance understanding of the time period. ❖ Field trips- Visits to historical sites, museums, or cultural events to provide a tangible connection to the studied history. 		
	Assessment <ul style="list-style-type: none"> ✓ Students may present on significant historical events, cultural aspects, or influential figures. Debate- Engaging in discussions and debate on controversial or pivotal events to develop critical thinking skills.		

Note: The course is divided into five modules, with four having total 27 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 27 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	3	3	3	-
CO 2	3	1	3	3	3	3	-	3	3	3	-
CO 3	3	-	1	1	3	3	-	2	-	-	-
CO 4	3	1	1	1	-	3	-	-	3	3	-
CO 5	3	-	3	3	3	3	3	2	1	1	-
CO 6	3	-	3	3	-	3	-	2	1	2	-

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics

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

Essential Readings

1. B.D. Chathopadyaya –The Making of Early Medieval India. OUP 1994
2. Shireen Moosvi - The Mughal economy-OUP-1987
3. Peter Jacson-The Delhi Sultanate:Political and Military History,OUP2003
4. Sathish Chandra- History of Medieval India, Orient Black Swan, Delhi 2009
5. Irfan Habib (ed) ,Medieval India,Vol.I, OUP Delhi 1992
6. Irfan Habib- The Agrarian System of Mughal India- 1520-1707-OUP Delhi 1999
7. Tapan Ray Chaudhary & Irfan Habib(ed)- The Cambridge Economic History of India, Vol 1- Orient Longman, Delhi, 1993
8. Muhammed Habib and K.A. Nizami (ed), The Delhi Sultanate, Vol:5-2parts-People Pub House, Delhi, 1992
9. R.C. Majumdar &A.D. Pusalkar-The Delhi Sultanate-The History and Culture of Indian People,Series,Vol6Vidyabhavan, Bombay b1960
10. R.C. Majumdar, JN Chaudhari & S Chaudhari-The Mughal empire, Vol 7-The History and Culture of the Indian People Series,Vol. 6, Bharathiya Vidya Bhavan, Bombay 1960
11. Sathish Chandra-Essays on Medieval Indian History, OUP, Delhi 2003
12. I.H. Quereshi- The Administration of Mughal Empire, OUP, Karachi -1966
13. B. Catherine Asher, Mughal Architecture,OUP,1992
14. P.N. Ojha- Some Aspects of North India Social Life -1556-1707, Nagari Prakashan ,Patna 1961
15. K.A.N. Sasthri- A History of South India, OUP, Delhi,1957

MODEL QUESTION PAPER

IV th Semester BA WEST ASIAN STUDIES HONOURS(CUFYUGP) Degree

Examination 2024 (Major)

WAS4CJ203 History of Sultanate and Mughals

(credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24)

1. Balban
2. Battle of thalikotta
3. ashtagajas
4. Raziya sulthana
5. Taj mahal
6. Din-i-Ilahi
7. Mansabdari system
8. Tanjaoor
9. Iqta system
10. Ibn Bttuta

Section B

(Answer all each question Carries 6 marks)

(Ceiling : 36 Marks)

11. Write short note on Din-ilahi.
12. Examine the salient features of Indo- Islamic Art and Architecture.
13. What were the major architectural contributions during the Delhi Sultanate period?
14. Write short note about administrative reforms in Sultanate period.
15. Examine the measures which AlaudhinKhalji adopted to suppress the power of the nobles.
16. Give a brief account of mansabdari system.
17. Critically analyze the religious and social base of Sufism in Medieval India
18. Analyze the effects of land grant system.

Section C

(Answer any one. Each question carries 10 marks)

(1X10 = 10 marks)

19. Explain Sufism and Bakthi movement.
20. Describe the role of mercantile corporations in south Indian trade.



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)
B.A West Asian Studies Honours**

Semester 4

MAJOR 2

Programme	BA West Asian Studies Honours				
Course Code	WAS4CJ204				
Course Title	State and Society under Early Islamic Period				
Types of Course	Major				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per Week	Tutorial Per Week	Practical per week	Total Hours
	4	4	-	-	60
Pre- Requisites	Basic West Asian Studies course of 0-99 level				

The course is framed to explicate the nature of history of Medieval West Asia. The course aims to familiarize students in the life of Holy Prophet and his mission. It also opens light on the early career of the Prophet, the days of the Prophethood, troubled days in Makkah and Hijrah to Madina. The course intends to introduce students to the four pious Caliphs and the efforts they made for the survival of Islamic faith. It intends to provide an insight into the system of administration under them, apart from giving an estimate of each of them. It also aims to shed light on the degradation of caliphate due to various schisms and divisions within the Islamic community and polity.

Course objectives

State and Society in Medieval West Asia typically focus on understanding the political, social, economic, and cultural dynamics of the region during the medieval period.

Code	Details
COI	Explore the various states, empires, and caliphates that existed in medieval West Asia, such as the Abbasid Caliphate, the Umayyad Caliphate,. Analyze the political structures, governing institutions, and systems of governance within these entities, including the role of rulers, bureaucrats, and military elites.
CO2	Study the rich cultural and intellectual heritage of medieval West Asia, including literature, art, architecture, science, and philosophy. Explore the contributions of West Asian scholars to fields such as mathematics, astronomy, medicine, and literature, and examine the interactions and exchanges between different cultures and civilizations in the region.
CO3	Investigate the religious landscape of medieval West Asia, including Islam, Christianity, Judaism, Zoroastrianism, and other faiths. Analyze the interactions, conflicts, and coexistence between different religious communities, the role of religious institutions and leaders, and the impact of religious beliefs on society, politics, and culture.
CO4	Understand the processes of dynastic successions, power struggles, and conflicts that characterized medieval West Asian politics. Analyze the rise and fall of dynasties, the competition for power among ruling elites, and the impact of external invasions and conquests on the region's political landscape.
CO5	

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Gain a comprehensive understanding of the political, social, economic, and cultural dynamics of medieval West Asia, including the formation and evolution of states and societies in the region.	R	F	Assignment
CO2	Analyze the political structures and systems of governance that emerged in medieval West Asia, including the Prophet period, caliphates, and other ruling entities, and assess their impact on	E	C	Seminar Presentation

	society.			
CO3	Examine the religious and cultural influences shaping medieval West Asian societies, with a focus on Islam and its interactions with other faiths, as well as the development of art, architecture, literature, and intellectual traditions.	An	C	Seminar Presentation
CO4	Develop critical thinking skills by engaging in debates, discussions, and research projects on key themes and controversies related to medieval West Asian history and historiography.	An	C	Discussions and debates
CO5	Understand the power dynamics within medieval West Asian societies, including the roles of rulers, elites, religious authorities, and marginalized groups, and evaluate how these dynamics influenced state formation and governance.	An	P	Group Discussion
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

Module	Unit	CONTENT	Hrs 60	Marks 70
1	Pre-Islamic society		12	14
	Arabia before Prophet: Geographical condition of Arabia		3	
	Tribal Society, Jahiliya Poetry		3	
	Major Empires around Arabia,		3	
	Religious practices of Jahiliya, Introduction to Semitic religions		2	
	The Quraish, Hajj,		1	
2	LIFE AND TIMES OF THE HOLY PROPHET		14	16
	Muhammad, The Prophet of Allah: Life before Prophethood		4	
	His mission in Makkah and Madina, Quraish attitude –		3	
	Hijrah- Battle of Badr, Uhud, Khandaq, Conquest of Makkah		4	
	Madina Charter, Treaty of Hudaibiyah, The Farewell Pilgrimage, Demise of the Prophet.		3	
3	PIOUS CALIPHS		14	22
	Meaning and nature of Caliphate Features of the Islamic Caliphate, election, Shura, oath of allegiance.		3	
	Abu Bakr, early life, election to the Caliphate, challenges, apostasy movement and Riddah Wars, False Prophets, military achievements, Estimate.		3	
	Umar, accession to the Caliphate, Conquest of the Byzantine, Persian territories Administrative reforms, the Shurah, Baith ul Mal, - introduction of Hijrah calendar, pension system, census, prison system Estimate.		3	
	Uthman-Administrative and socio-territorial expansion- Assassination of Uthman, Its consequences. Estimate.		3	
	Ali, accession, The Battles of Jamal and Siffin, The struggle between Ali and Muawiyah. Assassination of Ali and its consequences.		2	
4	Administration under the Pious Caliphs,		8	18
	system of election, revenue administration, provincial administration,		2	
	military, police, navy. Social condition, Dhimmis.		2	
	Causes of the decline of the Pious Caliphate.		2	
	Caliphate to Mulukiyat.		2	
5	Module V open ended Module:			
	Activity: Research Presentation · Divide students into groups and assign each group a Life		10	

	<p>And Mission Of Prophet Muhammed</p> <ul style="list-style-type: none"> Groups present their findings to the class, discussing the implications of the discoveries and potential revisions to historical narratives. Evaluation: Presentation Rubric Assess the clarity of presentation, and critical analysis of the archaeological discoveries. <p>Evaluate students' ability to articulate the significance of the discoveries and their impact on historical understanding.</p>		
	<p>Invited talk on Pious Caliphs</p>		

Note: The course is divided into five modules, with four having total 27 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 27 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
CO 1	3	-	3	3	3	3	1	3	3	3	-
CO 2	3	1	3	3	3	3	-	3	3	3	-
CO 3	3	-	1	1	3	3	-	2	-	-	-
CO 4	3	1	1	1	-	3	-	-	3	3	-
CO 5	3	-	3	3	3	3	3	2	1	1	-

CO 6	3	-	3	3	-	3	-	2	1	2	-
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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	✓	✓	✓	✓

REFERENCES

- Ahmad, Fazl, Ali: the fourth Caliph of Islam, Shaikh Muhammad Ashraf, Lahore, 1958
- Arnold, Thomas W, The Caliphate, Adam publishers and distributors, New Delhi, 1992
 - Bahadur, Sadar Yar Jung; Sherwani, Muhammed Habibur Rahman Khan, M, Life of Abu Bakr : the first Caliph of Islam, Adam publishing and distributors, New Delhi, 1931
 - Fidai, Rafi Ahmed, Hadrat Umar bin Al-Khattab (R.A.A.) the second caliph of Islam, Royal Publishers Delhi, 1995
 - Hitti, PK, History of the Arabs, Macmillan publisher London, 1970

- Nabi, Ghulam, Khilafat-O-mulukait: a critical study, Adam publishers and distributors, New Delhi, 2009
- Holt, PM(Ed), Cambridge history of Islam: Vol:2A, Cambridge University Press, Cambridge, 1970
- Husain, S A, Glorious caliphate, Islamic research and publications, Lucknow, 1974.

MODEL QUESTION PAPER

IVth Semester BA WEST ASIAN STUDIES (CUFYUGP) Degree Examination October 2024 (Major)

WAS4CJ204- State and Society under Early Islamic Period

(credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

Answer All Questions - each question Carries 3 marks) (Ceiling: 24 Marks)

1. Abu-Bakr
2. Battle of Siffin
3. Shiites
4. Kufa
5. Karbala
6. Damascus
7. Madina Charter,
8. Treaty of Hudaibiyah
9. Umar 1
10. Bayth al Mal

Section B

(Answer all each question Carries 6 marks) (Ceiling: 36 Marks)

11. What are the major achievements of Umar 1, The second caliph of Islam
12. Write a short note on Battle of Camel
13. Assess the character and administration of Uthman , The third caliph of Islam
14. Life And Character Of Prophet Muhammed
15. Explain the assassination of Ali
16. Examine the Geographical features of Arabian Peninsula
17. Explain the five pillars of Islamic Faith
18. Estimate Umar 1

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

19. Briefly describe Administration under the Pious Caliphs,
20. Explain the life and history Prophet Mohammed



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)
B.A WEST ASIAN STUDIES HONOURS**

Semester 4

MAJOR 3

Programme	BA West Asian Studies Honours				
Course Code	WAS4CJ205				
Course Title	Introduction to History of Modern India				
Types of Course	Major				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per Week	Tutorial Per Week	Practical per week	Total Hours
	4	4	-	-	60
Pre- Requisites					

The course is framed to explicate the nature of history of Medieval India. It familiarizes the students with process of state formation; economic pattern of medieval India along with the social and cultural developments of the period. It explains the process of medieval trade related to Arabian Sea and Indian Ocean. Students could able to understand changing pattern of agrarian system in medieval India. A new phase in Indian History began with the advent of the Arabs in Sindh in A.D.712. The Arabs brought a new religion, a new culture and civilization to the Indian Sub-Continent. The new form of religious ideas, culture, fine arts etc. have lasting impact on India.

Course objectives

Code	Details
COI	Realise the impact of colonialism and its presence in contemporary India
CO2	Appreciate the values and ideologies of freedom struggle
CO3	Trace the mass basis of Indian national movement

CO4	Trace the dynamics of Indian economy that have rooted in both colonial and Native practices
CO5	To familiarize the students with different ideologies that shaped Indian National Movement.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students should comprehend the political, social, economic, and cultural contexts of modern India during the specified time frame.	An	F	Assignment
CO2	Understand the impact of colonialism on Indian society, economy, culture, and politics, including the policies of the British Raj and their consequences.	U	C	Seminar Presentation
CO3	Explore the dynamics of social change, including caste, class, gender, and religious identities, and their evolution over time.	An	C	Quick quizzes/Group discussions
CO4	Appreciate the diversity of Indian society and the contributions of various communities, regions, languages, and cultures to the making of modern India.	An	C	Discussions and debates
CO5	Gain insights into the evolution of Indian political thought, institutions, and movements, including the development of Indian nationalism and the struggle for independence.	An	P	Group Discussion
<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>				

		CONTENT	Hrs 60	Marks 70
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Module	Unit		
1	Colonialism and its Practice		12
	Significance of the Battle of Plassey and the Buxar		3
	impact in British India: New agrarian practices - revenue and tenurial system		3
	Early Resistance Movements- Sanyasi- Fakir- Santhal– Kurichya Revolt		3
	The revolt of 1857: interpretations, causes and significance		3
2	Social and Religious Reform Movements		12
	Social and religious consciousness in India		2
	Rajaram Mohan Roy and Brahmosamaj-Ramakrishna Mission and Vivekananda-		3
	Arya Samaj- Theosophical Society- Jyothiba Phule and Sathyashodak Samaj		4
	Aligarh movement		3
3	Indian Nationalism-trends up to 1919 -The pre Gandhian phase		11
	Formation of INC – different interpretations		3
	Moderates and extremists		2
	Revolutionaries: Ideology and Practice		3
	Partition of Bengal- Swadeshi Movement Home Rule Movement –Lucknow Pact		3
4	National Movement after 1919		13
	Towards Freedom: 1919-1947. Gandhian strategy – Sathyagraha – Champaran and Kheda – Anti Rowlatt Agitation		3
	Khilafat and Non-co-operation movement – Revolutionary Terrorism - Simon Commission and its boycott – Civil Disobedience Movement		3
	Round Table Conference – Communal Award –Communal ideology and its practice-- RSS, Hindu Mahasabha-Muslim league		3
	Quit India Movement – Cabinet Mission Plan – Mount Batten Plan - Independence Act of 1947- -Partition of India		4
5	Module V open ended Module:		12
	Students may be asked to interview relatives of Freedom Fighters in their own locality.		
	➤ Ask them to bring to light forgotten and less recognized freedom fighters in their locality		
	➤ Ask them to collect Photographs of Mementos, pamphlets and paper cuttings		
	➤ Present biographies of local level Freedom fighters		

Essential Readings

1. Sekhar Bandhopadhyay(ed.): National Movement in India, A Reader

2. Bipin Chandra : From Plassy to Partition., Bipin Chandra et.al, India's Struggle for Independence
3. : Modern India (NCERT)
4. Bipin Chandra et al Communalism in Modern India.
5. " : Indian National Movement – The Long term Dynamics.
6. Sumit Sarkar : Modern India, (1885-1947)
7. Ghynsham Shah : Social Movement in India.
8. Ravi Dayal : We Fought together for Freedom.
9. Nirmala Joshi : Foundations of Indo Soviet Relations
10. R. Pruthi : Social Change in Modern India.
11. A.R. Desai, Peasant Struggles in India
12. Ranajit Guha (ed.), A Subaltern Studies Reader
13. Dadabhai Naroji, Poverty and Un-British Rule in India
14. Irafan Habib : Communalism and Problems of Historiography in India.
15. K.N. Panikkar : The Concerned India's Guide to Communalism.

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- 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	✓	✓		✓

MODEL QUESTION PAPER FOR MAJOR COURSE
SEMESTER 1V B A (CUFYUGP) DEGREE EXAMINATION

2024

WAS4CJ205 Introduction to History of Modern India

Maximum Time:2 hrs

Maximum marks:70

SECTION A

(Answer all.Each question carries 3 marks)

(ceiling 24 marks)

1. Jhon company
2. Battle of Plassey
3. Mercantalism
4. Free trade
5. Sepoys
6. Downward filtration theory
7. Champaran
- 8 .Sathyashodhak samaj.
- 9.Rama bhai
10. Safety valve theory

SECTION B

(Answer all.Each question carries 6marks)

(Ceiling 36 marks)

11. Explain the various methods used by the East India Company to consolidate political power in India
12. Discuss about the economic policy of East India Company
13. Evaluate the spread of western education and the role of missionaries in colonial India
14. Explain the Downward filtration Theory
15. Explain the background for the emergence of Indian National Congress as an umbrella organization
16. Examine the role of partition of Bengal and swadeshi movement in the rise of

nationalism in India

17. Critically evaluate the role of moderate leadership in the shaping of the Indian National Movement
18. Explain the significance of khilafath and non co operation movements in Indian Nationalism

SECTION C

(Answer anyone. Each question carries 10 marks)

(1x10=10 marks)

19. Evaluate the ideology and practices of Gandhi a movement in Indian national movement
20. Critically evaluate the contributions of Indian renaissance and various movements in colonial India



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours

Semester 5

MAJOR 1

Programme	BA West Asian Studies Honours				
Course Code	WAS5CJ301				
Course Title	State and Society in Medieval Kerala				
Types of Course	Major				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per Week	Tutorial Per Week	Practical per week	Total Hours
	4	4	-	-	60
Pre- Requisites					

Course objectives

Code	Details
CO1	• To familiarize the students with the evolution of Kerala culture. •.
CO2	• To create awareness about the human behavior in social, political, economic and cultural contexts. The medieval period also witnessed changes in social structures, such as caste dynamics, gender roles, and educational systems. Examining these social changes provides insights into the evolving social fabric of medieval Kerala society.
CO3	Kerala's medieval period produced remarkable achievements in art, architecture, and literature. Studying these aspects helps in appreciating the aesthetic expressions, architectural styles, and literary traditions that flourished during this time.

CO4	Evaluate Various sources of making of medieval Kerala history
CO5	Develop idea about Kerala's medieval history witnessed the interplay of various cultures, including indigenous Dravidian, Brahmanical, Buddhist, Jain, and Islamic influences. Studying this period helps understand how these cultures interacted, influenced each other, and contributed to Kerala's rich cultural heritage.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Students will gain a comprehensive understanding of the historical developments, events, and significant figures during the medieval period in Kerala.	R	F	Assignment
CO 2	Students will develop the ability to critically analyze historical sources, including textual documents, inscriptions, archaeological evidence, and visual representations related to medieval Kerala.	E	C	Seminar Presentation
CO 3	Students will become familiar with various historiographical debates, interpretations, and theories surrounding the history of medieval Kerala, enabling them to engage in historical inquiry and analysis.	An	C	Seminar Presentation
CO 4	Critically evaluate the study of medieval Kerala, students will develop an appreciation for the diverse cultural heritage, religious practices, artistic expressions, and linguistic traditions that emerged and evolved during this period.	An	C	Discussions and debates
CO 5	Students will develop cultural sensitivity and awareness of the diverse perspectives, experiences, and identities within medieval Kerala society, fostering empathy and understanding of historical contexts.	An	P	Group Discussion
	* - 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	Hr s 60	Mark 70
1	Socio-Political Formation of Medieval Kerala		12	16
	1. Perumals of Mahodayapuram- Political structure-		3	
	2.Social Stratification and Caste System		3	
	3.Agrarian Expansion – Brahmaswam- Devaswam-		3	
2	Changes in the Political structure:		12	16
	4. Trade and Trade Corporations – Arab - Chinese		3	
	5. Formation Swarupams and Sanketams		1	
	6. Kolathunadu- Samoothiris- Perumpadappu- Venad		1	
	7.Revathi Pattathanam-		2	
	8.Janmi system-		1	
	9.Matrilineal system		2	
	10.Martial Arts - Kalari- Poithu- Ankam- Mamankam		1	
	11. Purity and pollution – Mannappedi Pulappedi		2	
	12.Medieval Ordeals- Sathyaparikshakal		2	
3	RISE OF NEW KINGDOMS		12	16
	13.Malabar Travancore and Cochin		4	
	14.Marthandavarma and shakthan thamburan		4	
	15.Mysorean Invasions- Effects on Kerala Society and Culture		4	
4	European Encounters with Kerala Coast:		14	22
	16.The Portuguese in Keralam- Gama- Cabral- Albuquerque		3	
	17. Impact of Portuguese Conquest in Religion- Latinization Synod of Diamper – Coonan Cross Oath		3	
	18. Dutch in Keralam- Kulachal war – Hortus Malabaricus- French in Mahe		1	
	19. British Colonization of Malabar		3	
	20. Forts as Power centres of military and trade engagements		2	
	21.Early resistance –Pazhassi Raja- Velu Thampi- Kurichiyas		2	
5	Open Ended		10	
	Experiential learning through Field Visit: Colonial Forts/Palaces and Temples of Naduvazhis. Egs. Palakkad Fort, Bekkal Fort, St.Angelos Fort, Anjuthengu Fort Arakkal Palace, Sakthan palace, Hill Palace, Mattachery Palace, Paliyam Palace ,			

	<p>Padmanabhapuram Palace, Thangassherry(St.Thomas) Fort, East Fort Thiruvanthapuram etc./ Jewish Synagogues/ Medieval trade centers; eg. Valappattanam, Madayi, Panthalayani, Ponnani, Kodungallur, Kochi, Kollam, Vizhinjam etc.</p> <p>Or</p> <p>Seminar Presentations and discussions</p>		
	<p>Activities and assessment of the Open Ended</p> <p>Prepare and submit a report, which can be considered as an assignment on the field visit</p> <p>Assessment</p> <p>Assess the understanding level of the Student as per the report.</p>		
	<p>General Readings</p> <ol style="list-style-type: none"> 1. Margret Franz, <i>From Contact to Congest</i>, OUP, New Delhi, 2003 2. RaghavaVarier, <i>MadhyakaalaKeralamSwarupaneethiyud e Charithrapaadangali</i>, SPCS, Kottayam, 2022 3. N M Namboothiri, <i>Samoothiri Charithrathile Kanappurangal</i>, Later edn., Kerala Bhasha Institute. 4. V V Haridas, <i>Zamorins and the Political Culture of Medieval Kerala</i>, Orient Blackswan, 2018 5. Rajan Gurukkal & RaghavaVarier, <i>History of Kerala- Prehistoric to the Present</i>, Orient Blakswan, New Delhi, 2018 <p>MP MujeebuRehiman, <i>Malabar in Transition</i>, Arts & Science Academic Publishing, Delhi, 2020</p>		

Essential Readings

1. M.G.S. Narayanan : Perumals of Kerala
2. " : Cultural Symbiosis in Kerala 3.
- " : Aspects of Arynization in Kerala
4. P.J. Cheriyan ed. : Perspective on Kerala History
5. Raghava Varier and Rajan Gurukkal : Kerala Charithram (Malayalam)
6. Rajan Gurukkal : Kerala Temples and the Medieval Agrarian System
7. A.P. Ibrahim Kunju : Mysore-Kerala Relations of XVIIIth Century
8. " : Studies in Medieval Kerala History
9. K.K.N. Kurup (ed.) : New Dimensions in South Indian History

10. K.N. Ganesh : Keralathinte Innalekal (Malayalam)
11. K.K.N. Kurup and K.M. Mathew : The Native Resistance and the Saga of Kunhali Marakkar
12. K.N. Ganesh : Vakkum Samuhavum (Malayalam)
13. P.G. Cherian (Ed.) : Essays on the Cultural Formation of Kerala.
14. A. Sreedhara Menon : Cultural Heritage of Kerala.
15. E.K.G. Nambiar (ed.) : Agrarian India: Problem and Perspectives. Minor –

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 :

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

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation
CO 1	✓	☐	
CO 2	✓	☐	
CO 3	✓	✓	
CO 4	✓	✓	
CO 5	✓	✓	
CO 6	✓	✓	

Fourth Semester B.A WEST ASAIN STUDIES .(CUFYUGP)

Degree Examinations October 2024

WAS5CJ301- **State and Society in Medieval Kerala**

Credit -4

Maximum Time: 2 hours Maximum Marks 70

Section -A

(Answer all. Each Question carries 3 marks)

Ceiling 24 Marks

1. Kuruvazhcha
2. Sanketam
3. Vishapareeksha
4. Chandrolsavam
5. Poithu
6. RevathiPattathanam
7. Cabral
8. Coonan Cross oath
9. Cornwallis Code
10. Joint Commission Report

Section B

[Answer all. Each question carries 6 marks]

Ceiling 36 Marks

11. Explain the important features of Swaroopam
12. What is JanmamKanam?
13. Discuss the process of Jati formation
14. Write a note on SandesaKavyas
15. Assess the process of Latinization of Christianity in Kerala
16. Estimate the Colonial involvements in local politics

17. Examine the political importance of Kochi under SakthanThampuran
18. Write a note on the political importance of Mysore invasion

Section C

[Answer any one. Each question carries 10 marks]

19. Analyse the nature of medieval polity
20. Discuss the importance of fortification during colonial period



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours

Semester 5

MAJOR 2

Course description: This course is designed to provide guidance to the students to do project work. The course provides knowledge on the methodology and techniques of writing history. It enables students to find apt problems to develop thesis/project confidently.

Programme	B.A West Asian Studies Honours				
Course Code	WAS5CJ 302				
Course Title	Methodology of Historical Writing				
Type of Course	Major				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	4	4		-	60

COURSE OUTCOME

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	Students acquaint with	U	F	Add citation/stake/notes/create

	the theory and practice of historical research by using different digital learning platforms			bibliographies by using Zotero to the given project topic
CO2	Identify various styles and methodology of research	U	F	Compare and contrast different styles writing history and present it/Group discussion
CO3	The students develop a thesis/ argument	AP	P	Prepare an article on the given topic
CO4	Collect appropriate data and solve a given problem	An	F	Prepare questionnaire for interview
CO5	Create different research Problems	C	M	Prepare a synopsis to any one problem and discuss it in the class/group discussion
CO6	Critically analyse the structure and subject matter of a project	E	P	Critically analyse the given research problem/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	Hours 60	Marks 70
1		FORMULATION OF THE RESEARCH PROBLEM	14	22
	1	Identification of the Research problem	2	
	2	Formulating Research Questions	2	
	3	Review of Literature	2	
	4	Working Hypothesis	2	
	5	Drafting Synopsis	1	
	6	Heuristics	2	
	7	Types of Sources	3	
2		SOCIAL SCIENCE AS A SCIENTIFIC DISCIPLINE	8	8
	8	Searching for historical sources- define historical facts- Primary and Secondary Sources;	3	
	9	Archaeology - Epigraphy- Numismatics - Folklore –	2	
	10	Authenticity of data – Internal and External Criticism–	2	

	11	Generalisations	1	
3		TOOLS AND TECHNIQUES OF HISTORY WRITING	16	24
	12	INFLIBNET-Shodhganga- Internet Archives	3	
	13	Footnotes - End Notes-Text Notes	3	
	14	MLA-APA-Chicago Styles	3	
	15	Plagiarism checker— Zotero, Mendeley	2	
	16	Framework and structure of the Thesis/Project, Dissertation	4	
	17	References- Bibliography, Appendices, Abbreviations, Glossary, Index	1	
4		APPROACHES TO THE WRITING OF HISTORY		16
	18	Oral History		
	19	Local History		
	20	Life history		
	21	Micro history		
	22	Global History		
5		Module V open ended Module:		
		Aims		
		Problems		
		Interpretation of Data		
		Activities and assessment of Open ended *Collect the sources of a given topic and make a fruitful interpretation of the Data Assessment' Evaluate the accuracy and sufficient quantity of data and examines whether it was fruitfully interpreted		

Essential Readings

Arthur Marwick, The new nature of History

E. H. Carr, What is History

Elton G.R., The Practice of History

Sharron Sorenson, How to write Research Paper

Marc Bloch, The Historian's Craft

Gottschalk L., Generalisation in the writing of History

oseph Gibaldy, MLA Handbook for the writers of Research papers

Note: The course is divided into five modules, with four having total 23 units and one Open-ended module with three 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 :

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

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/Seminar	Project Evaluation	End Examination	Semester
CO1	√	√		√	
CO2	√	√		√	
CO3	√	√		√	
CO4	√			√	
CO5	√	√		√	
CO6	√	√		√	
CO7	√	√		√	

Model Question

VSEMESTER BA WEST ASIAN STUDIES (CUFYUGP) DEGREE EXAMINATIONS

WAS5CJ302- Methodology of Historical writing

Time : Two hours

Maximum Marks: 70

Section –A

Answer all questions. Each question carries 3 marks (Ceiling 24)

1. Significance of Research in history
2. Generalization
3. Index
4. Life History
5. Mendeley
6. Plagiarism
7. Bibliography
8. Positive Analysis
9. Achieves
10. Jan Vansina

Section –B

Answer all questions .Each question carries 6 marks (Ceiling 36)

11. Analyse the importance of Review of literature in historical research
12. Discuss the criteria for selection of a research problem
13. Describe the functions, methods and style of footnotes.
14. Describe the development of working hypothesis.
15. Analyse the essential steps for preparing a research paper
16. Describe various forms of identification of a historical problem or selection of subject
17. What are the characteristics of a good research design
18. Analyse Oral history as a source and method of historical research

Section –C

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

19. Explain the importance of Local history in Research
20. Critically evaluate the limitations of historical sources



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours

Semester 5

MAJOR 3

Programme	B.A West Asian Studies Honours				
Course Code	WAS5CJ303				
Course Title	Major concepts in International Politics				
Type of Course	Major				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	4	4		-	60

Course objectives

Code	Details
CO1	1. Understanding the major concepts in international politics
CO2	2. Analyse the critical development of the discipline.
CO3	3. Critically locating the genealogy of international system.
CO4	4. Studying the major schools, canons, philosophy and thoughts of International Politics.
CO5	5. Engaging with critical tools and new interventions to understand the new global phenomenon in the twenty first century.

Module	Unit	CONTENT	Hrs 60	MARKS 70
1		1.Nation and Nationalism: Meaning and evolution	14	22
		2.Elements and the types of nationalism	4	
		3.National Power: Meaning, elements and Dimensions.	4	
		4.National Interest: Meaning, types and importance of national interest.	6	
2		5.Diplomacy: Meaning and importance,	8	8
		6.Types of Diplomacy, old and new Diplomacy	2	
		7.Foreign Policy: Meaning and Objectives,	2	
		8. determinants of Foreign Policy	2	
		9..Diplomacy: Meaning and importance,	2	
3		10.Imperialism and Colonialism:	16	24
		11. Definition, types and objectives	4	
		12.Globalization: Meaning and characteristic features	4	
		13.Economic and cultural Globalisation	4	
		14.The State and Globalization.	2	
		15..Neo imperialism and neocolonialism	2	
4			10	16
		16..Regionalism Meaning and Importance	2	
		17.Definition and characteristics	2	
		18.Internationalism: Meaning and the Types of Internationalism	2	
		19.Modern International system –	2	
		20.Multi polar Bipolar and Uni polar world,		
5	Module V open ended Module:		12	

Books for reference

1. Hans .J Morgenthau: Politics among nations and struggle for Power and Peace
2. Norman F Palmer and Howard C Perkins: International Politics
3. Abdul Said: Theory of international Politics
4. Dr. L.S Srivasthava and Dr. V. P Joshi: Theories of international Politics
5. Mahendra Kumar: Theoretical Aspects of International Relations
6. J A Naik: A text Book of international Relations
7. Quincy Wright: A Study of War

Note: The course is divided into five modules, with four having total 23 units and one Open-ended module with three 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 :

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

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/Seminar	Project Evaluation	End Examination	Semester
CO1	√	√		√	
CO2	√	√		√	
CO3	√	√		√ √	
CO4	√			√ √	
CO5	√	√		√	
CO6	√	√		√	
CO7	√	√		√	



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)
B.A WEST ASIAN STUDIES HONOURS**

Semester 6

CORE COURSE 11 IN MAJOR

WAS6CJ304/ WAS 8MN304- Problems of Contemporary India

Programme	BA West Asian Studies Honours				
Course Code	WAS6CJ304/ WAS 8MN304				
Course Title	Problems of Contemporary India				
Type of Course	Major				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course objectives

Code	Details
CO1	Realise the social and economic issues of contemporary India and engage in the socially useful productive works
CO2	Define a pluralistic society and its relationship to our democratic principle
CO3	Realise the importance of the constitution of India and recognize the contribution of leaders and personalities who prepared it.
CO4	Aware of the environmental issues of the country and contributed to the sustainable development activities
CO5	identifying the cardinal principles of Foreign Policy of India and think highly of national leaders who contributed to the ideology of peaceful co existence

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students should be able to critically analyze key events, movements, and figures in contemporary Indian history, evaluating their significance and impact on the nation's development.	R	F	Assignment
CO2	Gain a comprehensive understanding of the socio-political, economic, and cultural contexts that shaped modern India, including colonialism, independence struggle, partition, and post-independence nation-building.	E	C	Seminar Presentation
CO3	Cultivate critical thinking skills by examining different perspectives on contentious issues in Indian history, such as the role of nationalism, caste, religion, and gender in shaping the nation's trajectory.	An	C	Seminar Presentation
CO4 ●	Compare and contrast India's experiences with those of other nations undergoing similar historical processes, such as decolonization, nation-building, and democratic consolidation.	An	C	Discussions and debates
CO5 3.	Engage with current debates and controversies in the study of contemporary Indian history, including discussions on identity politics, memory	An	P	Group Discussion

	and commemoration, and the legacies of colonialism.			
	* - 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	Mar
			60	k 70
1	Foundation of Modern India		13	18
		Partition and challenges; integration of princely states- strategies of Sardar Vallabhai Patel	2	
		Framing of constitution; BR Ambedkar- significant features of Indian constitution Preamble- Fundamental Rights and Duties	5	
		linguistic reorganisation of states	3	
			3	
2	Nation Building		12	18
		Nehruvian era; Development and reconstruction- focus on technology	3	
		Mixed economy-industrialization--Green Revolution	3	
		Planning- Indian foreign policy	3	
		India Pakistan ,Indo-China Relations- Kashmir conflict- border disputes-	3	
3	Pattern of Indian Development- Post-Nehruvian Era		8	14
		Reforms of Indira Gandhi; Nationalisation- Growth of public sector- Morarji Desai and Demonetisation	2	
		Reforms of Rajiv Gandhi; New Education Policy	2	
		Changes after 1990; New economic reforms- Liberalization, Privatization, Globalization (LPG)	4	
4	New challenges and responses		15	20
	Declaration of Emergency in India		4	
	Regionalism and militant activities; Kashmir, Punjab and Assam		3	
	Nexalite movements		2	
	Revival of caste politics; VP Singh and Mandal Commission		3	
	Communalism and violence; The Delhi riots- Babri Issue- Gujarat Carnage		3	

5	Module V open ended Module:		
	Promote reading habit of contemporary newspapers and periodicals among the students and engage them in debates upon the contemporary relevant matters happens in India.		
	Teacher can give some topics regarding contemporary Indian history to students prior and then conduct interviews. It will help student to attend Competitive interviews with confidence.		
	Teacher can give interactive awareness classes against Anti-Social activities prevail in our society. It might help students keep aloof from such activities		
	Activities and assessment of Open ended <ul style="list-style-type: none"> • Conduct of Discussions. Facilitate and monitored by concerned faculty member. • Conduct of Interview of students based on contemporary events • Student groups can publish Newsletters based on contemporary issues Students can launch awareness campaigns against anti-social elements like drug, liquor, dowry etc		

Essential Readings

Bipan Chandra, Essays on Contemporary India

Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, India since Independence

Bipan Chandra. et. al (ed.), India After Independence

Gyanendra Pandey, Remembering Partition

Ramachandra Guha, India After Gandhi: The History of the World's Largest Democracy

Rama Chandra Guha, India after Gandhi

Mushirul Hasan. In Search of Identity: Indian Muslims Since Independence

Christopher Jafferlot . The Hindu Nationalist Movement in Indian Politics

KN Panikkar. Before the Night Falls:Forebodings of Fascism in India

KN Panikkar. The Concerned India's Guide to Communalism

Gail Omvedt. Dalit Visions

Ramachandra Guha. The Unquiet Woods: Ecological Change and Peasant Resistance in Himalaya Ramachandra Guha and Madhav Gadgil. This Fissured Land

Vandana Shiva. Staying Alive. Women, Ecology and Survival in India

Vandana Shiva. The Violence of Green Revolution

Uma Chakravarti and Nanditha Haskar. The Delhi Riots. Three Days in the Life of a Nation

P Sainath. Everybody Loves a Good Drought: Stories from India's Poorest District

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	PS O5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	3	3	1	2	-	1	-	-
CO 2	3	2	3	3	3	3	-	3	-	1	3	3
CO 3	3	1	3	3	3	3	2	2	-	3	-	3
CO 4	3	2	3	3	3	3	-	2	-	2	2	-
CO 5	3	-	2	3	3	3	2	2	2	3	-	3
CO 6	3	2	3	3	3	3	3	3	2	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		✓		✓

Semester(CUFYUGP)Degree Examinations

WEST ASIAN STUDIES

WAS6CJ304

WAS 6CJ304/WAS8MN304 PROBLEMS OF CONTEMPORARY INDIA

(credits:4)

MaximumTime:2hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3marks]

(Ceiling:24Marks)

1. *Annihilation of Caste*
2. Chipko Movement
3. Right to Information
- Act 4. Panchayati Raj
5. Twenty Point Programmes
6. M S Swaminathan
7. Panchasheel
8. Federalism
9. Nehru- Mahalanobis Strategy
10. *Manushi*

Section B

[Answer All.Each question carries
6marks]

(Ceiling:36Marks)

11. Enumerate the salient features of Indian Constitution.
12. Analyse the nature of Nehruvian reforms.
13. Assess the impact of Green Revolution in India
14. Discuss the controversies erupt over the implementation of Mandal
Commission Report.
15. Make your own views on the post LPG era.
16. How far Panchayati Raj contribute to the empowerment of people at grassroots level?
17. Bring out the characteristics Communalism in post independent India.
18. Write a note on the impact of Populism in politics.

Section C

[Answer anyone. Each question carries 10marks]

(1x10=10marks

19. Examine the basic characteristics of Environmental Movements in Contemporary India.

20. Bring out the major episodes in the history of Internal Emergency 1975-77.



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)
B.A WEST ASIAN STUDIES HONOURS**

CORE COURSE 12 IN MAJOR : WAS 6CJ305/ WAS 8MN 305

Semester 6

Programme	BA West Asian Studies Honours				
Course Code	WAS6CJ305/WAS8MN305				
Course Title	Evolution of Contemporary West Asian Politics				
Type of Course	Major				
Semester	VI				
Academic Level	300-399 .				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course objectives

Code	Details
CO1	Demonstrate comprehensive understanding of the geopolitical importance of West Asia in global politics
CO2	Evaluate the changes in West Asian Politics in post cold war politics
CO3	Examine the Arab spring and its historical importance in the democratic process.
CO4	Critically examine the political landscape of West Asia
CO5	Analyse the historical roots and developments of the Arab-Israel conflict

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the historical events and processes that have shaped the political landscape of contemporary West Asia, including colonialism, nationalism, and the formation of modern states.	R	F	Assignment
CO	Examine major political movements and			

2	ideologies, such as Pan-Arabism, Islamism, and secular nationalism, and their impact on the region's politics.	E	C	Seminar Presentation
CO 3	Analyze the different political systems and governance structures in West Asian countries, including monarchies, republics, and hybrid regimes.	An	C	Seminar Presentation
CO● 4	Explore contemporary political issues and challenges facing West Asian countries, including democratization, human rights, and the impact of globalization.	An	C	Discussions and debates
CO4. 5	Conduct comparative analyses of political systems, governance, and policies across different West Asian countries to identify patterns and divergences.	An	P	Group Discussion
<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	Mark
			60	s 70
1	Significance of the West Asia in Global Politics		13	18
	A) Geopolitics of West Asia		3	
	B) Strategic importance of the West Asia		3	
	C) Religious and Political significance		3	
	D) Governments and Polity in West Asia- Saudi Arabia, Iran Israel UAE Egypt and Qatar		4	
2	Regional Conflicts and Global Response		12	18
	A) Iran Revolution and its foreign policy implications		3	
	B) The Gulf War II &The US Invasion of Iraq		3	
	C) Iran – Israel Rivalry		3	
	D) Saudi-Iran Cold war		3	
3	Arab Israel Conflict		12	18
	A) Arab -Israel Conflict: Historical roots and Developments		3	
	B) Creation of Israel: Nakaba, Intifada,		3	
	C) Peace Process: Camp David Accord and Oslo Pact		2	
	D) Arab Israel Wars 1948, 1956, 1973		2	

4	E) Operation Al Aqsa Flood and Gaza War	2	
	Regional Players and Non state actors	11	16
	A) The Arab League, The Gulf Co-operation Council and OIC:	3	
	B) Muslim Brotherhood	2	
	C) Hamas and Hezbollah	3	
	D) ISIS and Al-Qaida and Houthis	3	
5	Module V open ended Module:		
	Open Ended: Explore the analytical and interactive skills and makes students update on Global issues through various exercises.		
	Conduct Group Discussions on relevant World Issues. Instruct students to use ICT tools as aid to make discussions fruitful.		
	Analyse Documentaries on Global issues telecasted by reputed news Channels and direct Students to submit a review on the documentary.		
	Activities and assessment of Open ended *Conduct of Discussions on Relevant contemporary global issues. Facilitate and monitored by concerned faculty member. *Analysis of Documentaries and News Paper reports on Global issues *Conduct of outreach awareness campaigns and human values.		

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.

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

Mapping of COs with PSOs and POs :

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

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

Correlation Levels:

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	✓	✓		
C07		✓		

WAS6CJ305/WAS8MN305- Evolution of Contemporary West Asian Politics

(credits:4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 Marks)

1. Semitic Religion.
2. Tribalism
3. West Asia
4. Arab League
5. Judaism
6. Intifada,
7. Zionism
8. Masjid al Aqsa
9. Treaty of Sevres
10. The Gulf War II

Section B [Answer All. Each question carries 6 marks]

(Ceiling: 36 Marks)

11. Estimate the courses of Islamic Revolution in Iran
12. Trace the formation of the State of Israel
13. Mention the aims and objectives of the Arab League
14. Explain the historical roots of the Arab-Israeli Conflict
15. What were the primary causes and consequences of the Gulf War II (Iraq War)?
16. What were the key military and diplomatic factors that led to the outbreak of the 1973 Yom Kippur War?
17. How does the Gulf Cooperation Council (GCC) contribute to the economic, political, and security cooperation of the Gulf states?
18. What role does the Organization of Islamic Cooperation (OIC) play in promoting solidarity and cooperation among Muslim-majority countries?

Section C

[Answer anyone. Each question carries 10 marks]

(1x10=10 marks)

19. What are the key factors that contribute to the strategic importance of West Asia in global geopolitics?
20. What were the main causes and outcomes of the 1948 Arab-Israeli War, and how did the creation of the State of Israel impact the political and territorial dynamics of the Middle East?



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)
B.A WEST ASIAN STUDIES**

Semester 6

CORE COURSE 13 IN MAJOR WAS6CJ306/WAS 8MN306

MAJOR 3

Programme	BA West Asian Studies Honours				
Course Code	WAS6CJ306/WAS 8MN306				
Course Title	Trends in Historiography				
Type of Course	Major				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	4	4		-	60

Course objectives

Code	Details
CO1	To learn more about various schools of historical interpretation from the ancient world to the present.
CO2	To learn how the writing and purposes of history have changed over time.
CO3	To discover how historian's methods, ideas and products are, at least in part determined by the age in which they lived
CO4	Provide a foundational understanding of what historiography is and why it is essential in the study of history
CO5	Discuss how historians have interpreted and reinterpreted major historical events and periods over time

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
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CO1	Demonstrate a comprehensive understanding of what historiography is and its significance in the study of history	R	F	Assignment
CO2	Identify and explain key historiographical trends and schools of thought from ancient to modern times	E	C	Seminar Presentation
CO3	Critically evaluate historical arguments, narratives, and interpretations	An	C	Seminar Presentation
CO4	demonstrate an understanding of the impact of various theoretical frameworks (such as social theory, cultural theory, feminist theory, and poststructuralism) on historiography	An	C	Discussions and debates
CO5	Produce well-researched historiographical essays and projects that demonstrate a deep understanding of historical methodologies and debate	An	P	Group Discussion
<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	Hours 60	Marks 70
1	INTRODUCTION TO HISTORIOGRAPHY		12	22
		Definition of history and historiography	2	
		Classical Greco-Roman historical writings	2	
		Herodotus , Thucydides, Xenophon ,Tacitus , Polybius	4	
		Medieval historiography-St.Augastine,Ibn Khaldun	4	
2	CHANGING PERCEPTIONS OF HISTORICAL PAST:		12	8
		Voltire, Gibbon and David Hume	2	
		Auguste Comte and Positivism- Ranke- -	2	
		Marx and Hegal	2	
		Lucien Febure, March Bloch, Fernand Braudel	2	
		Annals Historiography -History from below	3	
		Postmodernism	1	
3	Approaches to Indian History		12	24
		Historical consciousness in ancient India- <i>Itihasa-Purana</i> tradition-	4	
		Historians of medieval India -Atula, Kalhana , Al	4	

	Biruni ,Ziaudhuin Barani-Abul fasal		
	Analysis of historical chronicles, biographies, and travelogues in medieval India	4	
4	Colonial Historiography-James Mill	12	16
	Nationalist historians -K P Jayaswal,R G Bandarker,R C Majumdar	4	
	Marxist Historians-R S Sharma, D D Kosambi, K M Panikker, Romila Thaper,Irfan Habib, Bipan Chandra , KN Panikker	4	
	Subaltern Studies -Ranjith Guha	4	
5	Module V open ended Module:	12	
	<ul style="list-style-type: none"> Students can read key texts from different perspectives and critically evaluate the methodologies, assumptions, and biases inherent in each approach. 		
	<ul style="list-style-type: none"> Explore interdisciplinary connections between history and other fields of study. 		
	<p>Activities and assessment of Open ended</p> <p>Divide students into groups and ask them to choose a school of historiography for Presentation</p> <p>Organize a debate in which students argue for or against the validity and relevance of a specific school of historical thought.</p> <p>Assessment</p> <p>*Evaluate the development of historical thought over the years.</p> <ul style="list-style-type: none"> *Prepare an annotated bibliography 		

Note: The course is divided into five modules, with four having total 23 units and one Open-ended module with three 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 :

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

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/Seminar	Project Evaluation	End Examination	Semester
CO1	√	√		√	
CO2	√	√		√	
CO3	√	√		√	
CO4	√			√	
CO5	√	√		√	
CO6	√	√		√	
CO7	√	√		√	

Books for reference

1. Arthur Marwick : The New Nature of History
2. E. H. Carr : What is History
3. John Tosh : Pursuit of History
4. S.P. Sen (ed.) : Historian and Historiography in Modern India.
5. P. Hardy : Historians of Medieval India.
6. Harbans Mukhia : Historians and History during the Reign of Akbar.
7. E. Sreedharan : A Textbook of Historiography
8. Edward Said : Covering Islam, Vintage.
9. Marshal Hodgson : Venture of Islam, III Volumes
10. P.M. Holt, et al., ed. : Cambridge History of Islam
11. C.H. Philips : Historians of India, Pakistan and Ceylon, 1961.
12. M. Athar Ali et al. : Mughal India, Studies in polity ideas, society and culture. Oxford, 2008.
13. M.C. Lemon : Philosophy of History.
14. Bernard Lewis and P.M. Holt (Ed.) : Historians of the Middle East

B A (CUFYUGP) Degree Examinations

Course Code: **WAS6 CJ306/WAS8MN306- Trends in Historiography**

(Credits 4)

Maximum time: 2 hours

Maximum Marks: 70

Section A

(Answer all. Each question carries 3 marks)

(Ceiling: 24 Marks)

1. Historiography
2. *The Histories*
3. Itihasa in Indian historiography
4. Bipan Chandra
5. Tarikh-I-Firoz Shahi
6. Giambattista Vico
7. History From Below
8. *Kithab -ul-Hind*
9. Marc Bloch
10. St. Augustine

Section B

(Answer all. Each question carries 6 marks)

(Ceiling: 36 Marks)

11. Trace the evolution of Indian historiography from ancient to modern times.
12. What do you know the time sense in ancient India.
13. Share your understanding on the legacy of Ibn Khaldun.
14. How did Positivism redefine historical thought?
15. State the legacy of Max Weber to historiography.
16. Critically examine the Marxian intervention in Indian historiography.
17. Evaluate the Medieval Historiographic tradition of India.
18. "Ranke initiated a revolution in historiography". Substantiate.

Section C

(Answer any one. Each question carries 10 marks) (1x10 Marks)

19. State the contributions of ancient Indian historians to historical thought.
20. Critically examine the features of Marxist Historiography in india.

ELECTIVE COURSES IN WEST ASIAN STUDIES

V SEMESTER



CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

B.A West Asian Studies Honours

Semester 5

Elective Major 1

Modern World History -1

Course description: This course examines the Renaissance and Reformation, exploring transformative changes in art, literature, religion, politics, science, absolutism, and Enlightenment ideas shaping modern Western society.

Program	BA West Asian Studies Honours					
Course Code	WAS5EJ 301(1)					
Course title	Modern World History -1					
Type of course	Elective					
Semester	V					
Academic level	300-399					
Course details	Credit		Lecture per week	Tutorial per week	Practical per week	Total hours
	4		4			60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the features of major historical events under discussion	R	U	Seminar Presentation
CO2	Frame their own arguments and opinions about the events and movements	E	U	Seminar/ Group discussion
CO3	Critical analysis of events like Renaissance, Scientific Revolution, Nationalism etc.	An	P	Debates/ Historical simulations/ role play activities
CO4	Critical examination of the existing views and arguments about historical events under discussion	An	P	Discussions and debates
CO5	Compare various interpretations about the events and movements of World History and shape up their own views	An	P	Group Discussion/Debates
CO6	Define and interpret various terms and concepts related to movements like scientific revolution, Enlightenment, colonialism etc.	U	F	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>				

Module	Unit	CONTENT	Hrs	Marks
			60	70
	AGE OF TRANSITION: RENAISSANCE AND REFORMATION		12	16
I	1	Renaissance- Background- meaning- Renaissance in Italy- Humanist Philosophy.	2	
	2	Renaissance in Literature- Italian- Boccaccio, Machiavelli Spanish- Cervantes French- Francois Rabelais Dutch- Erasmus English- Thomas More, Edmund Spenser	2	
	3	Renaissance in Art and Architecture- Pioneers and their contributions Impact of Renaissance	2	
	4	Reformation- Meaning- Causes- Reformation in Germany- Martin Luther	2	
	5	Counter Reformation	2	
	6	Effects of Reformation	2	

Readings

- 1- Jocelyn Hunt : The Renaissance
- 2- John M. Najemy (Ed.) Italy in the Age of Renaissance 1330-1550
- 3- Michael Mullett : Historical Dictionary of the Reformation and Counter Reformation
- 4- Siobhan Keenan : Renaissance Literature
- 5- Diarmaid MacCulloch : The English Reformation

II	AGE OF SCIENTIFIC REVOLUTION		10	16
	7	Science in the Middle Ages -European Expansion	2	
	8	Development of Modern Science- Francis Bacon and Descartes Geocentric Theory- Copernicus- Kepler and Galileo – Scientific Societies- Isaac Newton	2	
	9		3	

		Geographical Explorations- Sea Routes and voyages		
	10	Geographical Explorations Background- Pioneers and major discoveries -Impact	3	
	11	Industrial Revolution Meaning and Features Major inventions		
Readings				
<ol style="list-style-type: none"> 1. John M. Merriman : Absolutism 2. J.H. Shennan : The Bourbons: The History of a Dynasty 3. Peter H. Wilson : Absolutism in Central Europe 4. Simon Sebag Montefiore: The Romanovs: 1613-1918 				
III	ENLIGHTENMENT MOVEMENT		16	22
	12	Enlightenment-Concept and Features- Background Ideas of Liberty, Equality, Secularism, Democracy etc.	4	
	13	Champions of Enlightenment John Lock- Rousseau- Voltaire	4	
	14	Glorious Revolution of 1688- Results	4	
Readings				
<ol style="list-style-type: none"> 1. Edward Dolnick : The Clockwork Universe: Isaac Newton, the Royal Society, and the Birth of the Modern World 2. A.C. Grayling : The Age of Genius: The Seventeenth Century and the Birth of the Modern Mind 3. Richard Humble: The Age of Exploration: From Christopher Columbus to Ferdinand Magellan 4. Juan Carlos Ochoa Sosa : Colonialism: A Theoretical Overview 5. Robert C. Allen : The Industrial Revolution: A Very Short Introduction 				
IV	AMERICAN REVOLUTION- COLONIALISM CHALLENGED		10	16
	15	Introduction Revolution-Meaning-features	4	
	16	Colonisation of America Migration- Colonies of England.	1	

	17	Rise of American Nationalism Causes- Exploitation- Solidarity against Colonialism	3	
	18	War against colonial domination Declaration of Independence-Treaty of Paris	2	
Readings				
<ol style="list-style-type: none"> 1. John Robertson : The Enlightenment: A Very Short Introduction 2. Isaiah Berlin (Ed.): The Age of Enlightenment: The 18th Century Philosophers 3. Michael Ferber : Romanticism: A Very Short Introduction 				
V		Open Ended: Analysing the Impact of Major Events and Movements of World History during the 15 th to 19 th Centuries	12	
		<ul style="list-style-type: none"> • Social Changes: Decline of Feudalism- Rise of Middle Class- Growth of Capitalism- Working class and Labour Movements- Condition of Women 		
		<ul style="list-style-type: none"> • Impact of Colonialism- Exploitation of resources- Struggle for Colonies- Destruction of indigenous cultures- Growth of National Movements in Asia, Africa, and Latin America 		

		<p>Activities and assessment of Open ended</p> <p>*Present documentaries, or creative narrative about the features of European society during the period between 15th and 19th centuries</p> <p>*Prepare and present the biographies of the leaders of national movement in the colonies of Asia, Africa and Latin America</p> <p>*Compare and contrast the condition of labour in Europe during the period of Industrial Revolution with their contemporary counterparts.</p> <p>Assessment</p> <p>*Evaluate the clarity of ideas developed about the social changes during the period.</p> <p>*Evaluate the effective and critical analysis of the nature of national movements in various parts of the world.</p> <p>*Evaluate the level of understanding of the enduring relevance of the labour movements of Europe.</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 :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	3	3	3	1	1	-	1	-	

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- 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	✓	✓		✓

5th Semester B A (CUFYUGP) Degree Examination 2024

BA WEST ASIAN STUDIES HONOURS
WAS5EJ 301(1)
Modern World History -1

Maximum Time: 2hours

Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Humanist Philosophy in the Renaissance
2. Contributions of Boccaccio and Machiavelli to Italian Literature
3. Impact of the Renaissance on Art and Architecture
4. Martin Luther and the Reformation in Germany
5. Leonardo Davinci.
6. Counter Reformation and its Effects
7. Results of geographical discoveries.
8. Make a critical study of enlightenment
9. Scientific Contributions of Isaac Newton
10. Impact of the Industrial Revolution on the Textile Industry

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Discuss the background and meaning of the Renaissance, focusing on its origins in Italy.
12. Analyze the contributions of Cervantes, Rabelais, and Erasmus to the literature of their respective countries during the Renaissance.
13. Evaluate the impact of the Renaissance on European art and architecture, highlighting the contributions of key figures.
14. Explain the causes of the Reformation in Germany and Martin Luther's role in its

development.

15. Analyse the Renaissance art and architecture.
16. What were the main political, economic, and social factors that led to the American Revolution, and how did they challenge British colonial rule in North America?
17. Evaluate the impact of the Scientific Revolution on European exploration and colonization.
18. Discuss the major inventions and discoveries of the Industrial Revolution and their impact on industries such as mining and iron and steel production.

Section C

Answer Anyone. Each Question carries 10 marks)

(1x10=10)

19. Evaluate the causes and effects of the Renaissance and Reformation in transforming European society. Discuss how these movements influenced subsequent developments in art, literature, religion, and politics.
20. Analyze the Enlightenment's impact on Western thought and culture, focusing on key figures such as John Locke, Rousseau, and Voltaire. How did Enlightenment ideas shape the concepts of liberty, equality, and democracy?



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours

Semester 5

Elective Major 2

Course description: This course contains an interesting part of history-revolutions. Four major revolutions namely, the American, the French, the Russian have been traced and highlighted. Reasons for the outbreak, course and the deep impact they made on respective societies have been identified for study.

Programme	BA West Asian Studies Honours				
Course Code	WAS5EJ 302(1)				
Course Title	Modern World History -2				
Type of Course	Elective				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the common reasons for the outbreak of revolutions	R	F	Discussion

CO2	Find out the social, economic and other reasons for the outbreak of American, French, Russian and Chinese revolutions.	E	P	Seminar/ Group discussion
CO3	Comprehend the characteristics of societies that necessitated revolutions	An	P	Debates
CO4	Find out the features of revolutions that highlight the natural rights of humans	An	P	Discussions and debates
CO5	Identify the role of ideology in Russian and Chinese Revolutions	An	P	Debates and discussions
CO6	Find out how one revolution inspired the other .	U	F	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>				

Module	Unit	CONTENT	Hrs 60	Marks 70
I	World in the First Half of 20th Century		11	18
	1	French revolution - Political Background Bourbon Monarchy- Oppression	3	
	2	Society, Religion and Economy Stratified Society- Three Estates– Domination of Nobility and Church-exploitation- Intellectual Influence.	2	
	3	Role of Intellectuals Voltaire- Montesquieu- Rousseau- Mirabeau- Diderot etc.	2	
	4	Course of revolution Meeting of estates general-tennis court oath-fall of Bastille. Constitution of 1791-Declaration of the rights of man-reign of terror-execution of the king-end of monarchy	2	
	5	Nature and Effects of Revolution	2	

		Changed the Course of History- Declaration of Rights – Democracy-Spirit of Nationalism- Effects on other parts of the World		
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Readings					
<ol style="list-style-type: none"> 1. Said Amir Arjomand, Revolution: Structure and Meaning in World History, The University of Chicago Press, 2019 2. John Ferling, Almost a Miracle: The American Victory in the War of Independence, Oxford University Press, 2009 3. Jack P Greene and J R Role, A Companion to American Revolution, Blackwell Publications, 2000 4. John Richard Alden, The American Revolution 1775-1783, Harper Torch Books, 1962 5. Harold E Selesky, Encyclopaedia of the American Revolution, 1990 6. Howard Zinn, A People's History of the United States, Harper Perennial Modern Classics, 2010 					
II	RUSSIAN REVOLUTION			13	19
	7	Political Background of the Revolution Tsar Monarchy- Oppressive Nature- Russo	3		
	8	Towards Revolution Backwardness of Russia-Feudalism- Religion- New Ideas-1905 Revolution -First World War.	4		
	9	Two Phases of Revolution February Revolution- October Revolution of 1917	3		
	10	Results of Revolution Social-Political-Economic-USSR	3		

Readings

1. Jocelyn Hunt, The French Revolution , Routledge,2005
2. Francois Auguste Mignet, History of the French Revolution from 1789-1814,Biblio Bazar,2006
3. William Doyle, The French Revolution-A very Short Introduction, Oxford University Press,2001
4. Norman Hampson, A social History of the French Revolution, Routledge,2006
5. Francois B Furet, The French Revolution 1770-1814, Blackwell,1994
6. Albert Soboul, Fench Revolution 1787-89,1974
7. Gary Kates (ed.),The French Revolution :Recent Debates and new Controversies,Routledge,2002

III	World Wars		12	17
	12	The First World War - courses - the Paris Peace Conference	2	
	13	The League of Nations- Achievements and Failures	3	
	14	The Second World War- Impact -	2	
	15	Destruction of Colonial powers	2	
	16	The U.N.O – structure – Functions – Achievements and Failures	3	
Readings				

6.Peter Kenez, A History of the Soviet Union from the Beginning to the End,Cambridge University Press,1999.

IV	Post War Developments		12	16
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	17	Fascism in Italy - Nazism in Germany	4	
	18	Cold War 1945- 1985	3	
	19	Military Alliances – NATO – SEATO – Baghdad Pact-	3	
	20	Decline of USSR - End of Cold War	2	
	21	Arab-Israel Conflict Jewish Diaspora- Zionism- Balfour Declaration- Birth of Israel- Arab-Israel War-	2	
	22	1948-49, Six-Day War, Yom Kippur War- Ongoing Conflicts.	2	
<p>Readings</p> <ol style="list-style-type: none"> 1. Lucien Bianco, Origins of the Chinese Revolution,1915-49, Stanford University Press,1971 2. John king Fairbank, The Great Chinese Revolution 1800-1985, Harper Collins,1986 3. Ranbir Vohra, The Chinese Revolution 1900-1950, Houghton Mifflin,1974 4. Kenneth Pletcher(Ed), The history of China, Britannica,2011 5. John king Fairbank, The Cambridge History of China Vol .10, late Ching 1800-1911, Cambridge University Press,1980 				
V	Open Ended: Contemporary Latin American Revolutions		12	
	Analyses major revolutions in Latin America in the 20 th century.			

		The Mexican Revolution, 1910-1920		
		The Guatemalan Revolution, 1944-1954		
		The Bolivian Revolution, 1952-1964		
		The Cuban Revolution, 1959		
<p>Readings</p> <ol style="list-style-type: none"> 1. Marc Becker, Contemporary Latin American Revolutions, Rowman & Littlefield, 2021 2. Eric Selbin, Modern Latin American Revolutions, Westview Press 1998 3. Edwin Williamson, The Penguin History of Latin America, 2009 4. George Lambie, Cuban Revolution in the 21st Century, Pluto Press, 2010 				

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	PO7
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CO 1	3	3	3	3	3	3	2	2	-	1	2	
CO 2	3	3	3	3	3	3	2	3	-	1	2	
CO 3	3	3	3	3	3	3	2	2	-	3	2	
CO 4	3	3	2	3	3	3	2	2	-	3	2	
CO 5	3	3	2	2	3	3	2	2	-	1	2	
CO 6	3	3	2	3	3	3	2	2	-	1	2	

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

CO 5	✓	✓		✓
CO 6	✓	✓		✓

II nd Semester B A (CUFYUGP) Degree Examination 2024

WAS5EJ302(1) **Modern World History: 2**

Maximum Time: 2hours

Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Define the concept of a revolution and describe its main features.
2. Summarize the causes of American nationalism before the American Revolution.
3. Define Fascism in Italy - Nazism in Germany
4. What are the historical roots of the Arab-Israel conflict, and how did the creation of the state of Israel in 1948 contribute to the long-standing tensions between Israel and the Arab states?
5. Describe the societal structure of pre-revolutionary France.
6. What was the Tennis Court Oath, and why was it important?
7. Highlight the contributions of Voltaire to the French Revolution.
8. Provide an overview of the key outcomes of the French Revolution.
9. Describe the political background leading to the Russian Revolution.
10. What were the main causes of the Russian Revolution of 1917, and how did socio-economic conditions, political repression, and World War I contribute to the uprising?

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. What were the main ideological, political, and economic differences between the United States and the Soviet Union that fueled the Cold War from 1945 to 1985?
12. Explain how the American War of Independence influenced other nations.
13. explain The U.N.O - structure - Functions - Achievements and Failures
14. Describe the oppression faced by the lower estates in pre-revolutionary France and its impact on the revolution.

15. How did the intellectuals like Montesquieu and Rousseau influence the French Revolution?
16. Examine the effects of the French Revolution on the rest of the world.
17. Describe the role of the First World War in the lead-up to the Russian Revolution.
18. What impact did the Russian Revolution have on global politics, and how did it inspire revolutionary movements and socialist ideologies in other countries?

Section B

(Answer Anyone. Each Question carries 10 marks)

(Ceiling: 36 Marks)

19. Compare and contrast the causes and outcomes of the American Revolution and the French Revolution. How did each revolution address issues of oppression and governance, and what were their impacts on their respective societies and the world?
20. What were the main political, economic, and social factors that contributed to the outbreak of the First World War in 1914,



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours

Semester 5

Elective Major 3

Course description: This course contains an interesting part of history-revolutions. Four major revolutions namely, the American, the French, the Russian have been traced and highlighted. Reasons for the outbreak, course and the deep impact they made on respective societies have been identified for study.

Programme	BA West Asian Studies Honours				
Course Code	WAS6EJ301(1)				
Course Title	Modern World History -3				
Type of Course	Elective				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course Outcome

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	The students acquaint with a new perspective on the evens from the rule of Justinian to the state consolidation and the consequent imperial expansion	R	F	Seminar/PPT

CO2	This course provides room for a critical understanding of artistic and scientific developments following the collapse of feudalism	U	C	Group Discussion
CO3	Critically analyse how Byzantine thought reach Europe before the	An	P	Debate

	Renaissance			
CO4	Investigate and presents how far Arab Medicine scientific in nature to cure diseases	C	M	Collect secondary sources of the topic& Conduct a Group Discussion
CO5	Conduct a survey on agricultural production and methods of present time and compare it with feudal agricultural mode of production and disseminate the findings in a seminar /Debate	An	P	Seminar/Locate major Towns in Medieval period on the World Map
CO6	Prepare a slide/PPT presentation based on the contribution of Medieval China to art and craft and explain the importance aspects of Chinese art and craft	E	P	Group Discussion/Seminar/Map work on Important trade center Carlos of Medieval China
* - 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	Hours 60	Marks 70
I		STATE AND SOCIETY IN THE MIDDLE AGES	15	22
	1	The Eastern Roman Empire - Cosmopolitan Character	2	
	2	Reign of Justinian	3	
	3	Charlemagne - Carolingian Renaissance	3	
	4	Byzantine Influence on Western Europe	2	
	5	Monastic Orders	1	
	6	Feudalism	3	
	7	Serfdom	1	
	Reading List	<ol style="list-style-type: none"> Edward McNall Burns, Philip Lee Ralph.Robert Learner ,<i>Western Civilization</i> , Vol.B,Goyal SaaBDelhi,1986 Marc Bloch, <i>Feudal Society</i>, 2 Vols, Aakar Books 1939. John Bussy,Christianity In the West1400-1700,OUP Oxford,1985 Rosenwein,Barbara, <i>A Short History of the Middle Ages</i>,6thEdn.,University of Toronto ,2001, 		

II		EMPIRE OF ISLAM	12	18
	8	Expansion of Islam	2	
	9	Caliphate	1	
	10	Abbasid and Omiad	2	
	11	Trade	2	
	12	Islamic Architecture	2	
	13	Arab Science -Medicine	3	
	Reading List	<ol style="list-style-type: none"> 1. Lyons, Carnahan, <i>Man and Civilization</i>. USA,1965 2. Edward McNall Burns, Philip Lee Ralph.Robert Learner ,<i>Western Civilization</i> , Vol.B,Goyal SaaBDelhi,1986 3. Rosenwein, Barbara, <i>A Short History of the Middle Ages</i>,6thEdn.University of Toronto Press,2023 4. M. G. S. Hodgson, <i>The Venture of Islam</i>, Chicago University Press,1974 5. S. Ameer Ali, <i>The Spirit of Islam</i>, Forgotten Books 2014 		
III		CHINESE EMPIRE -TANG & MING DYNASTIES	10	14
	14	Unification of China –Administration	3	
	15	Expansion of Trade	2	
	16	Religion	2	
	17	Literature	1	
	18	Arts and Crafts	2	
	Reading List	<ol style="list-style-type: none"> 1. Jaques Gernet ,<i>A History of Chinese Civilization</i>,Cambridge University Press,1982 2. Wolfram Eberhard ,<i>A History of China</i>,FQ Books,2010 3. Edward McNall Burns, Philip Lee Ralph.Robert Learner ,<i>Western Civilization</i> , Vol.B,Goyal SaaBDelhi,1986 4. GastonWiet, Vadime Elisseeff,Jean Noudou <i>History of Mankind</i> ,Vol.III,W&j Mackay, ltd.Britain,1975 5. Lyons, Carnahan, <i>Man and Civilization</i>, USA,1965. 		
IV		SOCIAL ORDER UNDER TRANSFORMATION	11	16
	19	Decline of Feudalism	3	
	20	Epidemics	2	
	21	Scientific and Intellectual interaction between East and West	3	
	22	Impact of Crusades	3	

	Reading List	<ol style="list-style-type: none"> 1. Edward McNall Burns, Philip Lee Ralph, Robert Learner, <i>Western Civilization</i>, Vol. B, Goyal SaaB Delhi, 1986 2. Rodney Hilton <i>Transition from Feudalism to Capitalism</i>, Aakar Books, 2006 3. Perry Anderson <i>Passages from Antiquity to Feudalism</i>, Verso, 2013 4. Lyons, Carnahan, <i>Man and Civilization</i>. USA 1965 		
V		Open Ended: Evolution of Technology – India and South East Asia	12	
		Agriculture	3	
		Architectural techniques – Art and Crafts	4	
		Urban Life and Trade	5	
		<p>Activities and assessment of Open ended</p> <ul style="list-style-type: none"> • Analyse the agricultural techniques and method of irrigation in India and South East Asia during the medieval period - conduct a seminar on the given topic. • Prepare a PPT on the architectural design, materials used, engineering skills...etc, and make a group discussion on the advancement achieved in India and South East Asia during the medieval period • Prepare a documentary to explain the inter relationship between trade and urbanization process in India and South East Asia <p>Assessment</p> <ul style="list-style-type: none"> ❖ Evaluate the authenticity of the details collected by the students and the level of mode of presentation ❖ Chalk out the improvement in architecture designing and construction methods from the methods existed before the time. Effectively presents using suitable communication methods. ❖ *Evaluate the analytical explanations and findings on the relationship between expansion of trade and improvement in the facilities of city life. 		
General Reading List		<ol style="list-style-type: none"> 1. H. Butterfield, <i>The Origins of Modern Science</i>. Rev. Edn. Free Press, 1997 2. Carlo M. Cipolla, <i>Before the Industrial Revolution, European Society and Economy 1000- 1700</i>, Routledge, 1990 3. Chris Wickham, <i>Medieval Europe</i>, Yale University Press, 2017 4. William Chester Jordan, <i>High Middle Ages</i>, Penguin, 2002 		

Note: The course is divided into five modules, with four having total 22 units and one Open-ended module with three 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 22units from the fixed modules.

Mapping of COs with PSOs and POs :

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

Correlation Levels

level	Correlation
-	NIL
1	Slightly? Low
2	Moderate /Medium
3	Substantial/High

Assessment Rubrics:

Quiz / Assignment/ Quiz/ Discussion / Seminar

Midterm Exam

Final Exam (70%)

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project Evaluation	End Semester Exam
CO1	√	√		√
CO2	√	√		√
CO3	√	√		√
CO4	√	√		√
CO5	√	√		√
CO6	√	√		√

Fourth Semester B.A.(CUFYUGP)Degree Examinations October 20

WAS6EJ301(1) -Modern World History -3

Credit -4

Maximum Time: 2 hours

Maximum Marks 70

Section -A

(Answer all .Each Question carries 3 marks)

Ceiling 24 Marks

1. Charlemagne
2. Black Death
3. Great Wall of China
4. Manor
5. Crusades
6. Benedictine Order
7. Hijrah
8. Al-Razi
9. Woodblock Colour Printing
10. Zhong He

Section -B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. What were Arabs chief literary accomplishments?
12. Evaluate the literary contributions of China. During the medieval period
13. To what degree did Muslim physicians influence the growth of medical knowledge in Western Europe?
14. What do you understand by feudal Revolution ?
15. Examine the progress of maritime trade under the Tang dynasty
16. What were the rights and obligations of Lords and Vassal in feudatory relations ?
17. Highlight the reforms of Justinian I.
18. Discuss the causes for the decline of feudalism

Section -C

[Answer any one. Each question carries 10 marks]

(1x10=10marks)

19. Evaluate the impact of crusades
20. Bring out the contributions of Arabs in the field of science'



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours

SEMESTER VI

Elective Major 4

Programme	BA West Asian Studies Honours				
Course Code	WAS6EJ302(1)				
Course title	STATE SYSTEM IN MODERN WEST ASIA				
Type of Course	Elective				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course objectives

Code	Details
CO1	Understand significant events, movements, and personalities that have shaped Modern West Asia
CO2	explore the processes of state formation and nation-building in West Asian countries
CO3	Analyze economic developments, including the discovery and impact of oil, economic policies, and modernization effort
CO4	study major conflicts in the region, including the Arab-Israeli conflict, the Gulf Wars, and other regional dispute
CO5	study the role and effectiveness of regional organizations such as the Arab League and the Gulf Cooperation Council

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze the processes and challenges of state formation and independence movements in the mid-20th century.	R	F	Assignment
CO2	Identify and compare different types of political systems in the region, including monarchies, republics, and hybrid regimes.	E	C	Seminar Presentation
CO3	explore the origins, developments, and current status of the Arab-Israeli conflict and its impact on regional politics.	An	C	Seminar Presentation
CO4	Study the role of oil and gas in the economies of West Asian states and the implications for domestic and international policies.	An	C	Discussions and debates
CO5	Examine the strategies and policies employed by newly independent states to build national identity and state institutions.	An	P	Group Discussion
<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	Mark s 70
1	The Emergence of Modern Nation States In West Asia		13	18
		Iran in 19th and 20th Centuries- Nationalization of oil – Iranian Revolution	3	
		Saudi Arabia: Emergence and patterns of rule – Foreign policy – Oil embargo and its consequences –	3	
		Egypt and Turkey: British occupation – Struggle for independence	3	
		Establishment of Egyptian Republic- Construction of Suez Canal- Suez Crisis	4	
	The Dynamics of Ottoman Society and Administration		13	16

2	Ottoman origins	2	
	The Reign of Muhammed II and the Conquest of Constantinople	3	
	The Peak of Ottoman Splendor: Suleiman I The Magnificent	2	
	The Era of the Young Turks - Young Turk Revolution of 1908	3	
	World War I and the end of the Ottoman Order- Authoritarian Reforms in Turkey under Mustafa Kamal Pasha- <i>Kamalism</i>	3	
3	Formation of the State of Israel	10	14
	Zionism- Ideology	2	
	Theodor Herzl- <i>Der Judenstaat</i>	2	
	Jewish Immigration in to Palestine	2	
	Balfour Declaration	2	
	The Palestine Mandate and the Birth of the State of Israel	2	
4	West Asia and GLOBAL Scenario	12	22
	Arab League	3	
	Formation of OAPEC	3	
	GCC	3	
	Organization of Arab Petroleum Exporting Countries: Principles and Objectives.	3	
5	Module V open ended Module:	12	

Essential Readings

1. S.N. Fisher : Middle East : A History

2. Don Peretz : The Middle East Today
3. W.L. Cleveland : A History of Modern Middle East
4. Akhtar Majeed : Encyclopaedia of West Asia
5. Akhtar Majeed : West Asia : An Introduction
6. Yahya Armajani : Middle East Past and Present
7. Dr. Afzal Iqbal : Contemporary Muslim World
8. J.L. Esposito (Ed.) : The Oxford Encyclopaedia of Modern Islamic World.
9. S. Shaw : History of the Ottoman Empire and Modern Turkey
10. N. Burger : The Arab World Today
11. Leonard Binder : Revolution in Iran
12. William Yale : The Near East
13. M.S. Agwani : Contemporary West Asia (1995)
14. Talmiz Ahmad : Reform in the Arab World (2005)

sixth Semester B.A.(CUFYUGP)Degree Examinations October 20

WAS6EJ302(1)-State System in Modern West Asia

Credit -4

Maximum Time: 2 hours

Maximum Marks 70

Section -A

(Answer all .Each Question carries 3 marks)

Ceiling 24 Marks

- 1.What were the economic and geopolitical implications of the Suez Canal for Egypt, and how did it become a symbol of national pride?
2. What were the main causes of the Iranian Revolution?
- 3.Suiz crisis
4. The Reign of Muhammed II
5. Constantinople
6. Young Turk Revolution
7. Theodor Herzl
8. OAPEC
9. GCC
10. Balfour Declaration

Section -B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. What were the primary causes of the Iranian Revolution of 1979, and how did socio-political factors, economic discontent, and religious influences converge to challenge the Pahlavi regime?
12. What were the key historical events and socio-political factors that contributed to the emergence of Saudi Arabia as a unified state in the early 20th century?
13. How did the leadership of figures like Gamal Abdel Nasser influence the transition from monarchy to republic, and what were the main ideological tenets of the new government?
14. What were some key achievements of Suleiman I during his reign?
15. What reforms did Mustafa Kemal Pasha implement to modernize Turkey?

16. What historical events led to the establishment of the state of Israel in 1948?
17. What are the primary goals of OPEC?
18. What year was the Arab League founded, and what were its primary goals?

Section -C

[Answer any one. Each question carries 10 marks]

(1x10=10marks)

19. Analyze the socio-political factors that contributed to the Iranian Revolution of 1979. How did these factors create a climate for revolutionary change?
20. Evaluate the significance of the reign of Suleiman the Magnificent in shaping the Ottoman Empire. What were his key reforms, and how did they impact the empire's administration and culture?



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours

SEMESTER V

Elective Major 1

Course Description: The course, KERLA HISTORY -1, aims to provide basic concepts on the history of Kerala from the earliest to the 12th century CE.

Programme	BA West Asian Studies Honours				
Course Code	WAS 5EJ 303(2)				
Course Title	KERLA HISTORY -1				
Type of Course	Elective				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the main features of the geography of Keralam	R	F	Seminar Presentation

CO2	Formulate their own informed opinions about the significance of the history of Keralam upto 12 th century CE	E	C	Seminar/ Group discussion
CO3	Analyse the Social formation process of Keralam	An	P	Debates/Hi storical simulations/ role play activities
CO4	To identify the strengths and weaknesses of different historical arguments about the history of Keralam upto 12 th century CE.	An	P	Discussions and Debates
CO5	Compare and contrast different interpretations of historical events.	An	P	develop a timeline of a historical event
CO6	Describe the archaeological evidences upto 12 century CE	Ap	P	Seminar/ Group discussion
	<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 60	Marks 70
I	Kerala: The Landscape and Environment		8	12
	1	Keralam as a region	1	
	2	Geographical features- Western Ghats- Passes	2	
	3	Indian Ocean- Rivers- Backwaters- Beaches	1	
	4	Types of Climate- Monsoons	2	
	5	Flora and fauna	2	
		Reading Materials 1. A Sreedhara Menon, <i>A Survey of Kerala History</i> . Chennai: S. Viswanathana pvt. Ltd., (1967) 2003.		
		2. Rajan Gurukkal and Raghava Varier, <i>Cultural History of Kerala</i> , Thiruvananthapuram: Department of Cultural Publications, Government of Kerala, 1999 3. K. Soman, <i>Geology of Kerala</i> . Bangalore: Geological Society of India, 2002		
II	Keralam upto Iron Age		12	18
	6	Pre-historic settlements – Palaeolithic, Mesolithic, Neolithic	2	
	7	Rock shelters- Edakkal- Marayur- Tenmala	2	
	8	Megaliths- typology- Grave goods	2	
	9	Megalithic Excavations- J Babington- Porkkalam- Mangad- Ummichipoyil –Anakkara	3	
	10	Megalithic Culture- Belief- Economy- Society	3	

		<p>Reading Materials</p> <ol style="list-style-type: none"> 1. Elamkulam Kunjan Pilla, <i>Studies in Kerala History</i>, NBS, Kottayam 1970 2. A Sreedhara Menon, <i>A Survey of Kerala History</i>. Chennai: S. Viswanathana pvt. Ltd., (1967) 2003. 3. Rajan Gurukkal and Raghava Varier, <i>Cultural History of Kerala</i>, Thiruvananthapuram: Department of Cultural Publications, Government of Kerala, 1999 4. P Rajendran, <i>The Prehistoric cultures and environment (A case study of Kerala)</i>. New Delhi: Classical Publication company, 1989. 5. T Sathyamurthi, <i>Iron Age in Kerala</i>, State Archaeology Department, Thiruvananthapuram, 1992 6. K N Ganesh, <i>Keralathinte Innalekal</i>, Thiruvananthapuram 1990 7. Raghava Varier and Rajan Gurukkal, <i>Keralacharithram vol-1</i>, Sukapuram, 1991 		
III	Early History of Kerala (300 BCE- 500 CE)		12	18
	11	Early Tamil Literature- Akananuru- Purananuru- Patittuppattu	2	
	12	Tinai and the cultural landscape of early Tamizhakam	2	
	13	Greek- Roman writings ;	2	
	14	Pattanam – Vizhinjam Excavations	2	
	15	foreign trade	4	

		<p>Reading Materials</p> <ol style="list-style-type: none"> 1. Elamkulam Kunjan Pilla, <i>Studies in Kerala History</i>, NBS, Kottayam, 1970 2. A Sreedhara Menon, <i>A Survey of Kerala History</i>. Chennai: S. Viswanathana pvt. Ltd., (1967) 2003. 3. Rajan Gurukkal and Raghava Varier, <i>Cultural History of Kerala</i>, Thiruvananthapuram: Department of Cultural Publications, Government of Kerala, 1999 4. K N Ganesh, <i>Keralathinte Innalekal</i>, Thiruvananthapuram, Second Edition, 2019 5. Raghava Varier and Rajan Gurukkal, <i>Keralacharithram vol-1</i>, Sukapuram, 1991 6. Rajan Gurukkal, <i>Rethinking Classical Indo- Roman Trade: Political Economy of Eastern Mediterranean Exchange Relations</i>. New Delhi: Oxford University Press, 2016. 7. P.J Cherian, <i>Interim Reports of Pattanam Excavations</i>, KCHR, Thiruvananthapuram, 2015. 8. Dineesh Krishnan and Rachel A Varghese. <i>Archaeology Matters –A Field Based Narrative of Pattanam Excavations and Looking Ahead</i>, KCHR, Thiruvananthapuram, 2024 		
IV		Kerala- Upto 12th century	16	22
	16	Epigraphic evidences- Vazhappalli- Tarisappalli – Parthivapuram – Thiruvalla copper plates	3	
	17	Formation of Nadu	2	
	18	Kolathunadu , Eranad- Venadu		
	19	Land rights and relations - Cherikkal- Brahmasvam- Devasam	3	
	20	Trade guilds- Valanchiyar- Anchuvannam-Manigramam	2	
	21	Historicity of Mushikavamsakavyam-	2	
		<p>Reading Materials</p> <ol style="list-style-type: none"> 1. Elamkulam Kunjan Pilla, <i>Studies in Kerala History</i>, NBS, Kottayam, 1970 2. A Sreedhara Menon, <i>A Survey of Kerala History</i>. Chennai: S. Viswanathana pvt. Ltd., (1967) 2003. 3. K N Ganesh, <i>Keralathinte Innalekal</i>, 		

		<p>Thiruvananthapuram, Second Edition, 2019</p> <p>4. Raghava Varier and Rajan Gurukkal, <i>Keralacharithram vol-1</i>, Sukapuram, 1991</p> <p>5. MGS Narayanan, <i>Perumāls of Kerala Brahmin Oligarchy and Ritual Monarchy Political and Social conditions of Kerala under the Cēra Perumāls of Mākōtai (c AD 800 – AD 1124)</i>. Thrissur: Cosmo books, (1996), 2013.</p> <p>6. Veluthat, Kesavan. <i>Brahman Settlements in Kerala: Historical Studies</i>. Thrissur: Cosmo Books, (1978) 2013.</p>		
V		Open Ended	12	
		<p>Experience learning through field visit (Doing History): The pre-historic, megalithic, early historic sites of Keralam- Edakkal / Marayur Cheramanangad, Ariyannur, Kandanassery, Porkkalam, Kodungallur and Pattanam / Valapattanam and Madayi, Kodungallur and Tiruvanchikkulam etc.</p> <p style="text-align: center;">Or</p> <p>Heritage Walk to the villages Or known historical sites in the nearby towns and villages, landscape and culture.</p>		
		<p>Activities and assessment of the Open ended</p> <p>Prepare and submit a report, which can be considered as an assignment on the field visit or the heritage walk</p> <p>Assessment</p> <p>Assess the level of understanding in the report Or of the student</p>		
		<p>General Reading</p> <p>6. Narayanan, M.G.S. <i>Kerala Charittrattinte Aṭisthāna Śilakal</i>. Calicut: Navakerala Cooperative Publication, 1971</p> <p>7. Narayanan, M.G.S. <i>Cultural Symbiosis in Kerala</i>. Trivandrum: Kerala Historical Society, 1972.</p> <p>8. KN Ganesh, <i>Reflection on Pre-Modern Kerala</i>. Thrissur: Cosmo Books, 2016</p>		
		9. PJ Cherian (ed.). <i>Perspectives on Kerala History</i> ,		

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:

- 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	✓		✓		✓

Model Question

VI SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS

WAS 5EJ 303(2) KERLA HISTORY -1

(Credits: 4)

Maximum time: 2 hours

Maximum Mark 70

Section A

[Answer all. Each question carries 3 marks]

(Ceiling 24 Marks)

1. Western Ghats
2. Edavappathi
3. Marayur
4. Babington
5. Amphora
6. Kurinji
7. Vanpulam
8. Cheramanparambu
9. Tharisappalli
10. Alwars

Section B

[Answer all. Each question carries 6 marks]

(Ceiling 36 Marks)

11. Explain the important rivers of Keralam
12. Discuss the climatic condition of Keralam
13. List out the major pre-historic rock shelters of Kerala
14. What are megaliths?
15. What is Tinai?
16. Assess the importance of Pattanam excavations
17. Discuss the important epigraphical evidences on Perumal period
18. Write a note on Land rights of Perumal period

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

19. Analyse the early historic socio-economic formation in Keralam
20. Discuss the features of Second Chera polity



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours

Semester 6

Elective Major 2

Course Description: The course "Kerala History -2" aims to offer a comprehensive understanding of Kerala's historical narrative during this pivotal period.

Programme	B.A West Asian Studies Honours				
Course Code	WAS5EJ 304(2)				
Course title	Kerala History -2				
Type of Course	Elective				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Course objectives

Code	Details
CO1	Gain an understanding of the basic principles, theories, and methodologies of archaeology
CO2	Learn about the development and evolution of archaeological studies in India, including key figures and milestones
CO3	Investigate significant archaeological sites in India, such as Harappa, Mohenjo-Daro, Dholavira ETC
CO4	Understand the methods and techniques of archaeological excavation, including site survey, stratigraphy, and recording
CO5	Understand the importance of heritage management and the challenges involved in protecting and promoting archaeological sites

Module	Unit	CONTENT	Hrs	Marks
			60	70
I	The Age of Swarupams		12	16
	1	Break up of Central authority- Formation of Naduvazhi Swarupams and Sanketams Kolathunadu- Samoothiris- Perumpadappu- Venad	3	
	2	Marumakkathayam	2	
	3	Jati formation – purity and pollution – Mannappedi Pulappedi	2	
	4	Changes in Land Relations - Janmam- Kanam- Maryadai	3	
	5	Medieval Ordeals- Sathyaparikshakal	2	
		Reading materials 1. A Sreedhara Menon. <i>A Survey of Kerala History</i> . Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 2. K N Ganesh, <i>KeralathinteInnalekal</i> , Thiruvananthapuram 1990 3. RaghavaVarier&RajanGurukkal, <i>Keralacharithram vol-1</i> , Sukapuram, 1991 4. Raghava Varier, <i>Ammavazhi Keralam</i> , Kerala Sahithya Academy, Kottayam,2006 5. RajanGurukkal&RaghavaVarier, <i>History of Kerala-prehistoric to the present</i> , Orient Blakswan, New Delhi, 2018		
II	Society and Culture of Medieval Kerala		12	16
	6	Manipravalam literature and the Evolution of Malayalam language	2	
	7	Granthavaris- Perumpadappu, Mathilakam, Vanneri Grandhavari	2	
	8	Cultural contributions – Revathi Pattathanam– Patinettara Kavikal- Krishnagatha	2	
	9	Martial Arts - Kalari- Poithu- Ankam- Mamankam	3	
	10	Medieval Trade – Inland and foreign	3	
		Reading Materials 1. A Sreedhara Menon. <i>A Survey of Kerala History</i> . Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 2. K N Ganesh, <i>KeralathinteInnalekal</i> , Thiruvananthapuram		59

		1990 3. RaghavaVarier & RajanGurukkal, Keralacharithram vol-1, Sukapuram, 1991 4. PJ Cherian (ed.). Perspectives on Kerala History, Gazetteer Deartment, Thriuvananthapuram, 2000 5. RajanGurukkal & RaghavaVarier, History of Kerala-prehistoric to the present, Orient Blakswan, New Delhi, 2018 6. N M Namboothiri, Mamankam Rekhakal, Vallathol Vidyapeedam, Sukapuram, 2005		
III	European powers in Keralam		12	16
	11	The Portuguese in Keralam- Gama- Cabral- Albuquerque	2	
	12	Impact of Portuguese Conquest in Religion- Latinization Synod of Diamper – Coonan Cross Oath	2	
	13	Historical importance of Thuhfath-al Mujahidheen	2	
	14	Dutch in Keralam- Kulachal war – Hortus Malabaricus- French in Mahe	2	
	15	Forts as Power centres of military and trade engagements	2	
	16	Europeans involvement in Local Politics	2	
		Reading Materials 1. A Sreedhara Menon. <i>A Survey of Kerala History</i> . Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 2. K.M Panikker, <i>Malabar and the Portuguese</i> , later edn.,1997 3. K N Ganesh, <i>KeralathinteInnalekal</i> , Thiruvananthapuram, 1990 4. K.S Mathew, PoulomiAich Mukherjee, <i>The Portuguese presence in India Malabar and Goa</i> , Manohar Publishers, Delhi, 2021 5. PJ Cherian (ed.). <i>Perspectives on Kerala History</i> , Gazetteer , Deartment, Thriuvananthapuram, 2000 6. Rajan Gurukkal&RaghavaVarier, <i>History of Kerala-prehistoric to the present</i> , Orient Blakswan, New Delhi, 2018 7. Margret Frenz: <i>From Contact to Conquest: Transition to British Rule in Malabar, 1790-1805</i> , OUP, 2003		
IV	Kerala in 18TH C		14	22
	17	British Colonization of Malabar	2	
	18	Princely States- Kochi	2	
	19	Princely States - Travancore	2	
	20	Mysorean invasions – Hyder Ali- Tipu Sulthan	2	
	21	Mysorean invasions and its impact	3	

	22	Sreerangapattanam Treaty and the imposition of British East India Company Rule- Malabar under the Madras Presidency	3	
		<p>Reading Materials</p> <ol style="list-style-type: none"> 1. A Sreedhara Menon. <i>A Survey of Kerala History</i>. Chennai: S. Viswanathanapvt. Ltd., (1967) 2003 2. C K Kareem, <i>Kerala Under Haidar Ali and Tipu Sulthan</i>, Kerala History Association, 1973 3. K N Ganesh, <i>Keralathinte Innalekal</i>, Thiruvananthapuram 1990 4. Ashim Das Gupta, <i>Malabar in Asian Trade ,1740-1800</i>, CUP,1966 5. RaghavaVarier & RajanGurukkal, <i>Keralacharithram vol-1</i>, Sukapuram, 1991 6. PJ Cherian (ed.). <i>Perspectives on Kerala History</i>, Gazetteer , Deartment, Thriuvananthapuram, 2000 7. Pamela Nightingale, <i>Trade and Empire in Western India, 1784-1806</i>,CUP,1970 		
V		Open Ended	12	
		<p>Experiential learning through Field Visit: Colonial Forts/Palaces and Temples of Naduvazhis. Egs. Palakkad Fort, Bekkal Fort, St.Angelos Fort, Anjuthengu Fort Arakkal Palace, Sakthan palace, Hill Palace, Mattachery Palace, Paliyam Palace , Padmanabhapuram Palace, Thangassherry(St.Thomas) Fort, East Fort Thiruvanthapuram etc./ Jewish Synagogues/ Medieval trade centers; eg. Valappattanam, Madayi, Panthalayani, Ponnani, Kodungallur, Kochi, Kollam, Vizhinjam etc.</p> <p>Or</p> <p>Seminar Presentations and discussions</p>		
		<p>Activities and assessment of the Open Ended</p> <p>Prepare and submit a report, which can be considered as an assignment on the field visit</p> <p>Assessment</p> <p>Assess the understanding level of the Student as per the report.</p>		

		<p>General Readings</p> <p>7. Margret Franz, <i>From Contact to Congest</i>, OUP, New Delhi, 2003</p> <p>8. RaghavaVarier, <i>MadhyakaalaKeralamSwarupaneethiyude Charithrapaadangali</i>, SPCS, Kottayam, 2022</p> <p>9. N M Namboothiri, <i>Samoothiri Charithrathile Kanappurangal</i>, Later edn., Kerala Bhasha Institute.</p> <p>10. V V Haridas, <i>Zamorins and the Political Culture of Medieval Kerala</i>, Orient Blackswan, 2018</p> <p>11. Rajan Gurukkal & RaghavaVarier, <i>History of Kerala-</i></p> <p>12. <i>Prehistoric to the Present</i>, Orient Blakswan, New Delhi, 2018</p> <p>13. MP MujeebuRehiman, <i>Malabar in Transition</i>, Arts & Science Academic Publishing, Delhi, 2020</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 :

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- 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	✓	✓		✓

VI SEMESTER BA (CUFYUGP) DEGREE EXAMINATIONS

WAS5EJ 304(2) Kerala History -2

(Credits: 4)

Maximum time: 2 hours

Maximum Mark 70

Section A

[Answer all. Each question carries 3 marks]

(ceiling 24 Marks)

- 1..Kuruvazhcha
2. Sanketam
- 3.Vishapareeksha
- 4.Chandrolsavam
- 5.Poithu
- 6.RevathiPattathanam
- 7.Cabral
- 8.Coonan Cross oath
- 9.Cornwallis Code
- 10.Joint Commission Report

Section B

[Answer all. Each question carries 6 marks]

- 11.Explain the important features of Swaroopam
- 12.What is JanmamKanam? (Ceiling 36 Marks)
- 13.Discuss the process of Jati formation
- 14.Write a note on SandesaKavyas
- 15.Assess the process of Latinization of Christianity in Kerala
- 16.Estimate the Colonial involvements in local politics
- 17.Examine the political importance of Kochi under SakthanThampuran
- 18.Write a note on the political importance of Mysore invasion

Section C

[Answer any one. Each question carries 10 marks]

- 19.Analyse the nature of medieval polity
- 20.Discuss the importance of fortification during colonial period



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours

Semester 6

Elective Major 3

Course description: This course is intended to Kerala’s history -3, focusing on the time when it was under colonial rule. It covers how British influence affected Kerala’s economy, society, and politics. This course also looks at the unique cultural changes during this period. It also examines Kerala after independence, including social and economic shifts and the present situation. It gives a preliminary understanding of modern Kerala’s history, emphasizing important events and key figures.

Programme	B.A West Asian Studies Honours				
Course Code	WAS6EJ 303(2)				
Course Title	Kerala History -3				
Type of Course	Major Elective				
Semester	VI				
Academic Level	300-399				
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 socio-political changes, economic developments, cultural shifts, and the impact of significant events or movements on the Kerala society	U	F	Seminar Presentation

CO2	Students gain insights into the State's role in the national context and its continuation to India's history	E	C	Seminar/ Group discussion
CO3	Students gain a comprehensive understanding of the multifaceted changes that occurred in Kerala during the mid to late 20 th century, fostering critical thinking and a deeper appreciation for the interconnectedness of history, culture, and societal transformation	An	P	Debates
CO4	Acquire research skills by conducting independent research on specific historical topics related to modern Kerala history and coherently presenting findings.	An	P	Discussions and debates
CO5	Understanding the ethical dimensions of historical research and analysis, considering issues related to cultural sensitivity, bias, and historical interpretation.	An	P	Develop a timeline of the maps made in pre-British India.
CO6	Critically analyze key historical events and movements in Kerala.	U	C	Quick quizzes/ Group discussions/

<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge (F) Conceptual Knowledge (C) Procedural (P) Metacognitive Knowledge (M)</p>
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Module	Unit	CONTENT	Hrs	Marks
			60	70
I	Modern Kerala		11	18
	1	European Dominance in Kerala, 1498-1792	2	
	2	Establishment of British power in Malabar	2	
	3	Colonial Society Kochi and Thiruvithamcore	2	
	4	Impact of European Dominance	2	
	5	Forts and Fortifications	3	

	<p>Reading List</p> <ol style="list-style-type: none"> 1. N. Rajendran, <i>Establishment of British Power in Malabar, 1664-1799</i>, Chugh Publications, 1979 2. T.K. Ravindran, <i>Malabar Under Bombay Presidency: A Study of the Early British Judicial System in Malabar, 1792-1802</i>, 1969 3. Rajan Gurukkal and Raghavavariar, <i>Kerala Charithram (mal)</i>, Vol.2, 4. Genevieve Lamercinier, <i>Religion and Ideology in Kerala</i>, DK Agencies, 1984 5. Margaret Frenz, <i>From Contact to Conquest: Transition to British Rule in Malabar, 1790-1805</i>, OUP, 20023 6. Robin Jeffrey, <i>The Decline of Nayar Dominance: Society and Politics in Travancore, 1847-1908</i>, 1976 7. Rājan Gurukkal, Rāghava Vārrier, <i>History of Kerala: Prehistoric to the Present</i>, Orient Blackswan, 2018 8. Leena More, <i>English East India Company and the Local Rulers in Kerala: A Case Study of Attingal and Travancore</i>, 2003 9. E M S Namboodirippad, <i>History, Society, and Land Relations: Selected Essays</i>, Leftword Books, 2010 10. T.C. Varghese. <i>Agrarian Change and Economics Consequences: Land Tenures in Kerala 1850-1960</i>, Allied Publishers, Bombay, 1970 11. E M S Namboodripad, <i>The National Question in Kerala</i>, PPH, Bombay, 1952
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II	RESISTANCE TO REVOLT IN KERALA	17	22
	6	Early Resistances, Pazhassi Raja, Velu Thampi, Kurichia Revolt, Mappila Resistances	2
	7	Birth and Spread of the National Movement, 1885-1920	3
	8	Mahatma Gandhi and the Birth of Mass Movements	2
	9	Socialist Ideology and the National Movement	2
	10	Peasant and anti-Imperialist Movements in Malabar	2
	11	Temple Entry Movements in Kerala	1
	12	The Quit India Movement in Kerala	1
	13	Aikya Kerala Movement	2
	14	Literacy and the Library Movement	2

	Reading List		
	<ol style="list-style-type: none"> 1. P.K.K. Menon, <i>History of Freedom Struggle in Kerala</i>, Vol. I, Govt. of Kerala, Thiruvananthapuram, 2000 2. P.K.K. Menon, <i>History of Freedom Struggle in Kerala, 1885-1938</i>, Vol. II, Regional Records Survey Committee, 1972 3. A Sreedhara Menon, <i>Kerala and Freedom Struggle</i>, DC Books, 2013 4. A Sreedhara Menon, <i>A Survey of Kerala History</i>, DC Books, 2007 5. Indu Menon (Ed.), <i>Tribal Freedom Fighters of Kerala</i>, Kirtads, 2019 6. Library Movement in Kerala: See http://eprints.rclis.org/7821/1/1993Origins.pdf 7. EMS Namboodirippad, <i>Keralam Malayalikalude Mathrubhumi (mal)</i>, <i>Chintha</i>, 2022 8. A K Pilla, <i>Congrassum Keralavum</i> (Mal), Charithram Publications, 1982 9. <i>Kerala Through the Ages</i>, Govt. of Kerala, 1980 10. E M S Namboodripad, <i>The National Question in Kerala</i>, PPH, Bombay, 1952 		
III	SOCIO CULTURAL HISTORY OF MODERN KERALA:	8	14
	15	The Intervention of Missionaries in Kerala	2
	16	Changes in Education and Literature	2
	17	Social Changes- Sree Narayana Guru, Ayyankali, Poykayil Yohannan, Mannathu Padmanabhan, Reform movements among the Muslims, and the Rationalist	4
		movement	

		<p>Reading list:</p> <ol style="list-style-type: none"> 1. E M S Namboodripad, <i>The National Question in Kerala</i>, PPH, Bombay, 1952 2. P. Bhaskaranunni, <i>Pathonpatham Noottandile Keralam</i> (mal), Kerala Sahitya Akademi, 2022 3. P. Bhaskaranunni, <i>Keralam Irupatham Noottandinte Keralam</i> (Mal), Kerala Sahitya Akademi, 2023 4. P.K. Gopalakrishnan, <i>Keralathinte Samaskarikacharithram</i> 5. Robin Jefferey, <i>Decline of Nayar Dominance: Society and Politics in Travancore, 1847-1908</i>, Vikas, New Delhi, 1976. 6. Robin Jeffrey, <i>Politics, Women and Well-Being: How Kerala Became a Model</i>, Macmillan, London, 1991. 7. Dick Kooiman, <i>Conversion and Social Equality in India: The London Missionary Society in South Travancore in the 19th Century</i>, Manohar, New Delhi, 1989. 8. L A Krishna Iyer, <i>Social History of Kerala</i>, 2Vols, Book Centre Publications, Madras, 1970 9. K K N Kurup, <i>Modern Kerala: Studies in Social and Agrarian Relations</i>, Mittal, Delhi, 1988. 10. K N Panikkar, <i>Against Lord and State</i>, OUP, New Delhi, 1989 		
IV	KERALA SINCE INDEPENDENCE:		12	16
	18	The Reforms of the First Communist Ministry, 1857-59	2	
	19	Implementation of Land Reforms in Kerala	1	
	20	People's Planning Programme	1	
	21	Education in Post Independent Kerala	2	
	22	The Kerala Model of Development	2	
	23	Tribal and Environmental Issues in Kerala	4	

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

	PSO1	PSO2	PSO3	PSO4	PSO5	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	-

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 (CUFYUGP) Degree Examinations**WAS6EJ 303(2) Kerala History -3**

(Credits 4)

Maximum time: 2hrs**Maximum Marks: 70****Section A**

(Answer all. Each question carries 3 marks)

(Ceiling: 24 Marks)

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

Section B

(Answer all. Each question carries 6 marks)

(Ceiling:36 Marks)

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

Section C

(Answer any one. Each question carries 10 marks)

(1x10 Marks)

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



**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies

Semester 6

Elective Major 4

Program	BA West Asian Studies Honours					
Course Code	WAS6EJ 304(2)					
Course title	HISTORY OF KERALA–ARAB RELATIONS					
Type of course	Elective					
Semester	VI					
Academic level	300-399					
Course details	Credit		Lecture per week	Tutorial per week	Practical per week	Total hours
	4		4			60

Course objectives

Code	Details
CO1	To acquaint the students with the social, economic and cultural contact between India and the Arab World.
CO2	• To make the students aware of mutual influence of Indian and Arab culture. •
CO3	To enable the students to understand human behaviour in social, political economic and cultural contexts.
CO4	analyze the impact of the spread Islam in India and the role of Arab traders and scholars
CO5	Discuss the socio-economic impact of the Indian diaspora in the Gulf region

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Learn about the early trade routes and cultural exchanges between the Indian subcontinent and the Arab world.	R	F	Assignment
CO2	Explore the impact of Arabic language and literature on Indian culture, including the adoption of Arabic script and the influence on regional languages.	E	C	Seminar Presentation
CO3	Investigate the main commodities traded, such as spices, textiles, and precious stones, and their impact on the economies of both regions.	An	C	Seminar Presentation
CO4	Examine key historical alliances and conflicts between Indian and Arab states.	An	C	Discussions and debates
CO5	Develop skills in analyzing primary and secondary sources related to Indo-Arab relations.	An	P	Group Discussion
	* - 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	Early contacts with Arabs		15	18
	Islam in Kerala		4	
	Arab trade with India with particular reference to Malabar		4	
	Arab geographers		4	
	medieval ports in Kerala and west Asian trade		3	
2				
	Representations of History in Arabic Texts		15	18
	Works of Al Baruni and Ibn Battuta,		4	
	Ali bin Hamid Kufi,		4	
	Sheikh Zainudheen – Thuhfathul mujahideen		3	

	and Qazi Muhammad of Calicut.	4	
3	Influence of Arabs on Kerala society and culture	15	18
	Cultural contacts or symbiosis	3	
	The ideology of Sufism	4	
	The Hajj in early times –	2	
	Influence on Art and Architecture	3	
	History of Indo – Muslim Traditions.	3	
4	Genesis and spread of Islam in Kerala	13	16
	Sufism in Kerala –	3	
	Formation of Mappila Community –	3	
	Impact of Gulf Migration on Kerala	3	
	Kerala west Asian relations in the medieval period	4	
5	Module V open ended Module:		
	<p>Assessment</p> <p>This course is divided into five modules, with having total of sixteen fixed units. There are a total number of sixty hours for these fixed modules.</p> <p>There will be two modes of assessing students enrolled in this course:</p> <p>1) Students will have to submit two papers on themes finalised in the class discussions with the mentorship of the instructor. These essays will be marked out of 10 for each essay. Each student is expected to make a presentation and this will be marked out of Maximum mark 10.</p> <p>2. Finally, the students have to appear in end semester exam (Maximum Marks-70) at the end of semester</p>		

Books for reference

1. L.P. Harvey : Ibn Batuta
2. M.N. Pearson : Pious Passengers: The Hajj in Earlier Times
3. Ibn Batuta : The travels of Ibn Batuta
4. Sheikh Zainuddin : Thuhfathul Mujahiddin
5. Aziz Muhammed : Studies in Islamic Culture in the Indian Environment.
6. M. Athar Ali (ed.) : Mughal India, Studies in Polity, Ideas, Society and Culture.
7. Ashin Das Gupta : Malabar and Asian Trade.
8. Richard M. Eaton : Essays in Islam
9. S C Misra : Muslim Communities in Gujarat.
10. S.A.A. Rizwi : A History of Sufism in India, 2 Vol.

11. V. Kunhali : Sufism in Kerala.
12. Arndre Wink : Al Hind – The making of the India, Islamic World
13. Satish Chandra : Medieval India, 2 vols.
14. " : Essays on Medieval History.
15. A.P. Ibrahim Kunju : Mappila Muslims of Kerala.
16. Harbans Mukhia : The Mughals of India.
17. B.A. Prakash : Kerala Economy
18. Sulayman Nadvi : India – Arab Relations
19. Maqbul Ahamed : Indo-Arab Relations
20. C.F. A. Hourani : Arab Seafaring in the Indian Ocean
21. G.R. Tibbit : Arab Navigation in the Indian Ocean before the coming of Portuguese
22. ICCR : India and Arab World

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	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO4	PO 5	PO 6
CO 1	3	1	1	2	2	3	1	---	1	2	2
CO 2	3	3	3	3	3	3	3	2	---	3	3
CO 3	3	2	3	3	3	2	3	3	2	3	3
CO 4	3	3	3	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3	3	3	3
CO 6	3	3		3	3	3	3	3	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	✓	✓	✓	✓

V SEMESTER (CUFYUGP) DEGREE EXAMINATIONS

Elective Course WAS6EJ 304(2)

**WAS6EJ304(2) -History of Kerala- Arab Relations
(Credits:4)**

MaximumTime:2 hours

Maximum Marks:70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 Marks)

1. Al Biruni
2. Ibn -Batuta
3. Early Hajj
4. Sufism in kerala
5. Zamorin of calicut
6. Valapattanam
7. Al -Kwazini
8. Chisti order
9. Malabar Mappila Community
10. Qazi-Muhammed of Calicut

Section B

[AnswerAll. Each question carries 6 marks]

Ceiling: 36 Marks

11. Explain the representations of kerala in Arabic texts.
12. What are the main beliefs of sufism.
13. What is the reason of migration from india to middle east
14. Review the works of Al Biruni
15. Give a note of the Arab influence on Indian society .
16. What impact does an autobiography make on history.
17. Assess the contribution of Al-Masudi to Indian Historiography.
18. What do you mean by Gulf Migration.

Section C

[Answer anyone. Each question carries 10 marks]

(1x10=10 Marks)

19. Explain Early History of Islam in Malabar

20. Analyze the socio-economic impacts of Gulf migration on the state of Kerala. How has remittance from migrant workers influenced local economies and livelihoods?

MINOR COURSES

Table A

Table A (Modern Indian History)

GROUP 1

COURSE 1: WAS1MN101

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS1MN101				
Course Title	MODERN INDIAN HISTORY-1				
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 objectives

Code	Details
CO1	Realise the impact of colonialism and its presence in contemporary India
CO2	Appreciate the values and ideologies of freedom struggle
CO3	Trace the mass basis of Indian national movement
CO4	Trace the dynamics of Indian economy that have rooted in both colonial and Native practices
CO5	To familiarize the students with different ideologies that shaped Indian National Movement.

Course Outcomes (CO):

CO		Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students should comprehend the political, social, economic, and	R	F	Assignment

	cultural contexts of modern India during the specified time frame.			
CO2	Understand the impact of colonialism on Indian society, economy, culture, and politics, including the policies of the British Raj and their consequences.	E	C	Seminar Presentation
CO3	Explore the dynamics of social change, including caste, class, gender, and religious identities, and their evolution over time.	An	C	Seminar Presentation
CO4	Appreciate the diversity of Indian society and the contributions of various communities, regions, languages, and cultures to the making of modern India.	An	C	Discussions and debates
CO5	Gain insights into the evolution of Indian political thought, institutions, and movements, including the development of Indian nationalism and the struggle for independence.	An	P	Group Discussion
<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	Mark
			60	s 70
1	Colonialism and its Practice		13	20
	Significance of the Battle of Plassey and the Buxar		3	
	New agrarian practices - revenue and tenurial system		3	
	Early Resistance Movements- Sanyasi- Fakir- Santhal- Kurichya Revolt		3	
	The revolt of 1857: interpretations, causes and significance		4	
	Social and Religious Reform Movements		17	22

2	Social and religious consciousness in India	4	
	Rajaram Mohan Roy and Brahmosamaj-Ramakrishna Mission and Vivekananda	5	
	Arya Samaj- Jyothiba Phule and Sathyashodak Samaj	4	
	Aligarh movement	4	
3	Indian National Congress- The Early Phase		15
	Indian National Congress- The Genesis- Safety Valve Debate		
	Moderate Phase ♥		
	Drain Theory		
4	Swadeshi and Home Rule Movements	8	13
	Partition of Bengal - Swadeshi and Boycott Movements	2	
	Muslim League -Minto- Morley Reforms 1909	2	
	Annie Beasant - Tilak -	2	
	Surath split- Lucknow pact	2	
5	Module V open ended Module:		
	OPEN ENDED: Students will be able to understand how British impoverished India and how it led to the emergence of Indian nationalism. Conduct quiz programmes – Discussions – Poster exhibition		
	Activity 1: Quiz Programme Conduct quiz programme in their respective class room or college based on the syllabus.		
	Activity 2: Discussion Conduct a discussion based on the ideologies of the different phases of Indian national movement in association with any of the clubs in the college.		
	Activity 3 : Poster exhibition Organize a poster exhibition on special days. Assessment Participation in the above mentioned programme. Presentation Evaluation		

	Students will be assessed on their presentation skills, ability to engage the audience, and the involvement in the group activity.		
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References

1. Percival Spear, The History India, Vol 2
2. SekharaBandyopadhyaya, From Plassey to Partition: A History of Modern India
3. A. R, Desai, Social Background of Indian Nationalism
4. Bipan Chandra et.al., India's Struggle for Independence
5. Uma Chakravarti, Rewriting History: The Life and Times of PanditaRamabai
6. Ishita Banerjee- Dube, A History of Modern India

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.(CUFYUGP) Degree Examinations October2024
WAS 1MN101 Modern Indian History-1

MaximumTime:2hours

Maximum Marks: 70

SectionA

[Answer all.Each question carries 3 marks]

a. (Ceiling:24Marks)

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.

SectionB

[Answer all.Eachquestioncarries6marks]

(Ceiling: 36Marks)

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. Eachquestioncarries10marks]

(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 1)

COURSE 2: WAS2MN101- MODERN INDIAN HISTORY-2

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS 2MN101				
Course Title	MODERN INDIAN HISTORY-2				
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		Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students should comprehend the political, social, economic, and cultural contexts of modern India during the specified time frame.	R	F	Assignment
CO2	Understand the impact of colonialism on Indian society, economy, culture, and politics, including the policies of the British Raj and their consequences.	E	C	Seminar Presentation
CO3	Explore the dynamics of social change, including caste, class, gender, and religious identities, and their evolution over time.	An	C	Seminar Presentation

CO4	●	Appreciate the diversity of Indian society and the contributions of various communities, regions, languages, and cultures to the making of modern India.	An	C	Discussions and debates
CO5	7.	Gain insights into the evolution of Indian political thought, institutions, and movements, including the development of Indian nationalism and the struggle for independence.	An	P	Group Discussion
<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 60	Marks 70
1	Principles and Ideology of Mahatma Gandhi		8	16
	Sathyagraha			
	Ahimsa			
	Non-cooperation			
	Sarvodaya			
	Civil Disobedience			
	Hind Swaraj			
Relevance of Gandhian ideology.				
2	National Movement after 1919- GANDHIAN ERA		13	20
	Gandhian strategy - Sathyagraha - Champaran and Kheda - Anti Rowlatt Agitation			
	JallianWalabagh Massacre			
	Khilafat and Non-co-operation movement - Chauri - Chaura incident - suspension -Simon Commission and its boycott - Civil Disobedience Movement			
	Swaraj Party -Revolutionary Nationalists - Bhagat Singh - Chandra Sekhar Azad,Surya Sen.			
3	Towards freedom		17	20
	Congress Socialist Party. -			
	Round Table Conference			

	Communal Award –Communal ideology and its practice- RSS, Hindu Mahasabha-Muslim league Quit India Movement		
	Subash Chandra Bose and INA Cabinet Mission Plan – Mount Batten Plan - Independence Act of 1947		
		10	14
4	The Partition Of India: Times Of Violence And Displacement		
	Consequences of partition		
	Causes of partition – different interpretations mass migration – violence and bloodshed - violent displacement. -		
	Ongoing conflict and tension between India and Pakistan- resurgence of communalism – refugee problem		
	OPEN ENDED : Critically evaluate different streams of movements in Indian freedom struggle. Debate – Discussions – Magazines – Seminar.		
	Activity 1: Debate Conduct an outreach programme on the topic “Relevance of Gandhian Ideology in contemporary India”.		
	Activity 2: Prepare a magazine or journal Prepare a magazine or journal based on the different alternative movements in Indian freedom struggle.		
	Activity 3: Conduct a discussion based on Indian freedom struggle.		
	Assessment Exhibit Portfolio: Students will submit a report on the debate and discussion and exhibit the magazine / journal in the college. Assessment criteria will focus on historical accuracy, creativity, and in-depth analysis of the themes. Presentation Evaluation Students will be assessed on their presentation skills, ability to engage in a group and the clarity of their presentations.		

	<p>Peer Feedback 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 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	PSO	PSO	PSO4	PSO	PO	PO2	PO3	PO4	PO5	PO6	PO7
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	O1	2	3		5	1						
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(CUFYUGP) Degree Examinations October 2024

WAS 2MN101: Modern Indian History -2:

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 Moutbatten 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 of the revolutionary nationalists in the Indian freedom struggle?
20. Discuss the Gandhian method of struggle

COURSE 3(GROUP 1)**WAS 3MN201 Modern Indian History -3**

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS3MN201				
Course Title	Modern Indian History-3				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	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	Post-Independence Period-challenges		10	15
	1	Integration of princely states- strategies of Sardar Vallabhai Patel	3	
	2	Issue of language and formation of linguistic states – different commissions.	3	
	3	Federalism – secularism – linguistic and cultural diversity.	2	
	4	Unity and diversity	2	

	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 – fundamental rights and duties	3	
	8	Universal Adult Franchise – Equality before the law – Special privileges for the disadvantaged sections –	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. <ul style="list-style-type: none"> • 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 RandumHouse, Haryana, 2016. 3. Sekhara Bandyopadhyaya, <i>From Plassey to Partition: A History of Modern India</i>, Orient Long Man, New Delhi, 2014. 4. Shasi 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	

		<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. UrvashiButalia,The Other side of the silence, Penguin Random House, 5. Haryana, 2017. 	
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		6.....,Partition,The Long Shadow, VKG 2,New Delhi,2015. 7. Sadat HasanManto, Selected stories , Penguin Random House India, New Delhi,2012. 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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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	
CO 1	3	3	3	3	3	3	3	2	2	3	3	
CO 2	3	3	3	3	3	3	3	3	2	3	3	
CO 3	3	3	3	3	3	3	3	3	1	3	3	
CO 4	3	3	3	3	3	3	3	3	2	2	3	
CO 5	3	3	3	3	3	3	3	3	3	3	3	
CO 6	3	3	3	3	3	3	3	3	1	3	3	
CO7	3	3	3	3	3	3	3	3	1	3	3	

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

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

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

WAS3MN201: Modern Indian History-3

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
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.

GROUP 2 COURSE I:**WAS1MN102 HISTORY OF WEST ASIA-1**

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS1MN102				
Course Title	HISTORY OF WEST ASIA-1				
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	Students will demonstrate a thorough understanding of the major historical events, periods, and figures in West Asian history from ancient to modern times.	R	F	Seminar Presentation
CO2	Students will be able to identify and describe the key civilizations and empires that have shaped West Asian history, including their contributions to culture, science, and politics.	An	P	Reporting field study result
CO3	Students will develop skills in analyzing primary and secondary historical sources related to West Asia, critically assessing their reliability and significance	An	P	Validating data with other evidence
CO4	Students will gain insights into the modern political history of West Asia, including the formation of contemporary nation-states and the impact of major conflicts and political movements.	An	P	Conduct of interviews
CO5	Students will recognize the significant cultural contributions and achievements of West Asian	AP	P	Preserves collected data

	civilizations in fields such as literature, art, architecture, and science.			
	* - 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
		HISTORY OF WEST ASIA-1	60	70
I	Over view of the Physical Geography of West Asia		13	20
	1	1. West Asia or Middle East	3	
	2	2. Mountain Ranges and Deserts	2	
	3	3. Importance of Rivers and Sea	2	
	4	4. Climate and Weather patterns	2	
	5	5. Major Countries of the Arabian Peninsula- Saudi Arabia, The Persian Gulf Emirates, Yemen, Iran, Iraq.	1	
	6	6. Major countries of the Eastern Mediterranean- Egypt, Turkey, Syria, Lebanon, Israel, Jordan, Palestine.	3	
II	Religion in the West Asia		10	15
	7	7. Zoroastrianism	2	
	8	8. Judaism	2	
	9	9. Christianity	2	
	10	10. Islam	2	

	11	11. Baha'i-faith	2	
III	Linguistic Diversity of the Region		16	20
	12	Arabic	3	
	13	Persian (Farsi)	3	
	14	Turkish	3	
	15	Kurdish.	3	
	16	Hebrew,	2	
	17	Aramaic	2	
IV	Various Ethnic Groups as the Reflection of the Region's Cultural Heritage		11	15
	19	12. Arabs	2	
	20	13. Persians	2	
	21	14. Turks	2	
	22	15. Kurds	2	
	23	16. Assyrians	3	
V		MODULE V- Open Ended – Activity <ul style="list-style-type: none"> Identify and label various physical feature of West Asia in the map provided such as mountain ranges, rivers, deserts and bodies of water. 	12	
	Reading	<ol style="list-style-type: none"> Albert Hourani, <i>A History of the Arab Peoples</i> David Yaaghoubian, <i>Ethnicity, Identity and the</i> 		

		<p style="text-align: center;"><i>Development of Nationalism in Iran</i></p> <p>3. Michael Eppel, <i>The Kurds: A Modern History</i> Ronald Grigor Suny, <i>The Armenians: A History</i></p> <p>4 4. Bernard Lewis, <i>The Middle East: A Brief History of the Last 2000 Years.</i></p> <p>5 5. Dan Issac Slobin, <i>Language in the Middle East: Themes and Variations</i></p> <p>6 6. David McDowall, <i>Modern History of the Kurds</i> Frederick E. Grenspahn, <i>An Introduction to Aramaic</i></p> <p>7. Kenneth E. Bowers, <i>God Speaks Again: An Introduction to the Baha'i Faith</i></p> <p>8. P. Oktor, <i>An Introduction to Zoroastrianism</i> Philip K. Hitti, <i>The origins of the Druze People and Religion with Extracts from Their Sacred writings</i></p>		
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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	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		✓		✓

WAS1MN102 HISTORY OF WEST ASIA-1

Maximum Time: 2hours

Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Briefly explain why West Asia is also known as the Middle East.
2. Identify two major mountain ranges in West Asia and their significance.
3. Describe the importance of rivers and seas for the region's development.
4. What is the dominant climate pattern in West Asia?
5. Differentiate between two Arabian Peninsula countries based on a geographical feature
6. What is the central belief of Zoroastrianism?
7. Briefly explain the concept of monotheism in Judaism, Christianity, and Islam.
8. Describe the origin and core beliefs of the Druze faith.
9. What is the significance of the Baha'i faith in the region?
10. Choose one ethnic group (Assyrians, Armenians, Azeris) and explain their historical contribution to West Asia's cultural heritage

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Discuss how the physical features of West Asia (mountains, deserts, rivers) have shaped the way people live and interact with the environment.
12. Analyze the potential challenges and opportunities presented by the region's climate and weather patterns.
13. Explain the impact of natural resources (oil, water) on political and economic dynamics in West Asia.
14. Discuss the role of religion in shaping social structures and cultural expressions in West Asia.
15. Analyze the potential for interfaith dialogue and its challenges in the context of West Asia's religious diversity.
16. Describe the significance of language (Arabic, Persian, Turkish) in shaping cultural identity within West Asia.
17. Explain the concept of ethnicity and how different ethnic groups (Arabs, Kurds, Armenians) contribute to the region's cultural heritage.
18. Discuss the challenges and opportunities for cultural exchange among the diverse

ethnic groups in West Asia

Section C

(Answer Anyone. Each Question carries 10 marks)

(1x10)

19. Analyze the major factors that have contributed to the complex political landscape of West Asia. Consider the role of geography, religion, ethnicity, and natural resources in your explanation.
20. Discuss the potential for future cooperation and development in West Asia. What are the key challenges to overcome, and how can the region's diverse population work towards a more peaceful and prosperous future?

GROUP 2 COURSE II:**WAS2MN102 HISTORY OF WEST ASIA-2**

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS2MN102				
Course Title	HISTORY OF WEST ASIA-2				
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	Students will demonstrate a thorough understanding of the major historical events, periods, and figures in West Asian history from ancient to modern times.	R	F	Seminar Presentation
CO2	Students will be able to identify and describe the key civilizations and empires that have shaped West Asian history, including their contributions to culture, science, and politics.	An	P	Reporting field study result
CO3	Students will develop skills in analyzing primary and secondary historical sources related to West Asia, critically assessing their reliability and significance	An	P	Validating data with other evidence
CO4	Students will gain insights into the modern political history of West Asia, including the formation of contemporary nation-states and the impact of major conflicts and political movements.	An	P	Conduct of interviews
CO5	Students will recognize the significant cultural contributions and achievements of West Asian civilizations in fields such as literature, art,	AP	P	Preserves collected data

architecture, and science.			
* - 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
		HISTORY OF WEST ASIA-11	60	70
I		The Rise and Expansion of Islamic Civilization	13	20
	1	1. Islamic State in Medina	3	
	2	2. The Concept of Khilafat and its social implications	2	
	3	3. Territorial expansions under the Pious Caliphs	2	
	4	4. Post-Khilafat Administration- Umayyads and Abbasids	2	
	5	5. Harun al-Rashid	1	
	6	6. al-Ma'mun - <i>Bait al-Hikmah</i> (House of Wisdom)	3	
II		The Dynamics of Ottoman Society and Administration	10	15
	7	Ottoman origins	2	
	8	The Apogee of Ottoman Power- The Reign of Muhammed II and the Conquest of Constantinople	2	
	9	The Peak of Ottoman Splendour: Suleiman I The Magnificent	2	
	10	The Era of the Young Turks - Young Turk Revolution of 1908	2	
	11	Authoritarian Reforms in Turkey under Mustafa Kamal Pasha- <i>Kamalism</i>	2	

III	European Hegemony over West Asian Countries		16	20
	12	European Colonial interests in West Asia	3	
	13	Construction of Suez Canal	3	
	14	British occupation of Egypt-	3	
	15	First World War and West Asia	3	
	16	Mandates System in the Fertile Crescent	2	
	17	Ahmed Urabi Pasha's Revolt	2	
IV	Formation of the State of Israel		11	15
	19	7. Zionism- Ideology	2	
	20	8. Theodor Herzl- <i>Der Judenstaat</i>	2	
	21	9. Jewish Immigration in to Palestine	2	
	22	10. Balfour Declaration	2	
	23	11. The Palestine Mandate and the Birth of the State of Israel	3	
V		MODULE V- Open Ended – Activity <ul style="list-style-type: none"> Identify and label various physical features of West Asia in the map provided such as mountain ranges, rivers, deserts and bodies of water. Religious Site Virtual Tour: Students could explore and virtually visit significant religious sites in Wes Asia, such as the Dom of the Rock in Jerusalem, the Kaa'ba in Mecca, or the Zoroastrian Fire Temples in Iran. They could create virtual tours or presentations to share with their class 	12	

		<p>mates, highlighting the architectural features, religious significance and historical context of each site.</p> <ul style="list-style-type: none"> • Multimedia Exploration: Watch movies, listen music or read books in different West Asian languages with sub titles or translations. This exposes learners to the natural rhythm and cadence of the language. • Organize a debate or discussion on topics related to ethnicity and identity in West Asia. Encourage students to research different perspectives and engage in respectful dialogue about issues such as cultural assimilation, minority rights and nationalism 		

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	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		✓		✓

II nd Semester B A (CUFYUGP) Degree Examination 2024

WAS 2MN102 HISTORY OF WEST ASIA-2

Maximum Time: 2hours

Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

(Ceiling: 24 Marks)

1. Who were the Pious Caliphs and what role did they play in Islamic expansion?
2. What were the social implications of the concept of Khilafat in the early Islamic world?
3. When was the House of Wisdom (Bait al-Hikmah) established, and how did it contribute to the Abbasid Golden Age?
4. Why did the Ottoman Empire decline after reaching its peak in the 16th century?
5. Where did the Ottoman Empire originate, and how did its location influence its expansion?
6. What were the key achievements of Suleiman I the Magnificent during his reign?
7. How did the Young Turk Revolution attempt to modernize the Ottoman Empire in the early 20th century?
8. When and why did World War I mark the end of the Ottoman order?
9. Examine the historical context and motivations behind the rise of Zionism in the late 19th century.
10. Discuss the ongoing challenges and potential solutions for resolving the Arab-Israeli conflict.

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Analyze the factors that contributed to the rapid territorial expansion of the Islamic world under the first four caliphs.
12. Compare and contrast the leadership styles and priorities of the Umayyad and Abbasid dynasties.
13. Explain the significance of the House of Wisdom (Bait al-Hikmah) as a center of learning and translation during the Abbasid Golden Age.
14. Discuss the social and cultural impact of Islamic civilization on the conquered territories.
15. Evaluate the achievements of Suleiman I the Magnificent and his contributions to Ottoman splendor.

16. Explain the significance of the Young Turk Revolution and its impact on the modernization of the Ottoman Empire.
17. Explain the key tenets of Zionism and how they contributed to the rise of Jewish immigration to Palestine.
18. Analyze the impact of the Balfour Declaration on the creation of the State of Israel and the resulting Arab reaction.

Section C

(Answer Anyone. Each Question carries 10 marks)

(1x10=10)

19. Discuss the origins and development of Zionism as an ideological movement. How did Zionist ideology influence the Jewish quest for a national homeland?
20. Discuss the causes and consequences of the British occupation of Egypt in 1882, with a focus on Ahmed Urabi Pasha's revolt. How did this occupation affect Egypt's political and economic landscape, and what were the implications for British imperial strategy in the region?

GROUP 2 COURSE III:

WAS3MN202 HISTORY OF WEST ASIA-3

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS3MN202				
Course Title	HISTORY OF WEST ASIA-3				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

COURSE OUT COME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explore key ideas like Wahhabism, Pan-Islamism, and Arab Nationalism that shaped the modern Middle East.	U	P	Seminar
CO2	. Examine the thoughts and actions of leaders like Nasser and thinkers like Aflaq to understand their impact on the region .	U	C	Group discussions
CO3	Explore key events like modernization struggles, oil nationalization, revolution, and foreign policy that shaped modern Iran.	U	F	Seminar
CO4	Analyze how power changed hands and how Iranians responded in the 20th century (dynasties, oil, revolution).	An	P	Group discussions
CO5	Evaluate the impact of regional and global powers on the Middle East, including the United States, Russia, and Iran.	E	P	Presentation

CO6	Analyze the causes and consequences of key events in the Middle East, such as the rise of anti-colonial movements, the Iranian Revolution, and the ongoing Israeli-Palestinian conflict	An	P	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	Marks
				60	70
1	REFORMS, POLITICAL MOVEMENTS AND RESISTANCE			13	18
	1	Wahabi Movement		2	
	2	Jamal –al Din Afghani and Pan-Islamism		2	
	3	Rashid Rida- Muhammad Abduh		1	
	4	Arab Nationalism		2	
	5	The Ba’ath Ideology and Practice- Michel Aflaq		2	
	6	Gamal Abdel Nasser – Egyptian Revolution of 1952		2	
	7	Suez Canal Crisis		2	

		<p>Reading List:</p> <ol style="list-style-type: none"> 1. David Commins, <i>The Wahhabi Mission and Saudi Arabia</i> 2. Hugh Thomas, <i>The Suez Crisis</i> 3. Mai Yamani, <i>Rashid Rida: A Muslim Intellectual in the Age of Empire</i> 4. Nikki R. Keddie, <i>An Islamic Response to Imperialism: Political and Religious Writings of Sayyid Jamal ad-Din “al-Afghani”</i> 5. Patrick Seale, <i>Michel Aflaq: Founder of Arab Nationalism</i> 6. Sa’id K. Aburish, <i>Nasser: The Last Arab</i> 7. Syria Youssef, <i>Muhammad Abduh: A Biography</i> 		
II	IRAN FROM QAJAR DYNASTY TO THE ISLAMIC REPUBLIC		12	18
	8	Qajar and Pahlavi Dynasties	2	
	9	Modernizing Iran under Reza Shah Pahlavi	2	
	10	Nationalization of Iranian Oil Companies- Muhammad	2	

		Musaddiq		
	11	The Iranian Revolution and the Resurgence of Islam- Ayatollah Khomeini	2	
	12	Iran-Iraq War	2	
	13	Foreign policy of Iran in the post-revolutionary period	2	
		<p>Reading List:</p> <ol style="list-style-type: none"> 1. Behrooz Moazami, <i>State, Religion and Revolution in Iran, 1796 to the Present</i> 2. Dilip Hiro, <i>The Longest War :The Iran-Iraq Military Conflict</i> 3. Joanna De Groot, <i>Religion,Culture and Politics in Iran: from the Qajars to Khomeini</i> 4. Mohammad Ayatollahi Tabaar (ed.), <i>Iran’s Foreign Policy: Context, Challenges and Consequences</i> 		

III	MULTIPLE LARGE-SCALE CONFLICTS IN THE REGION		12	14
	14	Arab-Israeli conflicts from 1948 to 1973- <i>Intifada</i>	2	
	15	The PLO and Yasser Arafat	2	
	16	Persian Gulf War (1990-91)	2	
	17	US-led intervention in Iraq- Fall of Saddam Hussein	2	
	18	Anti-government uprisings: The Arab Spring – Legacy of the Uprisings	2	
	19	Recent developments in the Israel- Palestine conflict	2	
	Reading List	<ol style="list-style-type: none"> 1. Ali A. Allawi, <i>The Occupation of Iraq: Winning the War, Losing the Peace</i> 2. Barry Rubin and Judith Colp Rubin, <i>Yasser Arafat: A Political Biography</i> 3. Con Coughlin, <i>Saddam: His Rise and Fall</i> 4. Ian J. Bickerton and Carla L. Klausner, <i>A History of the Arab Israeli Conflict</i> 5. John L. Esposito, <i>Islam and Democracy after the Arab Spring</i> 6. Norman G. Finkelstein, <i>Gaza: An Inquest into its Martyrdom</i> 7. Talmiz Ahmad, <i>West Asia at War: Repression, Resistance, and Great Power Games</i> 		

		8. William L. Cleveland, <i>A History of the Modern Middle East</i>		
IV	WEST ASIA AND OUTER WORLD		11	20
	20	Arab League	2	
	21	Formation of OAPEC	1	
	22	Gulf Cooperation Council (GCC)	2	
	23	India and the Palestinian Question	2	
	24	Indian Labour force in the Gulf Nations	2	

	25	Gulf migration from Kerala- its impact	2	
	Reading	<ol style="list-style-type: none"> 1. Abdulla M. Al Sayegh, <i>The Formation of the Gulf Cooperation Council: Strategy, Economic, and Political Aspects</i> 2. A.G. Noorani, <i>India and Palestine : A Historical Perspective</i> 3. K.C. Zachariah and S. Irudaya Rajan (ed.), <i>Gulf Migration and Kerala Society</i> 4. Oystein Noreng, <i>Crude Power: Politics and the Oil Market</i> 5. Robert W. MacDonald, <i>The League of Arab States: A Study in Dynamics of Regional Organization</i> 6. Talmiz Ahmad and Susanth Sareen (ed.), <i>India and West Asia: Emerging Interactions</i> 7. Talmiz Ahmad and Adil Rasheed (ed), <i>India and Palestine: Solidarity in a Changing World</i> 		
V		<p>Open Ended</p> <ul style="list-style-type: none"> • Students can express their understanding of Arab Nationalism through a creative Project, such as short film, artwork or poetry. • Task students with prepare a paper comparing and contrasting the political, social and cultural developments during the Pahlavi Dynasty and Islamic Republic of Iran. It should be analyzed the continuity and changes in governance, religious influence, women’s rights and foreign relations. 	12	

		<ul style="list-style-type: none"> Organize a debate where students are divided into groups representing different sides of particular conflict, such as the Arab-Israeli conflict or the Iran-Iraq war. Each group should research and present arguments defending their position. Documentary film or Podcast: challenge students to create a documentary film or Podcast episode highlighting the experience of Indian migrant workers in the Gulf. They can include interviews with migrant workers, experts, and policy makers, as well as archival footage and data visualizations to illustrate key points. 		

Note: The course is divided into five modules, with four having total 25 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 25 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
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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 Semester B A (CUFYUGP) Degree Examination 2024

WAS 3MN202 HISTORY OF WEST ASIA-3

Maximum Time: 2hours

Maximum Marks: 70

Section A

(Answer All. Each Question carries 3 marks)

1. Describe the origins, principles, and impact of the Wahhabi Movement on Saudi Arabia.
2. Summarize the contributions of Jamal al-Din Afghani to Pan-Islamism and his influence on Islamic reform.
3. Explain the relationship between Rashid Rida and Muhammad Abduh and their roles in Islamic modernism
4. What are the key features and historical significance of Arab Nationalism?
5. Outline the main tenets of Ba'athist ideology as formulated by Michel Aflaq.
6. Describe Nasser's role in the Egyptian Revolution and its outcomes.
7. Briefly explain the causes and consequences of the Suez Canal Crisis of 1956.
8. Highlight the major reforms initiated by Reza Shah Pahlavi to modernize Iran.
9. Discuss the significance of Muhammad Musaddiq's nationalization of Iranian oil.
10. Summarize the key events and outcomes of the Iranian Revolution led by Ayatollah Khomeini.

(Ceiling: 24 Marks)

Section B

(Answer All. Each Question carries 6 marks)

(Ceiling: 36 Marks)

11. Discuss the historical context and key principles of the Wahhabi Movement, and its influence on contemporary Saudi Arabia.
12. Analyze the contributions of Jamal al-Din Afghani to Pan-Islamism and his impact on Islamic reform movements.
13. Explain the roles of Rashid Rida and Muhammad Abduh in the development of Islamic modernism, and their influence on later Islamic thinkers.
14. Evaluate the emergence and evolution of Arab Nationalism, and its impact on Middle Eastern politics in the 20th century.
15. Discuss the origins, development, and key principles of Ba'athist ideology, and the role of Michel Aflaq in its formulation.
16. Assess the significance of Gamal Abdel Nasser's leadership in the Egyptian Revolution of 1952 and the subsequent political and social changes in Egypt.

17. Examine the causes, major events, and international consequences of the Suez Canal Crisis of 1956.
18. Describe the key reforms undertaken by Reza Shah Pahlavi to modernize Iran, and analyze their long-term effects on Iranian society and politics.

Section C

(Answer Anyone. Each Question carries 10 marks)

(1x10=10)

19. Evaluate the impact of European colonial interests on the political and social structures of West Asia in the 19th and early 20th centuries.
20. Analyze the significant conflicts in West Asia from the mid-20th century to the early 21st century, including the Arab-Israeli conflicts, the Persian Gulf War, and the US-led intervention in Iraq.

Course 111 Group 1

WAS1MN103 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 favorable 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 WEST ASIAN STUDIES HONOURS				
Course Code	WAS1MN103				
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	3	-	2	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	An	C	Seminar Presentation
	motivations. They will analyze early travelers to India and their contributions, as well as the impact of historical milestones on the tourism industry.			
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/
	* - 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
	TOURISM - TERMS AND CONCEPTS		9	15
I	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 transport-	3	

		<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	TOURISM TYPOLOGY – CHALLENGES AND OPPORTUNITIES IN KERALA		15	20
	12	Cultural Tourism vs. Heritage Tourism	2	
	13	Religious Tourism and Pilgrimages	2	

	14	New Concepts: Niche tourism, Gastronomic Tourism	2	
	15	MICE-Business 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	POSITIVE AND NEGATIVE IMPACT OF TOURISM		9	20

	20	Economic Impact: Multiplier Effect - 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	
		Readings: 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: “Integrated Tourism Project” 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	12	
		Activity 1: Prepare and submit PPT on typology of Tourism		
		Activity 2: Student’s Seminar Presentation on typology of tourism		
		Activity 3: Debate on Positive and Negative impact of tourism		
		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 	
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		<p>efforts within the group.</p> <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. 	
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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 :

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

CO 4	3	1	2	3	-	3		2	-	3	-	
CO 5	3	-	2	2	3	3	1	2	-	1	-	
CO 6	3	-	2	3	3	3		2	-	1	-	
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 CUFYUGP) Degree Examinations October2024

WAS1MN103 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. MICE
6. Beach Tourism
7. Dark 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 of modern Tourism
15. Briefly discuss gastronomic Tourism
16. Examine the different types 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 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(Group 3)

WAS2MN103 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 WEST ASIAN STUDIES HONOURS				
Course Code	WAS2MN103				
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	3	-	2	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 tourism in cultural preservation	R	F	Seminar Presentation
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)			

Module	Unit	CONTENT	Hrs	Mark
			60	70
I	CHALLENGES AND FUTURE PROSPECTS IN HISTORICAL TOURISM		09	15
	1	Overview of Historical Tourism	2	
	2	<i>Addressing Challenges in Historical Tourism</i>	2	
	3	<i>Sustainable Practices in Historical Tourism</i>	2	
	4	<i>Future Prospects, Innovations and Scope in the tourism industry</i>	2	
	5	Significance of Historical Tourism in Cultural Preservation	1	
		Readings 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	STARTING A HISTORICAL TOURISM BUSINESS		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	Adaptability – 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. . William R. McIntosh and George L. Rogers, (2014), "Communication in Tourism and Hospitality: Concepts and Cases," Cognella Academic Publishing, San Diego, USA. 		
IV	ORGANIZING TOURIST PACKAGES AND ITINERARY PREPARATION		10	15
	19	Planning Inbound and Outbound Tourist Packages	2	

	20	Itinerary Preparation and Logistics	3	
	21	Customer Relationship Management in Tourism	3	
	22	<p>Evaluation and Enhancement of Tour Packages</p> <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> <p>- Overview of Historical Tourism Business Simulation.</p>	12hrs	

	<ul style="list-style-type: none"> - 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 operations <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 :

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

Correlation Levels:

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

Assessment Rubrics:

- 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

Model Question Paper

I Semester CUFYUGP) Degree Examinations October 2024
WAS2MN103- Entrepreneurship in Historical Tourism

Maximum Time: 2 hours

Maximum Marks 70

Section –A

(Answer all .Each Question carries 3 marks)

(Ceiling 24 Marks)

1. Historical Tourism
2. *Challenges in Historical Tourism*
3. Marketing and Branding Strategies for Historical Tourism
4. Risks in Tourism Entrepreneurship
5. Role of technology for being a good guide
6. The art of story telling
7. Itinerary Preparation
8. Business Opportunities in Historical Tourism
9. *Scope in the tourism industry*
10. *Munnar*

Section –B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. What are the primary challenges faced by historical tourism in preserving cultural heritage sites?
12. How does the lack of infrastructure in developing countries affect historical tourism?
13. 13. What are the future prospects for the tourism industry in a post-pandemic world?
14. What are the Significance of Historical Tourism in Cultural Preservation
15. **What are the key opportunities for entrepreneurs starting a tourism business?**
16. What are the challenges entrepreneurs face when starting a tourism business in a competitive market?
17. what are the Role and Responsibilities of a Tour Guide

18. What are the key components to consider when designing a tourist package?

Section -C

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

(1x10=10)

19. What factors should be considered when selecting destinations and attractions for a tourist package?

20. Discuss the role of historical tourism in preserving tangible and intangible cultural heritage. Provide examples of how tourism has contributed to the conservation of historical landmarks and local traditions.

Course 3 (Group 3)

WAS3MN203 BEST PRACTICES IN HISTORICAL TOURISM

Course description: The Course is designed to explore the important best practices and innovations within the tourism industry. This academic endeavor explores the preservation of cultural legacies, emphasizing heritage trails, digital storytelling, and culinary experiences. Students will explore the art of crafting immersive solo and group travel experiences, including cycle tours and auto rickshaw challenges. The course navigates the intricate landscape of heritage preservation, indigenous community engagement, and the orchestration of themed events and festivals. Unveil the secrets of effective logistics in heritage walks, acquire skills in route planning, and delve into the legal nuances of patenting and branding within the tourism context. With a focus on technology, students will harness digital storytelling, mobile applications, and virtual reality experiences. This course amalgamates theoretical insights with practical expertise, fostering adept professionals prepared to lead in the dynamic field of heritage tourism.

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS3MN203				
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	3	-	2	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 trails.	E	P	Seminar/ Group discussion
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
		BEST PRACTICES IN HISTORICAL TOURISM	10	15
I	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	

		<p>Readings:</p> <ol style="list-style-type: none"> 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 Anecdotes	2	
	12	Customization of Itinerary for Heritage Walks - Identifying Target Audiences - Incorporating Interactive	2	

		Elements		
	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>Reading:</p> <ol style="list-style-type: none"> 2. <i>"Heritage Walks: A Guide to Historic Cities in India"</i> by Ambika Sirkar (2009, India Book House Pvt. Ltd.) 3. <i>"Walking the Indian Streets"</i> by Arun K. Thittai (Published: 2014, Notion Press) 4. <i>"Heritage Tourism: Concepts, Methodologies, Tools, and Applications"</i> edited by Information Resources Management Association (Published: 2017, IGI Global) 5. <i>"The Heritage Game: Economics, Policy, and Practice"</i> by Michael A. Bond (Published: 2019, Oxford University Press) 		

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	
		<p>Reading List</p> <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"> 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. www.incredibleindia.org 4. www.keralatourism.org 5. 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	
		<p>Activities and assessment of Open ended</p> <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		
		<p>Assessment</p> <p>*Evaluate the quantity and quality of the work</p> <p>Practical value</p> <p>Content creation</p> <p>Active involvement</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	
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	✓	✓		✓

Model Question Paper

I Semester CUFYUGP) Degree Examinations October 2024
WAS3MN203- Best Practices in Historical Tourism

Maximum Time: 2 hours

Maximum Marks 70

Section –A

(Answer all .Each Question carries 3 marks)

(Ceiling 24 Marks)

1. Night Tours
2. Preservation of Indigenous Heritage
3. Cycle Touring
4. Heritage Walks
5. Historical Sites
6. Challenges in Heritage Walk
7. Use of AI in Tourism
8. Branding - Patent and
9. trademarking
10. medical Tour

Section –B

Answer all. Each Question Carries 6 marks.

(Ceiling 36)

11. Assess the significance of digital marketing innovations for tourism businesses.
12. What are the key benefits of incorporating night tours and light shows into urban tourism experiences?
13. What role do culinary heritage experiences play in promoting sustainable tourism practices?
14. How do food streets reflect the cultural diversity of a city?
15. Definition and Significance of Heritage Walks
16. How does effective route planning enhance the overall tourist experience?
17. Mobile Application for self-guided tours

18. features of Heritage Website – Blogging and Vlogging

Section -C

Answer any one of the one of the following questions.Each Question carries 10
marks (1x10=10)

19.Evaluate the Role of Best Practices in Enhancing Sustainable Tourism

20. features of Heritage Website – Blogging and Vlogging - Social Media Marketing

**DISTRIBUTION OF GENERAL FOUNDATION
COURSES IN WEST ASIAN STUDIES**

MULTI-DISCIPLINARY COURSE (MDC)

SEMESTER 1

WAS1FM105-1 Historical Tourism in Kerala

MDC -HISTORICAL TOURISM IN KERALA

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS1FM105-1				
Course Title	Historical Tourism in Kerala				
Type of Course	Multi-Disciplinary Course				
Semester	1				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutoria l per week	Practic al per week	Total Hours
	3	3			45

Course objectives

Code	Details
CO1	Understand the Foundations of Kerala Tourism
CO2	Examine the Historical Evolution of Tourism
CO3	Explore the Growth of Kerala Tourism
CO4	Evaluate Various Tourism Typologies and Impacts
CO5	Apply Knowledge to Local Context – Kerala

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO● 1	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
CO 2	Analyze the historical evolution of the Kerala tourism industry, tracing its origins from ancient times to the modern era.	E	C	Seminar Presentation
CO 3	Explore the intricate relationship between history and tourism, examining how historical events, explorations, and cultural developments have shaped travel motivations.	An	C	Seminar Presentation
CO● 4	Critically evaluate different Kerala 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
CO 5	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
CO● 6	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	U	P	Quick quizzes/ Group discussions/

	regions and countries			
CO 7	Assess the adverse effects of tourism on the environment, local cultures, and communities. Develop the ability to identify issues such as environmental pollution, cultural commodification, and social disruptions.	Ap	P	Seminar/ 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)			

Course description: This comprehensive course encompasses fundamental Kerala tourism concepts, including classifications such as international and domestic, and the nuanced relationship between history and travel motivators. Analyze the historical evolution of the Kerala tourism industry, tracing its genesis from ancient times through pivotal eras, and scrutinize the influence of early travelers on destinations like India. 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 favorable 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

Module	Unit	CONTENT	Hrs 45	Mark 50
I		Tourism - Terms and Concepts	9	15
	1	● Basic Concepts of tourism - Definition of tour and tourism - Excursion and Tour	3	
	2	Classification of Tourism: - International and Domestic - Inbound and Outbound	2	
	3	Relationship between History and Tourism	2	
	4	Key Players and Stakeholders in Tourism	2	

II	Historical Evolution of Kerala Tourism Industry		15	10
	7	Ancient roots of Kerala tourism	5	
	8	Kerala and Gulf tourism	5	
	9	Historical sites of Kerala	5	
III	Tourism Typology - Challenges and Opportunities in Kerala		15	15
	12	Cultural Tourism vs. Heritage Tourism	3	
	13	Religious Tourism and Pilgrimages	3	
	15	● Health Tourism - Challenges and Scope, Kerala Perspective	2	
	16	Eco-tourism and Responsible Tourism	2	
	17	Adventure Tourism	2	
	18	Wildlife Tourism and Backwater tourism	3	
IV	Positive and Negative Impact of Tourism		9	10
	19	Economic Impact- Foreign Exchange - Employment - Infrastructure Development	3	
	20	Socio-cultural Impact: Guest host Relations- Negative Impacts	3	
	21	Environmental Impact: Environmental Pollution- Depletion of Natural Resources-Threat To Natural Habitats-Traffic Congestion-Garbage Trails-Positive Impacts on Environment.	3	

V		Module V open ended Module: Explore the scope of various types of tourism in Kerala	12	
		Activities and Assessment of Open-Ended Project on various historical and heritage trails in India and prepare posters	5	
		Prepare PPT on Selected historical tour sites	2	
		Case study of the websites: www.incredibleindia.org and www.keralatourism.org		
		<p>Readings</p> <ol style="list-style-type: none"> 1. John R.Walker and JosielynT.Walker, (2018),"Tourism: Concepts and Practices," Pearson, Boston, USA. 2. M.S.Gill, (2013),"Cultural Tourism: A Strategic Guide for Policy and Planning," Aavishkar Publishers Distributor, Jaipur, India. 3. U.C.Panda, (2019),"NicheTourism:ContemporaryIssues,Trend sandCases," Routledge, Abingdon, United Kingdom. 4. Stephen Wearing and JohnNeil,(2017),"Eco 		

		<p>tourism: Impacts, Potentials, and Possibilities," Routledge, Abingdon, United Kingdom.</p> <p>5. Harold Goodwin, (2011), "Responsible Tourism :Using Tourism for Sustainable Development," Routledge, Abingdon, United Kingdom.</p> <p>6. D.S. Bhardwaj, (2007), "Indian Travel Narratives," Aadi Publications, Delhi, India.</p> <p>7. Subrata Dasgupta, (2001), "Travel in Ancient India," Oxford University Press, New Delhi, India.</p> <p>8. K. Channa Prakashan, (2010). "Historical Tourism in India," Kanishka Publishers, New Delhi</p> <p>9. S.C. Bhatt and Gopal K. Singh, (2004). "Tourism: Principles and Practices," Anmol Publications Pvt. Ltd., New Delhi</p> <p>10. M.G. Radhakrishnan, (2019), "Kerala: The Divine Destination," DC Books</p> <p>11. MGS Narayanan, (2018) Calicut; the city of truth revisited</p> <p>12. A Sreedharamenon, (2019), Cultural Heritage of Kerala, DC Books, Kottayam</p> <p>13. www.incredibleindia.org</p> <p>14. www.keralatourism.org</p> <p>www.kochimuzirisbiennale.org.</p>	
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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	✓	✓		✓
CO7	✓	✓		✓

I Semester B.A. (CUFYUGP) Degree Examinations

WAS1FM105-1 Historical Tourism in Kerala
(Credits: 3)

Maximum Time: 1.5 hours

Maximum Marks: 50

Section A

[Answer All. Each question carries 2 marks] (Ceiling: 16)

marks)

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

Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 24 marks)

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

Section C

[Answer Anyone. Each question carries 10 marks]

(1x10=10)

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

SEMESTER 1

WAS1FM105-2 History of Sports

Course Description: The History of Sports course offers an introductory exploration into the evolution and significance of sports across different historical contexts. Through structured modules, students will examine the origins of sports, the influence of colonialism, and the development of modern sports culture in India. Emphasizing critical thinking and research skills, this course provides a foundational understanding of sports history while encouraging students to engage with diverse perspectives and explore various topics within the field.

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS1FM105-2				
Course Title	History of Sports				
Type of Course	MDC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

COURSE OUTCOMES:

After the completion of the course students will be able to:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation tools used
CO1	Demonstrate a foundational understanding of the historical evolution of sports in India, encompassing key events, influential personalities, and societal contexts, to provide a comprehensive framework for analysing the country's sports history	U & Ap	F & P	Quiz/Presentations
CO2	Analyse the multifaceted impact of colonialism on Indian sports, critically evaluating the introduction of modern sports and infrastructure during the colonial period, and discerning its lasting implications on contemporary sports governance and culture	An & E	C & P	Debates/ Discussions/ Seminar

CO3	Evaluate the trajectory of sports policy and governance in post-independence India, examining the allocation of resources, the growth of modern sports culture, and notable achievements to	E	C & P	Discussions/ Debates/Seminars
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	understand the dynamics shaping the current sports landscape			
CO4	Critically assess gender dynamics, doping issues, and organizational irregularities within Indian sports administration, applying ethical frameworks and governance principles to propose solutions aimed at fostering transparency and equity.	E & Ap	C, P & M	Assignments/Debates
CO5	Engage in scholarly discourse on contemporary issues and debates in Indian sports, including the tensions between modernization and tradition, the role of sports in driving social change, and emerging trends in sports technology and media, demonstrating critical thinking and analytical skills.	An, E & Ap	C, P & M	Debates/Multi-media Presentations

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

Knowledge Category# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)

Module	Unit	CONTENT	Hours 45	Marks 50
I	Scope and Study of Sports History		8	10
	1	Understanding the scope and significance of studying sports history	2	
	2	From Ritual to Recreation – the beginnings of sport	2	
	3	Key events – Olympics, Common Wealth, FIFA, SAAF Games, Asian Games, Euro Cup	2	
	4	Personalities –Pierre de Coubertin, Paavo Nurmi, Jessy Owens, Pele, Serena Williams, Michael Phelps	2	
	Reading List: <ol style="list-style-type: none"> 1. William Joseph Baker, <i>Sports in the Western World</i>, University of Illinois Press, 1998 2. Early History of Recreation and Leisure, https://samples.jblearning.com/0763749591/49591_ch03_mclean.pdf 3. David Maraniss, <i>Rome 1960 – The Olympics That Changed the World</i>, Simon & Schuster, e-book, 2008 4. Allen Guttman, <i>Sports – The First Five Millennia</i>, University of Massachusetts Press, 2004 5. Allen Guttman, <i>From Ritual to Record – The Nature of Modern Sport</i>, Columbia University Press, 2004 			

II	Role of Sports in Pre-Modern in India		8	10
	5	Exploration of leisure and past times in ancient India	2	
	6	Leisure and recreation in Medieval India	2	
	7	Special emphasis on traditional sports and games in Kerala - Kalari	2	
	8	Indigenous sports – Kabbadi, Kho-Kho, Malkambh, Kushti, Shataranj	2	
	Reading List: <ol style="list-style-type: none"> 1. H.J.R. Murray, <i>The History of Chess</i>, Good Press, e-book, 2023(First edition 1913) 2. Elizabeth C.J. Pike, ‘A Sociological Understanding of Sport in India’ in Meena Gopal and Padma Prakash (ed.) <i>Sports Studies in India</i> , Oxford University Press, 2021. https://doi.org/10.1093/oso/9780190130640.003.0009 3. M. Ashitha, Ideology and History of Kalaripayattu, A Martial Art in Kerala, https://www.researchgate.net/publication/352365623_Ideology_and_History_of_Kalaripayattu_a_Martial_Art_in_Kerala 4. J. Alter, <i>The Wrestler’s Body: Identity and Ideology in North India</i>, University of California Press, 1992 5. J. Alter, ‘Kabaddi, a National Sport of India: The Internationalism of Nationalism and the Foreignness of Indianness’, in N. Dyck (ed.), <i>Games, Sports and Cultures</i>, Oxford, 2000 6. Pratima Sharma, <i>Sports and Past Times in Ancient India from Pre-historic Times to Circa 650 AD</i>, Department of Ancient Indian History, Culture and Archaeology , Panjab University, 1993 https://shodhganga.inflibnet.ac.in/handle/10603/90704 			
III	Colonial Influence on Sports in India		8	10
	9	Impact of colonialism on Indian sports	2	
	10	Introduction of modern sports and recreational activities by the British	2	
	11	Development of sports infrastructure during the colonial period – schools and colleges	2	
	12	Case study: Sports in Malabar, Travancore, and Cochin under colonial rule	2	
	13	Breaking barriers through sports		
	Reading List: <ol style="list-style-type: none"> 1. Boria Majumdar, <i>Twenty-two Yards to Freedom: A Social History of Indian Cricket</i>, Viking, 2004 2. Anaz Ali, ‘Football in Colonial Malabar – The Introduction of the “Beautiful Game” 1900-1940, <i>Proceedings of the Indian History Congress</i>, Vol.77, 2016. https://www.jstor.org/stable/26552704 3. Sanil P Thomas, <i>The History of Sports in Kerala</i>, (Kaayika Kerala Charithram in Malayalam) 			

	<p>4. Vasisht M C, Leisure and Recreation in Colonial Malabar, Doctoral Thesis, 2023 https://hdl.handle.net/20.500.12818/1417</p> <p>5. Subhadipa Dutta, 'The Limits of the History of Western Sport in Colonial India', <i>Transactions of the Royal Historical Society</i>, Vol. 1, December 2023. Cambridge University Press, 2023. https://doi.org/10.1017/S008044012300004X</p> <p>6. Arjun Appadurai, 'Playing with Modernity: The Decolonization of Indian Cricket' http://dx.doi.org/10.13130/2035-7680/6526. https://www.researchgate.net/publication/299221736_Playing_with_Modernity_The_Decolonization_of_Indian_Cricket</p> <p>7. Ramachandra Guha, <i>A Corner of a Field: The Indian History of British Sport</i>, Macmillan, 2003</p> <p>8. Soumen Mitra, Nationalism, Communalism and Sub regionalism: A Study of Football in Bengal 1880-1950, MPhil Dissertation, Centre for Historical Studies, Jawaharlal Nehru University, 1988. http://etd.lib.jnu.ac.in/TH3002.pdf</p> <p>9. Elizabeth C.J. Pike, 'A Sociological Understanding of Sport in India' in Meena Gopal and Padma Prakash (ed.) <i>Sports Studies in India</i>, Oxford University Press, 2021. https://doi.org/10.1093/oso/9780190130640.003.0009</p>		
IV	Sports in Post-Independent India	12	20
	14	Evolution of sports policy and governance in independent India	1
	15	Growth of modern sports culture in post-independence era- Notable achievements and milestones in Indian sports history – Indian Hockey in Olympics, Dhyanchand, Milkha Singh	2
	16	Gender dynamics in Indian sports with a focus on Kerala – P.T. Usha, Anju Bobby George	2
	17	Doping in sports and games	1
	18	Beyond binaries – the question of Gender in sports – Stella the Fella, Dora Ratjen, Press sisters, Caster Semenya and the freak athlete, Dutee Chand – Stockholm consensus	2
	19	State, Politics and the Sport	2
	20	Sports and ethics in contemporary India/ Ethics in sports	2
	<p>Reading List:</p> <ol style="list-style-type: none"> 1. Scraton, S. (1987), 'Gender and Physical Education: Ideologies of the Physical and Politics of Sexuality', in S. Walker and L. Barton (eds), <i>Changing Policies, Changing Teachers: New Directions in Schooling</i> (Milton Keynes, Bucks.: Open University Press). 2. Hargreaves, (1989), 'The Problems and Promise of Women's Leisure and Sport', in C. Rojek (ed.), <i>Leisure for Leisure</i> (London: Macmillan). 3. Hargreaves, (1986), 'Where's the Virtue? Where's the Grace?: a Discussion of the Social Production of Gender through Sport', <i>Theory, Culture and Society</i>, 3 (1): 109–23. 		

		<p>4. Hargreaves, (1990), ‘Gender on the Sports Agenda’, <i>International Review for the Sociology of Sport</i>, 25 (2): 287–308</p> <p>5. Padma Prakash & Meena Gopal, <i>Sports Studies in India – Expanding the Field</i>, Oxford India Studies in Contemporary Society, 2023</p> <p>6. Mihir Bose, <i>The Spirit of the Game: How Sport Made the Modern World</i>, Constable, 2012</p> <p>7. S. Mohammed Irshad, ‘Local Clubs and Sports Culture in Kerala: Community at the Centre’ https://doi.org/10.1093/oso/9780190130640.003.0014 in Meena Gopal and Padma Prakash (ed.) <i>Sports Studies in India</i>, Oxford University Press, 2021</p> <p>8. Mihir Bose, <i>The Spirit of the Game: How Sport Made the Modern World</i>, Constable, 2012</p>	
V		<p>Open Ended: This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:</p>	9 hrs
	1	<p>Modernization vs. Preservation: Explore the tension between modernization and the preservation of traditional sports and games in India. Discuss initiatives aimed at reviving and promoting traditional sports at local and national levels.</p>	
	2	<p>Sports and Social Change: Analyse the role of sports in driving social change and promoting inclusion and diversity in Indian society. Discuss initiatives promoting gender equality, inclusion of persons with disabilities, and marginalized communities in sports.</p>	
	3	<p>Emerging Sports Trends: Explore emerging sports trends and their impact on the Indian sports landscape. Discuss the rise of new sports leagues, popularity of non-traditional sports, and their influence on youth culture and participation</p>	
	4	<p>Sports Technology and Innovation: Discuss the role of technology and innovation in modern sports. Explore topics such as sports analytics, wearable technology, and advancements in sports equipment, and their implications for athlete performance and training methodologies</p>	
	5	<p>Sports and Media: Analyse the relationship between sports and media in contemporary India. Discuss the influence of media coverage, digital platforms, and social media on the promotion, commercialization, and perception of sports in society.</p>	
	6	<p>Guest lectures by experts in sports history or related fields</p>	
		<p>Activities and assessment of Open Ended For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:</p>	

1		<p>Debate and Discussion Sessions:</p> <ul style="list-style-type: none"> • Activity: Divide the class into groups and assign each group a contemporary issue or debate in Indian sports. • Assessment: Evaluate group discussions based on the depth of analysis, critical thinking, and ability to articulate arguments supported by evidence. 		
2		<p>Case Study Analysis:</p> <ul style="list-style-type: none"> • Activity: Provide students with case studies related to recent controversies or developments in Indian sports. • Assessment: Assess students' ability to analyse the case studies, identify key issues, and propose solutions or recommendations based on their understanding of relevant concepts and principles. 		
3		<p>Research Projects:</p> <ul style="list-style-type: none"> • Activity: Assign research projects on specific topics within contemporary Indian sports, such as the impact of sports leagues, sports governance issues, or the role of sports in promoting social change. • Assessment: Evaluate the quality of research, depth of analysis, and clarity of presentation in students' research papers or presentations. 		
4		<p>Creation of Multimedia Presentations or Infographics:</p> <ul style="list-style-type: none"> • Activity: Assign students to create multimedia presentations or infographics summarizing key trends, issues, or debates in contemporary Indian sports. • Assessment: Evaluate the clarity, creativity, and effectiveness of students' presentations or infographics in conveying complex information and engaging the audience. 		
5		<p>Guest Speaker Sessions:</p> <ul style="list-style-type: none"> • Activity: Invite experts, athletes, or policymakers from the field of sports to share their insights and experiences with the class. • Assessment: Encourage students to prepare questions and actively participate in the discussion with the guest speaker. Assess their engagement and ability to connect the guest speaker's insights to the broader themes of the module 		

Note: The course is divided into five modules, with four having minimum 20 units and one open-ended module with a variable number of units. There is total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

Mapping of COs with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	0	0	3	0	0	3	1	2	2	2
CO2	3	3	0	0	3	2	0	3	2	3	2	2
CO3	3	1	0	0	3	0	0	2	1	3	1	2
CO4	3	2	0	2	3	3	0	2	1	3	2	2
CO5	3	3	0	2	3	3	0	2	2	3	2	2

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

CO	Internal Exam	Assignment	Discussion/ Debates	Quiz	Seminar	Multi-Media Presentations	End Semester Examination
CO 1	✓	✓		✓	✓		✓
CO 2	✓	✓	✓				✓
CO 3	✓		✓		✓		✓
CO 4	✓	✓	✓				✓
CO 5	✓		✓			✓	✓

**II Semester B.A. (CUFYUGP) Degree Examinations (Credits:
3)**

WAS 1FM105-2 History of Sports

Maximum Time: 1.5 hours

Maximum Marks: 50

Section A

[Answer All. Each question carries 2 marks]

(Ceiling: 16 marks)

1. FIFA
2. What is the significance of studying the history of sports?
3. Kabbadi
4. Impact of Colonialism on Indian Sports
5. P.T. Usha
6. Doping
7. Caster Semenya
8. Milka Singh
9. Kalari
10. BCCI

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 24 marks)

11. Identify and explain the key events in the history of sports, such as the Olympics, Commonwealth Games, and FIFA World Cup. How have these events contributed to the globalization of sports?
12. Explore the leisure and pastimes prevalent in ancient India. How did leisure activities reflect the social and cultural values of ancient Indian society?
13. Analyze the significance of traditional sports and games in Kerala, focusing on Kalari. How do these indigenous sports contribute to Kerala's cultural identity?
14. Investigate instances where sports have been used to break social, cultural, or gender barriers. How can sports serve as a catalyst for social change and empowerment?
15. How did sports evolve in Malabar, Travancore, and Cochin during colonial rule? Analyze the impact of colonial policies on the sporting cultures of these regions.

Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

16. Examine the growth of modern sports culture in post-independence India, focusing on notable achievements and milestones in Indian sports history. How have these achievements contributed to shaping India's sporting identity?
17. Analyze the influence of politics on sports, examining how political factors shape sports governance, funding, and international relations. What measures can be taken to mitigate the negative impacts of politics on sports?

**CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-FYUGP)**

B.A West Asian Studies Honours-MDC

SEMESTER 2-

Programme	BA WEST ASIAN STUDIES HONOURS				
Course Code	WAS2FM106-1				
Course Title	HISTORICAL TOURISM IN INDIA				
Type of Course	MDC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

Course objectives

Code	Details
COI	Develop an understanding of the basic concepts, evolution, and significance of tourism, with a focus on historical and heritage tourism in India.
CO2	Explore the rich cultural heritage of India, covering art, architecture, traditions
CO3	Analyze and critically assess the challenges faced by heritage tourism in India, including issues related to preservation, accessibility, and sustainable development
CO4	Evaluate the socio-cultural impact of historical tourism on local communities, traditions, and lifestyles, considering both positive and negative aspects
CO5	Investigate the environmental implications of historical tourism, exploring sustainable practices and strategies for minimizing the ecological footprint

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
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CO 1	To acquire a comprehensive understanding of the historical, cultural, and geographical aspects that make India a prime destination for historical tourism.	U	C	Assignment
CO 2	To analyze and articulate the economic, socio-cultural, and environmental impacts of historical tourism on both local communities and broader regions.	E	C	Seminar Presentation
CO 3	To develop critical thinking skills to identify and address challenges faced by heritage tourism in India, proposing sustainable solutions for preservation and development.	An	F	Seminar Presentation
CO 4	To gain practical knowledge of popular historical tourist trails in India, including iconic routes like the Golden Triangle and spiritual journeys to Himalayan destinations.	E	C	Discussions and debates
CO 5	To develop skills in itinerary planning, showcasing an ability to design and organize historical tourism packages for different regions, incorporating cultural and environmental considerations.	An	P	Group Discussion
CO 6	To recognize the significance of cultural heritage in promoting tourism, fostering an appreciation for India's diverse cultural expressions and historical narratives.	U	P	Quick quizzes/ Group discussions/
CO 7	to assess the economic viability of historical tourism initiatives, understanding the role of	Ap	P	Seminar/ debate

	entrepreneurship and innovation in the industry.			
	* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

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

Module	Unit	CONTENT	Hrs	Mark
			45	50
		Introduction to Historical Tourism	7	10
I	1	Introduction to Tourism: Definition – Tourism, Excursion	1	
	2	Travel Motivators	2	
	3	Significance of Historical Tourism	1	
	4	Tourism and preservation of heritage	1	
	5	Historical Tourism and Cultural Exchange	1	
		Readings: <ul style="list-style-type: none"> • K. Kundu, (2018), "Tourism: Principles and Practice," Himalaya Publishing House, Mumbai, India. • Manoj Dixit and Rahul Choudhary, (2015), "Introduction to Tourism," Oxford University Press, New Delhi, India. • Debashree Dattaray, (2008), "Tourism and Cultural 		

		Heritage of India," Aavishkar Publishers Distributor, Jaipur, India.			
	Reading Materials	"Tourism: Principles, Practices, Philosophies" by Charles R. Goeldner and J. R. Brent Ritchie - "Tourism Management: An Introduction" by Stephen Page and Joanne Connell			
II	India in Tourism Perspective		13	15	
	7	Geographical Features of India	3		
	8	Cultural Heritage of India	3		
	9	Challenges to heritage Tourism in India	1		
	10	Socio-Economic Environmental Impact of Historical Tourism	2		
		Reading: <ul style="list-style-type: none"> • Debashree Dattaray, (2008), "Tourism and Cultural Heritage of India," Aavishkar Publishers Distributor, Jaipur, India. • S. K. Sharma, (2019), "Cultural Heritage of India", Prakash Books India Pvt. Ltd. • Nitin Singhania (2020), "Indian Art and Culture" McGraw-Hill Education 			
III	Heritage Trails – familiarization of select itineraries		11	15	
	11	Golden Triangle Tour: Delhi - Agra - Jaipur	2		
	12	Char Dham Spiritual Journey to the Himalayas: Yamunotri, Gangotri, Kedarnath, Badrinath	2		
	13	Varanasi and Khajuraho Tour	1		
	14	South India Temple Trail: Chennai - Mahabalipuram - Kanchipuram - Pondicherry	2		
	15	Ajanta and Ellora Caves Exploration			
	16	● Hyderabad Nizams City Heritage	1		
	17	Bijapur - Vijayanagara Empire Tour: Bijapur – Hampi	2		

		<p>Readings:</p> <ul 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. 			
IV	Select Historical Tours in Kerala		5	10	
	18	Kochi-Muziris Cultural Tour	2		
	19	Wayanad Tribal Experience	1		
	20	Malabari Historical Sites	1		
	21	Palakkad Cultural and Temple Tour	1		
		<ul style="list-style-type: none"> • M. G. Radhakrishnan , (2019), "Kerala: The Divine Destination, DC Books • MGS Narayanan, (2018) Calicut; the city of truth revisited • A Sreedharamenon, (2019), Cultural Heritage of Kerala, DC Books, Kottayam • www.incredibleindia.org • www.keralatourism.org • www.kochimuzirisbiennale.org. 			
V		<p>Open Ended: Practical Application</p> <p>Explore to the scope to historical tourism and opportunity in the industry</p>	9		
		<p>Activities and Assessment of Open-Ended</p> <ul style="list-style-type: none"> • Project on various historical and heritage trails in India and prepare posters 	3		

		<ul style="list-style-type: none"> Prepare PPT on Select historical tour sites 	3
		<ul style="list-style-type: none"> Case study of the websites: www.incredibleindia.org and www.keralatourism.org 	3

Note: The course is divided into five modules, with four having total 20 fixed units and practical module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the practical. Internal assessments (30 marks) are split between the practical (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	
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/ 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	✓	✓		✓
CO7	✓	✓		✓

Readings

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

- Subrata Dasgupta, (2001), "Travel in Ancient India," Oxford University Press, New Delhi, India.
- K. Channa Prakashan, (2010). "Historical Tourism in India," Kanishka Publishers, New Delhi
- S. C. Bhatt and Gopal K. Singh, (2004). "Tourism: Principles and Practices," Anmol Publications Pvt. Ltd., New Delhi
- Arun Srivastava, (2009). "Cultural Heritage and Tourism in India," Indian Institute of Advanced Study, Shimla
- Peter Mason, (2018), "Tourism Impacts, Planning and Management," Routledge, Abingdon, United Kingdom.
- 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).
- 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).
- M. G. Radhakrishnan , (2019), "Kerala: The Divine Destination, DC Books
- MGS Narayanan, (2018) Calicut; the city of truth revisited
- A Sreedharamenon, (2019), Cultural Heritage of Kerala, DC Books, Kottayam
- www.incredibleindia.org
- www.keralatourism.org

WAS2FM106-2 Historical Evolution of Kerala's Flavors

This course explores the historical dimensions of food in Kerala, revealing the complex relationship between regional cuisine and the socio-cultural fabric of the region. Students will explore how the gastronomic practices have changed over time, the impact of historical events on food culture, and the role of food in shaping Kerala's history.

Programme	BA West Asian Studies Honours				
Course Code	WAS2FM106-2				
Course Title	Historical Evolution of Kerala's Flavors				
Type of Course	MDC				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will recognize significant historical events that influenced Kerala's food culture.	U	F	Multiple choice or Quiz
CO2	Students will analyse how foreign trade and cultural interactions shaped Kerala's culinary practices.	An	P	Seminar Presentation
CO3	Students will assess the impact of Colonialism and globalization on Kerala's food habits.	E	C	Essay
CO4	Students will describe traditional and popular Kerala dishes.	AP	P	Group Presentation

CO5	Students will critically reflect on food's role in religious rituals, gatherings, and marriages.	E	P	Class Discussion/Essay
CO6	Students will apply food related knowledge to practical scenarios.	AP	P	Case Study
CO7	Students will synthesize cultural insights gained from studying Kerala's food culture.	C	M	Poster Making/Portfolio
<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	Mark
			45	50
1	Kerala's Culinary Traditions		10	15
	1	Sources	2	
	2	Kerala Geography and its influence on Food Habits	2	
	3	Influence of Social and Cultural Factors – Religion and Migration	2	
	4	Dietary practices in ancient Tamizhakam	2	
	5	Traditional Food – Dietary practices during Karkkidakam	2	
	6	Syncretism in Food Culture	3	
		Readings		
		1. Sivadas, S., &Gopalakrishnan, D. (2021). <i>Kerala BhakshanaCharitram</i> . DC Books.		
		2. Radhakrishna, S. (2022). <i>Paachakam: Heritage Cuisine of Kerala</i> . PramodKapoor.		

		3. Bhaskaranunni, P. (2019). <i>PathompathamNoottantileKeralam (Malayalam)</i> . Kerala Sahitya Academy Thrissur. 4. www.goya.in/blog/karkidakam-culinarypractices%3fformat=amp 5. https://know-your-heritage.blogspot.com/2017/06/food-in-sangam-literature-2.html?m=1		
II	Foreign Footprints in Kerala's Gastronomy		10	10
	7	Impact of Indian Ocean Space trade –Greeko- Roman, Arab and Chinese Merchants	3	
	8	Portuguese and Changes in Food Culture	2	
	9	Influence of British colonialism – Vegetables, Fruits and Sweets	3	
	10	Overseas Migration on Food Culture	3	
	11	Food and Malayalam Language	1	
	Readings 1. Dias., Charles.. (2013). <i>The Portuguese in Malabar</i> . Manohar. Publishers and Distributors 2. Riley, K.C. & Paugh, A. L. (2018). <i>Food and Language: Discourse and Foodways across cultures</i> . Rutledge 3. Makhdoom, S. Z (213) <i>FatulMueen (Malayalam Edition)</i> , Educare Printing and Publishing 4. Abraham, T. (2020). <i>Eating with History: Ancient Trade influenced cuisines of Kerala</i> . Niyogi Books. 5. Ray, U. (2015). <i>Culinary culture in colonial India: A cosmopolitan platter and the middle class</i> . Cambridge University Press. 6. Zachariah.K. C., &IrudayaRajann, S. (2012). <i>Kerala 'Gulf Connections, 1998-2011: Economic and Social impact of Migration</i> . Orient Blackswan			
III	Modern Flavors of Kerala		10	15
	12	Food as a tool of resistance – Panthibhojanam an Hunger Strike	2	
	13	Caste & Untouchability in Food	3	
	14	Indian Coffee Houses	2	
	15	Food and Religious Rituals	3	
	16	Food in Public Spaces – Gatherings and Marriages	3	
	Readings 1. Suresh, P. (2017). <i>Matham Venda Manushyanu- Sahidaran</i>			

	<p><i>Culture</i>. NYU Press.</p> <p>3. Panikkar, K. N. (2020), <i>Caste in Kerala</i>, Primus Books.</p> <p>4. Freedman, S. (2017). <i>The Palaces of Memory: Tales from the Indian Coffee House</i>. Tasveer/Daube</p>			
IV	Kerala's Floodways in the Modern Era		10	10
	17	Breakfast – Iddali, Dosa and Pathiri	2	
	18	Popular Dishes - Sadhya – Biryani - Poratta	2	
	19	Kerala Desserts – Payasam- Halwa	2	
	20	Globalization and Kerala food	2	
	21	New Trend – Eating Out	2	
	22	Growth of Street Food Culture	1	
	<p>Readings</p> <ol style="list-style-type: none"> 1. The Indian Street Food: A Cultural and Gastronomic Exploration of Indian's Street Food – Jagadeesh Pillai 2. Sivadas, S., &Gopalakrishnan, D. (2021). <i>Kerala BhakshanaCharitram</i>. DC Books. 3. Radhakrishna, S. (2022). <i>Paachakam: Heritage Cuisine of Kerala</i>. Pramod Kapoor. 4. Abdulla, U. (2018), <i>A Kitchen Full of Stories</i>.Ummi Abdulla. 5. https://www.sahapedia.org/malabar-cuisine 6. http://journals.rajagiri.edu/index.php/rssJ/article/view/96/86 			
V		<p>Open Ended :</p> <p>Students will organize and participate in a food festival that showcases the diversity and richness of Kerala cuisine. They will apply their knowledge of the history, culture, and influences of Kerala food from the four units of the course. They will also learn about the preparation, presentation, and consumption of various dishes from different regions and religions in Kerala.</p>	5	
		<ul style="list-style-type: none"> • Title: Kerala Food Fest(Example) • Activity 1: Planning the food festival • Students will form groups of four and choose a theme for their food festival stall based on one of the four units of the course. For example, they can choose 'Traditional Food Culture of Kerala', 'Foreign Influence on Kerala Food', 'Food in Modern Kerala', or 'Food as Culture in 		

		<p>Contemporary Kerala’.</p> <ul style="list-style-type: none"> • Students will research and select at least four dishes that represent their theme. They will also write a brief introduction and explanation of each dish, including its history, ingredients, preparation, and significance. • Students will prepare a budget and a shopping list for their dishes. They will also decide on the decoration, layout, and presentation of their stall. They will make a poster or a banner that displays their theme and the names of their dishes. 		
		<p>Activity 2: Preparing and presenting the food festival</p> <p>Students will cook their dishes at home, following the recipes and safety guidelines. They will also bring their own utensils, plates, napkins, and other necessary items for serving their dishes.</p> <p>Students will set up their stalls in the college or cafeteria, following their plan and design. They will also display their poster or banner and their introduction and explanation of each dish.</p> <p>Students will invite other students, teachers, and guests to visit their stalls and taste their dishes. They will also explain their theme and the dishes to the visitors and answer any questions they may have. They will also collect feedback from the visitors.</p>		

		<ul style="list-style-type: none"> • Activity 3: Reflecting and evaluating the food festival • Students will write a reflection paper on their experience of organizing and participating in the food festival. They will describe their theme, their dishes, their challenges, their successes, and their learnings. They will also analyse the feedback they received from the visitors and suggest any improvements for future food festivals. • Students will present their reflection paper to the class and share their insights and feedback. They will also listen to and comment on the reflection papers of other groups and appreciate their efforts 	
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		<p>and achievements.</p> <p>Assessment: The assessment will be based on the following criteria:</p> <p>Content: The dishes, the introduction and explanation, and the reflection paper should demonstrate a clear understanding of the history, culture, and influences of Kerala food from the four units of the course. They should also show an awareness of the diversity and richness of Kerala cuisine and its relevance to contemporary society.</p> <p>Creativity: The theme, the decoration, the presentation, and the reflection paper should use original and engaging ways to showcase the Kerala food. They should also use appropriate and relevant visuals, text, and audio to support their points.</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:

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	1	2	2	3	3	2	1	1	2	2	2
CO 2	3	2	3	2	3	2	3	2	2	3	2	2
CO 3	3	2	3	2	3	2	2	2	2	3	2	2
CO 4	3	1	2	1	2	2	2	1	1	2	2	1
CO 5	3	2	3	2	3	2	3	2	2	3	3	2
CO 6	2	3	2	2	2	2	2	3	3	2	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		✓		✓

Readings

1. Sivadas, S., &Gopalakrishnan, D. (2021). *Kerala BhakshanaCharitram*. DC Books.
2. Radhakrishna, S. (2022). *Paachakam: Heritage Cuisine of Kerala*. Pramod Kapoor.
3. Bhaskaranunni, P. (2019). *PathompathamNoottantileKeralam (Malayalam)*. Kerala Sahitya Academy Thrissur.
4. Dias., Charles.. (2013). *The Portuguese in Malabar*. Manohar. Publishers and Distributors

5. Riley, K.C. & Paugh, A. L. (2018). *Food and Language: Discourse and Foodways across cultures*. Rutledge
6. Makhdoom, S. Z (213) *FatulMueen (Malayalam Edition)*, Educare Printing and Publishing.
7. Suresh, P. (2017). *Matham Venda Manushyanu- Sahidaran Ayyappan*. Insight Publica.
8. Anderson, E.N. (2014), *Everyone Eats: Understanding Food and Culture*. NYU Press.
9. Panikkar, K. N. (2020), *Caste in Kerala*, Primus Books.
10. Freedman, S. (2017). *The Palaces of Memory: Tales from the Indian Coffee House*. Tasveer/Daube.
11. www.goya.in/blog/karkidakam-culinarypractices%3fformat=amp
12. <https://know-your-heritage.blogspot.com/2017/06/food-in-sangam-literature-2.html?m=1>.
13. https://www.academia.edu/3390200/Food_Memory_Community_Kerala_as_both_Indian_Ocean_Zone_and_as_Agricultural_Homeland
14. <https://www.sahapedia.org/malabar-cuisine>.

III SEMESTER BA (CUFYUMAXIMUGP)DEGREE EXAMINATIONS OCTOBER2024

WAS2FM106-2 - Historical Evolution of Kerala's Flavors

CREDITS:3

MaximumTime:1.5hours

Maximum Marks:50

SectionA

[Answer All. Each question carries2 marks]

(Ceiling:16 Marks)

1. What are the sources for studying food culture of Kerala?
2. Examine the benefits of dietary practice during Karkkidakam?
3. What is Panthibhojanam and how did it use food as a tool of resistance?
4. How does the Malayalam vocabulary for food and drink reflect the foreign influence?
5. Describe the impact of Gulf migration on Kerala food culture
6. What role did AK Gopalan play in the preservation of Indian Coffee house chain?
7. Examine the changes in the Muslim food habits during the Holy Month of ramzan
8. How did street food become popular in Kerala?
9. Write a paragraph on any one of the popular dishes of Kerala?
10. Critically analyse the practice of Eating Out?

SectionB

[Answer All.Each question carries 6marks

(Ceiling:24Marks)

11. Examine the role of Kerala geography in shaping its food habits?
12. What are the dietary practices in ancient Tamizhakam?
13. How does food reflect the syncretism in Kerala culture?
14. Describe the effects of overseas migration on Kerala food culture?.
15. How did untouchability affect the food practices in Kerala?

Section C

[Answer anyone. Eachquestioncarries10marks]

(1x10=10 marks)

16. Explain the impact of Indian Ocean space trade on the food culture of Kerala. Give examples of the influence of Arab and Chinese merchants
17. Illustrate the diversity and richness of Kerala food culture. How does Kerala food reflect the history, culture and religion of the state?

SKILL ENHANCEMENT COURSE (SEC) SEMESTER V

SEMESTER V

WAS5FS112 Museology and Conservation

COURSE DESCRIPTION: The course aims to familiarize the students about museums and its functions. The course includes the scope of museology and conservation. The course help the students to understand conservation and its principles. A student could familiarize the basic tools and equipment used for conservation .This course helps to understand the documentation in conservation and significance.

Programme	BA WEST ASIAN STUDIES				
Course Code	WAS5FS112				
Course Title	Museology and Conservation				
Type of Course	Skill Enhancement Course				
Semester	V				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

COURSE OUTCOMES(CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO 1	To understand the term museum and museology	U	F	Seminar Presentation/ Assignment
CO 2	To detail the scope of museology	E	P	Seminar/Group discussion
CO 3	To detail the different types of museums	An	C	Video creation/ Group discussion
CO 4	To explain the functions of museums	An	P	Discussions/group discussions
CO 5	To explain conservation and terminologies	E	P	Debate/seminar

CO 6	To understand curative conservation	U	P	Quick quizzes/ Group discussions/ seminar
*-Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E), Create (C) #-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P) Metacognitive Knowledge (M)				
	Unit	CONTENT	Hrs 45	Marks 50
		MUSEOLOGY, MEANING AND DEVELOPMENT	8	10
I	1	Meaning, definitions and concepts of museum, community museum, virtual museum	2	
	2	Definitions and concept of Museology, Conventional museology, New museology, Museography	2	
	3	History and development of museums in global context	2	
	4	Museum development in India and scope of museology	2	
		Reading List		

		1. Agrawal, Usha., Museums in India-A brief directory 2. Balakrishna, Bibliography on Museology 3. Basu, J N .,Indian Museums and Movement 4. Baxi,SJ.& Dwivedi,VP.,Modern Museums		
		SCOPE AND FUNCTIONS OF MUSEOLOGY	7	15
II	5	Classification and types of museums	2	
	6	Functions of museums(a) collection(b) Identification (c)preservation(d) Documentation presentation(exhibition) Research (g) educational activities	2	
	7	Role of national and professional organizations- Museum Association of India	2	
	8	Changing role and social relevance of museums	1	

		Reading list 1. Bhatnagar, Anupama: useums, Museology and New museology 2. Ghosh, DP: Studies in Museology 3. Gilman, Benjamin: Museums ideals of purpose and method		
		CONSERVATION	10	15
III	9	Introduction to conservation: definitions and terminologies	2	
	10	General principles of conservation:(A) preventive measures (B) curative measures	2	
	11	Basic tools and equipment used for conservation	2	
	12	Types of conservation-preventive conservation	2	
	13	Methodology of conservation-Requirements for conservation	2	
		CONSERVATION AND CURATIVE CONSERVATION	7	10
IV	14	Introduction to various tools and equipment used in conservation	2	
	15	Documentation in conservation and its significance and methods	1	
	16	Curative Conservation-meaning and significance of curative conservation	1	
	17	Specific roles of curator and conservator in preventive conservation	1	

	18	Introduction to museum environment and its effects on organic and inorganic materials	1	
	19	Nature of collections and modes of acquisition	1	
		<p>Reading list</p> <ol style="list-style-type: none"> 1. Nigam, ML: Fundamentals of Museology 2. Key concepts of Museology. ICOM Publication 3. .Aiyappan ,A. and Satyamurti, ST: Hand book of Museum Techniques 4. Bedekar, VH, The Organisation of Museums: Practical Advice, UNESCO 5. Bhomic, SK.: Protection and conservation of museum collection 6. Gairola, T.R. 1960. Hand book of chemical conservation. Department of museology. The M.S. University of Baroda 7. Ghosh, Arun: Conservation and Restoration of cultural heritage 8. Plenderleith, H. J. and A. E. A. W.: The conservation of Antiques and works of Art treatment, Repair and Restoration 9. Thompson, John M. A. (ed): Manual of Curatorship, A Guide to Museum Practice 		
V		OPEN ENDED	9	
		Conservation skills-Care and conservation of museum materials Exhibition planning and Designing Museum management		
		<p>Conservation skills-Care and conservation of museum materials Exhibition planning and Designing Museum management</p> <p>Activities and assessment of Open ended</p> <ul style="list-style-type: none"> *Prepare reports on National museums *Examine and present Museum collections *Examine different types of museums and make videos *Assess the museums in our locality and make documentary <p>Assessment</p> <ul style="list-style-type: none"> *Evaluate the concepts of museology, museography and museum *Evaluate the types of museums and documentation *Evaluate the museums on the basis of museum collections 		

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are

total 45 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

Mapping of Cos with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- Midterm Exam
- End semester exam
- Internal 25 marks

- External 50 marks

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	✓	✓		✓

MODEL QUESTION PAPER FOR SKILL
ENHANCEMENT COURSE SEMESTER
VI Sixth semester (CUFYUGP) DEGREE EXAMINATIONS 2024
WAS5FS112 MUSEOLOGY AND CONSERVATION

Maximum Time: 1.5 hrs

Maximum Marks: 50

SECTION A (Answer all. Each carries 2 marks)

(Ceiling: 16)

1. Museum
2. Museography
3. Conventional museology
4. Preservation
5. Virtual museum
6. Community museum
7. ICOM
8. UNESCO
9. Museum Association of India
10. Restoration

SECTION B

(Answer All. Each question carries 6 marks)

(Ceiling : 24)

8. Explain the history of museum development in India
9. Discuss the scope of Museology
10. Estimate the specific roles of curator and conservator in preventive conservation
11. Explain the general principles of conservation
12. Analyse the requirements for conservation

SECTION C

(Answer anyone Each carries 10 marks)

13. Explain the changing role and functions of museums
14. Analyze the various tools and equipment used in conservation

SEMESTER 6

WAS6FS113- HERITAGE WALK AND FIELD SURVEY

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

Programme	BA WEST ASIAN STUDIES				
Course Code	WAS6FS113				
Course Title	HERITAGE WALK AND FIELD SURVEY				
Type of Course	Skill Enhancement Course				
Semester	VI				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3			45

COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Understand the concept of heritage walks and their significance in promoting local history and culture.	U	F	Assignment
CO2	Assess and explore diverse business opportunities in heritage tourism, including the development of tours, souvenirs, accommodations, and authentic local experiences	E	C	Seminar Presentation

CO3	acquire practical skills in developing a comprehensive business plan for heritage tourism ventures, incorporating elements of market research, financial planning, marketing strategies, and risk management	An	P	Seminar Presentation
CO4	To get insights into the concepts, history, and evolution of heritage walks, recognizing their role in promoting cultural awareness, heritage conservation, and community engagement	An	P	Discussions and debates
CO5	Develop skills in preparing itineraries, conducting research, and leading informative and engaging heritage walks.	AP	P	Practical Work
CO6	To be proficient in field survey methods, ethical considerations in heritage tourism, and data analysis techniques, enabling them to contribute responsibly to the preservation and promotion of cultural heritage	An	P	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>				

Module	Unit	CONTENT	Hrs 45	Mark 50
I	HERITAGE TOURISM AND ENTREPRENEURSHIP		9	15
	1	Introduction to Heritage Tourism: Understanding its economic, social, and cultural impact.	2	
	2	Business Opportunities in Heritage Tourism: Tour guiding, souvenir development, accommodation, and local experiences.	1	
	3	Developing a Heritage Tourism Business Plan: Market research, financial planning, marketing strategies, and risk management.	2	

	4	Elements of Heritage Tourism - Tangible Heritage: Historical sites and monuments, Cultural artifacts and collections, Landscapes and natural features	2	
	5	Elements of Heritage Tourism - Intangible Heritage: Traditions and customs, Languages and dialects, Culinary traditions, Indigenous knowledge and practices	2	
		Readings; <ol style="list-style-type: none"> 1. Dr.Navjot Kaur , "<i>Heritage Tourism: An Anthropological Perspective</i>" 2016, Rawat Publications 2. Dr. Y.S. Chauhan, "<i>Tourism and Heritage Management</i>" 2019, Aavishkar Publishers) 3. "<i>Heritage Tourism: Concepts, Methodologies, Tools, and Applications</i>" by Information Resources Management Association (2017, IGI Global) 		
II	INTRODUCTION TO HERITAGE WALKS		12	10
	6	Concepts: Definition, history, and evolution of heritage walks. Significance of heritage walks	1	
	7	Benefits of Heritage Walk: Promoting cultural awareness, heritage conservation, community engagement, and economic development.	1	
	8	Types of Heritage Walks: Historical, architectural, nature, culinary, and thematic walks. Experiencing Cultural Forms and Daily life	2	
	9	Identifying Heritage Sites: Utilizing historical records, local knowledge, and field surveys.	2	
	10	Itinerary Preparation: Designing routes, identifying keystops, and allocating time effectively.	2	
	11	Research and Content Development: Gathering information, crafting engaging narratives, and incorporating storytelling techniques.	2	
	12	Logistics and Management: Permits, insurance, guide training, marketing, and participant management.	2	
		Readings: <ol style="list-style-type: none"> 1. Sharad Kesari, Dilip, and B. Mutum "<i>Best Practices in Sustainable Tourism: Case Studies from India, China, South Africa, and Brazil</i>" (2014, Springer) 2. Ambika Sirkar "<i>Heritage Walks: A Guide to Historic Cities in India</i>" 2009, India Book House Pvt. Ltd. 3. Arun K. Thittai "<i>Walking the Indian Streets</i>" by Published: 2014, Notion 		

		Press)		
III	HERITAGE WALK CASE STUDIES		9	15
	13	Egyptian Pyramids and Sphinx Tour,	2	
		Ottoman Heritage Walk		
	14	Istanbul's Byzantine and	2	
	15	Delhi Heritage Trails	1	
	16	Ajanta and Ellora Caves Expedition	1	
	17	Cochi – Muzris Tour	1	
	18	Calicut Heritage Walk	1	
	19	Kalpathi Heritage Village	1	
		Readings: <ol style="list-style-type: none"> 1. Arun K. Thittai, "Walking the Indian Streets" 2014, Notion Press 2. Shafi NoorIslam , "Tourism in India: A Comprehensive Guide" 2018, Notion Press) 3. "Cultural Tourism in India" M. Shajahan (2010, Dominant Publishers and Distributors) 		
IV	FIELD SURVEY AND DOCUMENTATION		6	10
	20	Introduction to Field Survey Methods: Observation, documentation (photography, videography, note-taking), and data collection techniques.	2	
	21	Ethical Considerations: Respecting sensitive locations, communities, and cultural practices.	2	
	22	Data Analysis and Interpretation: Organizing and presenting collected information for effective storytelling.	2	

		Readings: 1. Michael C.Hall (2010, Routledge , <i>"Fieldwork in Tourism: Methods and Ethics"</i> 2. Razaq Raj, Noor HazlinaAhmad,		
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		Norzuwana Shaari , "Data Analysis in Tourism" by (2015, CABI)		
V		Open Ended	9	
		Prepare a heritage walk itinerary / Documentation / Conduct afield survey / prepare a video or digital photo album		

Join a heritage walk or organise a heritage walk (Inside Kerala and India) with an expert for a practical experience

General Reading:

1. Dr. Navjot Kaur *Heritage Tourism: An Anthropological Perspective* 2016 (Rawat Publications)
2. Dr. Y.S. Chauhan *Tourism and Heritage Management* 2019, Aavishkar Publishers
3. Information Resources Management Association *Heritage Tourism: Concepts, Methodologies, Tools, and Applications* 2017, IGI Global
4. Joe Lambert *Digital Storytelling: Capturing Lives, Creating Community* 2013, Routledge
5. Arun K. Thittai *Walking the Indian Streets* 2014, Notion Press
6. National Geographic travel(<https://www.nationalgeographic.com/travel/>)
7. India Tourism(<https://www.incredibleindia.org/>)
8. Kerala Tourism (<https://www.keralatourism.org/>)
9. Heritage India](<https://www.heritage-india.com/>)
10. World Tourism Organization (UNWTO)](<https://www.unwto.org/>)

Note: The course is divided into five modules, with four having total 22 fixed units and practical module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the practical. Internal assessments (25 marks) are split between the open ended (05 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	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	-	3	3	3	3	1	2	-	1	-
CO2	3	-	3	3	3	3	-	3	-	1	-
CO3	3	-	3	3	3	3		2	-	3	-
CO4	3	1	2	3	-	3		2	-	3	-
CO5	3	-	2	2	3	3	1	2	-	1	-
CO6	3	-	2	3	3	3		2	-	1	-

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓			✓
CO2	✓			✓
CO3	✓			✓
CO4	✓			✓
CO5	✓	✓		✓
CO6	✓	✓		✓

VI Semester B A (CUFYUGP) Degree Examinations

WAS6FS113- HERITAGE WALK AND FIELD SURVEY

Maximum time: 1.5 Hours-Maximum Marks: 50

Section A

(Answer all. Each question carries 2 marks)

(Ceiling: 16 Marks)

1. Define heritage tourism and explain its economic impact.
2. What are the social benefits of heritage tourism?
3. Discuss the significance of tangible heritage in tourism.
4. Describe the role of intangible heritage in promoting cultural tourism.
5. What are the key components of a heritage tourism business plan?
6. Explain the concept and significance of heritage walks.
7. Identify and describe the types of heritage walks.
8. What are the best practices for designing an effective heritage walk itinerary?
9. Discuss the importance of guide training in managing heritage walks.
10. Explain the ethical considerations involved in conducting field surveys for heritage documentation.

Section B

(Answer all. Each question carries 6 marks)

(Ceiling:24 Marks)

11. Discuss the various business opportunities in heritage tourism and their potential benefits to local economies.
12. Analyze the cultural impact of heritage tourism on indigenous communities.
13. Describe the process of conducting market research for a heritage tourism business.
14. Explain the significance of storytelling techniques in heritage walks.
15. What Are the Key Elements of Successful Blogging and Vlogging Strategies?

Section C (Answer any one. Each question carries 10 marks) (1x10 Marks)

16. Develop a comprehensive heritage tourism business plan for a historical site in your local area, including market research, financial planning, marketing strategies, and risk management.
17. Critically assess the role of heritage walks in promoting cultural awareness and heritage conservation