COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Jenee Peter
Programme Name	B A History
Level of Study	UG
Semester	Fifth
Course Name/Subject Name	State and Society in Ancient and Medieval World
Total Hours	72

СО	Description	CO Evaluation Method
Number		
CO1	Introduce the analytical skills for knowing human evolution	Assignment, Seminar and continuous assessment
CO2	To understand the process of human transition	Assignment, Seminar and continuous assessment
CO3	Discuss the development of metal technology and Skilled labour on it	Assignment, Seminar and continuous assessment
CO4	To locate compare and contrast civilisations in terms of ideology, nature and strategy	Assignment, Seminar and continuous assessment

Modu	le 1			Hours:18	
Syllab	Syllabus				
Prehis	Prehistoric Societies: Biological evolution from hominids to homo sapiens- cultural				
evolut	tion of earl	y societies- prehistoric human land rela	ationship	os- evolution of tool	
techno	ology from	Palaeolithic to Mesolithic- towards for	od produ	action during late stone age-	
transit	tion to met	al age.	-		
S1.	CO	Topic/Activity	No of	Instructional method to be	
No	Number		hours	used	
1	CO1	Biological evolution from	6	Lecture, Discussions	
		hominids to homo sapiens- cultural			
		evolution of early societies			
2	CO1	Prehistoric human land	6	Lecture, Discussions	
		relationships- evolution of tool			
		technology from Palaeolithic to			
		Mesolithic			

1	CO1	Towards food production during	6	Lecture, Discussions		
		late stone age- transition to metal age.				
Modu	le 2	age.		hours: 18		
Syllab	ous					
	-	e Civilizations of the world- cultural				
		ole of bronze technology- Egyptian				
		ivilization and agriculture Harappan	civilizat	ion and urbanism – Chinese		
civiliz						
S1.	CO	Topic/Activity	No of	Instructional method to be		
No	Number		hours	used		
1	CO2	The Bronze Age Civilizations of the	6	Lecture, Discussions		
l		world- cultural attributes of a				
		civilization-role of environment-				
-	~~~	role of bronze technology	6			
2	CO2	Egyptian civilization and its	6	Lecture, Discussions		
l		architecture-, Mesopotamian				
	~ ~ ~	civilization and agriculture	-			
3	CO2	Harappan civilization and urbanism	6	Lecture, Discussions		
		- Chinese civilization				
Modu				Hours: 18		
Syllab						
		early iron production centers in the w	-			
		ient Greek societies – Agrarian Econo				
		nian Democracy – Sparta – Contriutio				
		e-rise of Roman republic- period of the				
		nomic development – crisis and end (Downfal	1) of Roman Empire – Rise		
		and growth of Christianity in the Roman Empire				
S1.	CO					
Na		Topic/Activity	No of	Instructional method to be		
No	Number	Topic/Activity	No of hours	Instructional method to be used		
1 1	NumberCO3	Topic/Activity Advent of Iron – early iron				
		Topic/Activity	hours	used		
		Topic/Activity Advent of Iron – early iron	hours	used		
		Topic/Activity Advent of Iron – early iron production centers in the world-	hours	used		
		Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron	hours	used		
1	CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political	hours 6	used Lecture, Discussions		
1	CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian	hours 6	used Lecture, Discussions		
1	CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political	hours 6	used Lecture, Discussions		
1	CO3 CO3	Topic/ActivityAdvent of Iron – early iron production centers in the world- Implications of iron technology-Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian	hours 6	used Lecture, Discussions		
1	CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contriutions	hours 6 6	used Lecture, Discussions		
2	CO3 CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contriutions to the world-	hours 6 6	used Lecture, Discussions Lecture, Discussions		
2	CO3 CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contriutions to the world- Roman Civilization – origin of	hours 6 6	used Lecture, Discussions Lecture, Discussions		
2	CO3 CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contriutions to the world- Roman Civilization – origin of Rome-rise of Roman republic-	hours 6 6	used Lecture, Discussions Lecture, Discussions		
2	CO3 CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contriutions to the world- Roman Civilization – origin of Rome-rise of Roman republic- period of the Roman empire - Social	hours 6 6	used Lecture, Discussions Lecture, Discussions		
2	CO3 CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contriutions to the world- Roman Civilization – origin of Rome-rise of Roman republic- period of the Roman empire - Social Hierarchies – Slavery – Economic	hours 6 6	used Lecture, Discussions Lecture, Discussions		
2	CO3 CO3	Topic/ActivityAdvent of Iron – early iron production centers in the world- Implications of iron technology-Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contriutions to the world-Roman Civilization – origin of Rome-rise of Roman republic- period of the Roman empire - Social Hierarchies – Slavery – Economic development – crisis and end	hours 6 6	used Lecture, Discussions Lecture, Discussions		
1 2 3	CO3 CO3 CO3	Topic/ActivityAdvent of Iron – early iron production centers in the world- Implications of iron technology-Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contriutions to the world-Roman Civilization – origin of Rome-rise of Roman republic- period of the Roman empire - Social Hierarchies – Slavery – Economic development – crisis and end (Downfall) of Roman Empire – Rise	hours 6 6	used Lecture, Discussions Lecture, Discussions		
2	CO3 CO3 CO3	Topic/Activity Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contriutions to the world- Roman Civilization – origin of Rome-rise of Roman republic- period of the Roman empire - Social Hierarchies – Slavery – Economic development – crisis and end (Downfall) of Roman Empire – Rise and growth of Christianity in the	hours 6 6	used Lecture, Discussions Lecture, Discussions		

Monasticism and Christianity in early Middle Ages – Rise of Medieval Towns and Cities – Guild System – Expansion of Trade – Medieval Universities – Rise and Spread of Islam in Arabia – Abbasid Revolution – Economy – Islamic science, medicine, art and architecture – Crusades- Mongols under Genghis Khan.

Crusa	ues- mong	ois under Oengnis Khan.		-
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO4	Monasticism and Christianity in	6	Lecture, Discussions
		early Middle Ages – Rise of		
		Medieval Towns and		
		Cities – Guild System – Expansion		
		of Trade – Medieval Universities		
2	CO4	Rise and Spread of Islam in Arabia	6	Lecture, Discussions
		– Abbasid Revolution – Economy –		
		Islamic science, medicine, art and		
		architecture		
3	CO4	Crusades- Mongols under Genghis	6	Lecture, Discussions
		Khan		

UNION CHRISTIAN COLLEGE, ALUVA

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Dr. Jenee Peter
Programme Name	B A Economics
Level of Study	UG
Semester	Second
Course Name/Subject Name	Transition to the contemporary world
Total Hours	72

СО	Description	CO Evaluation Method
Number		
CO1	To locate, and evaluate French revolution in terms of ideology, nature and strategy	Assignment, Seminar and continuous assessment
CO2	To understand different theories on colonialism, imperialism and capitalism	Assignment, Seminar and continuous assessment
CO3	To know the post-world war situations in a wide perspective	Assignment, Seminar and continuous assessment

CO4	To understand anti colonial movements and peace	
	movements after war.	

Modu	ıle 1			Hours:18
Sylla				
		French Revolution - Continental impac	t and rea	ctions - Metternich and
-		nna - German & Italian Unification		
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO1	Implications of French Revolution -	6	Lecture, Discussions
		Continental impact and reactions		
2	CO1	Metternich and Congress of Vienna	6	Lecture, Discussions
3	C01	German & Italian Unification	6	Lecture, Discussions
<u>.</u> Modi			U	hours: 18
Sylla				nouis. 10
•		ories of Imperialism, Inter- Imperiali	st Rivalr	v and the two World Wars
-		and Nazism in Europe. Russian Re		-
		unist Ideology - New Economic Polic		
		ommunism in East Europe. The Chines		
	ct and Cons			mon or 1770- murpretation
<u>111pa</u> Sl.		Topic/Activity	No of	Instructional method to be
No	Number	Topic/Activity	hours	used
1	CO2	Imperialism Theories of	6	Lecture, Discussions
1	02	Imperialism-Theories of	0	Lecture, Discussions
		Imperialism, Inter- Imperialist		
		Rivalry and the two World Wars,		
		Rise of Fascism and Nazism in		
		Europe.		
2	CO2	Russian Revolution of 1917-Lenin	6	Lecture, Discussions
2	002	and Stalin - Spread of Communist	0	Lecture, Discussions
		Ideology - New Economic Policy.		
		Ideology - New Economic Policy.		
		The Soviet Union and its fortunes		
2	CO2	The Soviet Union and its fortunes.	6	Lactura Discussions
3	CO2	The spread of Communism in East	6	Lecture, Discussions
3	CO2	The spread of Communism in East Europe. The Chinese Revolution of	6	Lecture, Discussions
3	CO2	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and	6	Lecture, Discussions
		The spread of Communism in East Europe. The Chinese Revolution of	6	
Modu	ıle 3	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and	6	Lecture, Discussions Hours: 18
<u>Modu</u> Sylla	<u>ile 3</u> bus	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and Consequences.		Hours: 18
<u>Modu</u> Sylla The C	ıle 3 bus Great Depre	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and Consequences. ssion in 1929-33. Post-depression eco	nomic po	Hours: 18 litical order Globalization
Modu Sylla The C and it	ıle 3 bus Great Depre ts instrumer	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and Consequences. ssion in 1929-33. Post-depression eco hts - Development vs. Sustainable Dev	nomic po	Hours: 18 Ditical order Globalization t debate.
Modu Syllal The C and it Sl.	ule 3 bus Great Depre ts instrumer CO	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and Consequences. ssion in 1929-33. Post-depression eco	nomic po relopmen No of	Hours: 18 Ditical order Globalization t debate. Instructional method to be
and it Sl. No	ule 3 bus Great Depre ts instrumer CO Number	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and Consequences. ssion in 1929-33. Post-depression eco tts - Development vs. Sustainable Dev Topic/Activity	nomic po relopmen No of hours	Hours: 18 Ditical order Globalization t debate. Instructional method to be used
Modu Sylla The C and it Sl. No	ule 3 bus Great Depre ts instrumer CO	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and Consequences. ssion in 1929-33. Post-depression eco hts - Development vs. Sustainable Dev Topic/Activity The Great Depression in 1929-33.	nomic po relopmen No of	Hours: 18 Ditical order Globalization t debate. Instructional method to be
Modu Syllal The C and it Sl.	ule 3 bus Great Depre ts instrumer CO Number	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and Consequences. ssion in 1929-33. Post-depression eco <u>its - Development vs. Sustainable Dev</u> Topic/Activity The Great Depression in 1929-33. Post-depression economic political	nomic po relopmen No of hours	Hours: 18 Ditical order Globalization t debate. Instructional method to be used
Modu Sylla The C and it Sl. No	ule 3 bus Great Depre ts instrumer CO Number	The spread of Communism in East Europe. The Chinese Revolution of 1948- Interpretation, Impact and Consequences. ssion in 1929-33. Post-depression eco its - Development vs. Sustainable Dev Topic/Activity The Great Depression in 1929-33.	nomic po relopmen No of hours	Hours: 18 Ditical order Globalization t debate. Instructional method to be used

3	CO3	Development vs. Sustainable Development debate	6	Lecture, Discussions	
Mod	Module 4 Hours: 18				
Sylla	ıbus				
Eme	rgence of A	Anti-Colonial Movements in Asia a	and Africa	a. World Bodies-League of	
Natio	ons UNO - 1	NAM and other Regional Groupings.	Growth o	f Mass Media	
and I	Information	Technology - Terrorism			
		1		1	
S1.	CO	Topic/Activity	No of	Instructional method to be	
No	Number		hours	used	
1	CO4	Emergence of Anti-Colonial	6	Lecture, Discussions	
		Movements in Asia and Africa			
2	CO4	World Bodies-League of Nations	6	Lecture, Discussions	
		UNO - NAM and other Regional			
		Groupings.			
3	CO4	Growth of Mass Media	6	Lecture, Discussions	
		and Information Technology -			
		Terrorism			

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Ms. Tresa Divya T.J.
Programme Name	B A History
Level of Study	UG
Semester	Fifth
Course Name/Subject Name	Introducing Environmental History
Total Hours	72

СО	Description	CO Evaluation Method
Number		
CO1	To understand different theories, perspectives and	Assignment, Seminar
	approaches to environmental history	and continuous
		assessment
CO2	To know the transformative stages of human	Assignment, Seminar
	settlements and technological transitions	and continuous
		assessment
CO3	Critically locate colonial interventions on native	Assignment, Seminar
	ecology and colonial forest policies	and continuous
		assessment

CO4	Critically evaluate the native resistance to colonial,	Assignment, Seminar
	state and coercive developmental interventions on	and continuous
		assessment

Modu	Module 1 Hours:18					
	Syllabus					
2	What is Environmental history? - Political, material and cultural dimensions of					
	environmental history. Interdisciplinary approaches – Ecology and environment- cultural					
		mentalism- deep ecology- planetary co				
		aration- Earth Summits- Climate chang				
Slocki	CO	Topic/Activity	No of	Instructional method to be		
No	Number	Toplo, notivity	hours	used		
1	CO1	What is Environmental history? -	6	Lecture, Discussions		
-	001	Political, material and cultural	Ũ			
		dimensions of environmental				
		history-Interdisciplinary approaches				
2	CO1	Ecology and environment- cultural	6	Lecture, Discussions		
		ecology-environmentalism-deep		,		
		ecology- planetary consciousness				
3	CO1	UN and environment- Stockholm	6	Lecture, Discussions		
		Declaration-Earth Summits-				
		Climate change and protocols				
Modu	le 2			hours: 18		
Syllab	ous					
Mode	of resourc	e use- hunting gathering- nomadic past	toral- set	tled agriculture- industrial		
ecolog	ecological impact					
S1.	CO	Topic/Activity	No of	Instructional method to be		
No	Number		hours	used		
1	CO2	Mode of resource use- hunting	6	Lecture, Discussions		
		gathering				
2	CO2	nomadic pastoral- settled	6	Lecture, Discussions		
		agriculture				
3	CO2	industrial ecological impact	6	Lecture, Discussions		
Modu				Hours: 18		
Syllab						
		nario- European attitude towards enviro				
		exploitation of natural resources-de				
		tations- world war and forests-reserva-		orests and enactments-plant		
	imperialism botanical gardens - hunting in colonial India					
S1.	CO	Topic/Activity	No of	Instructional method to be		
No	Number		hours	used		
1	CO3	Pre colonial scenario- European	6	Lecture, Discussions		
		attitude towards environment- the				
		European gaze- Imperial Agendas				
		and exploitation of natural resources				

2	CO3	Deforestation-ship building Railways-opening of plantations- world war and forests	6	Lecture, Discussions
3	CO3	Reservation of forests and enactments-plant imperialism botanical gardens - hunting in colonial India	6	Lecture, Discussions
Modu	ıle 4			Hours: 18
-	ko Moveme	ent-Narmada Bachao Andolan-Silent river protection groups-voices from th		
Sl. No	CO Topic/Activity No of Instructional metho		Instructional method to be used	
1	CO4	Chipko Movement-Narmada Bachao Andolan	6	Lecture, Discussions
2	CO4	Silent Valley in Kerala- Plachimada issue	6	Lecture, Discussions
3	CO4	Sand mining and river protection groups-voices from the margins- Women and environment.	6	Lecture, Discussions

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Dr. Jenee Peter
Programme Name	B A Economics
Level of Study	UG
Semester	First
Course Name/Subject Name	Social Formations in Pre-modern India
Total Hours	72

СО	Description	CO Evaluation Method
Number		
CO1	To understand the early history of Indian culture	Assignment, Seminar
	and society	and continuous
		assessment
CO2	To evaluate the medieval economy, its appropriation	Assignment, Seminar
	and transition.	and continuous
		assessment
CO3	To understand medieval political structure,	
	technology and expansion of agriculture	

Mod	ule 1			Hours:18
Sylla	ibus			
•		vilization Technology, crafts, Westerl	y trade a	nd Urbanism
		ocial stratification - Second Urbanizat		
· ·	and society			6
	2	outh idea of the Sangam Age		
Sl.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO1	Harappan Civilization Technology, crafts, Westerly trade and Urbanism	6	Lecture, Discussions
2	CO1	Vedic Age Social stratification - Second Urbanization Heterodox religions Mauryan State and society	6	Lecture, Discussions
3	CO1	The Tamil South idea of the Sangam Age	6	Lecture, Discussions
Mod	ule 2		•	hours: 18
Sylla	lbus			
Emer (B) C	rgence of Cl Opening up	lecline of trade, urban settlements and losed Economy Features of Indian Feu of the river valleys- Temple society an states and state order	dalism.	
Sl. No	CO Number	Topic/Activity	No of hours	Instructional method to be used
1	CO2	Expansion of agriculture land grants- changing production relations- graded land-rights and peasantry - decline of trade, urban settlements and currency	6	Lecture, Discussions
2	CO2	Emergence of Closed Economy Features of Indian Feudalism	6	Lecture, Discussions
3	CO2	Opening up of the river valleys- Temple society and economy - The Tamil Bhakti Movement New states and state order	6	Lecture, Discussions
Mod	ule 3		L	Hours: 18
produ	Fechnologic uction Sulta	al innovations- Changes in production nate economy agara society and power structure War		hange Urban centres craft
<u>(B) 1</u> Sl.	CO	Topic/Activity	No of	Instructional method to be
ы .		Topic/Activity	10.01	mou denonar method to be
No	Number		hours	used

1	CO3	Technological innovations- Changes in production and exchange	6	Lecture, Discussions
2	CO3	Urban centres craft production Sultanate economy	6	Lecture, Discussions
3	CO3	The Vijayanagara society and power structure Warlordism	6	Lecture, Discussions
Modu	le 4			Hours: 18
Syllab	ous			
(A) A	gricultural	Expansion Trade, money and Banking	, Urban c	centres and their character
(B) T	he Mansab	, Jagir and revenue The Bhakti movem	ent and i	ts social base
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO3	Agricultural Expansion Trade	6	Lecture, Discussions
2	CO3	money and Banking Urban centres	6	Lecture, Discussions
		and their character		
3	CO3	The Mansab, Jagir and revenue The Bhakti movement and its social base	6	Lecture, Discussions

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Dr. Jenee Peter
Programme Name	B A History
Level of Study	UG
Semester	Sixth
Course Name/Subject Name	Archaeology in India
Total Hours	72

CO Number	Description	CO Evaluation Method
CO1	To understand the definition, nature and scope of the Discipline Archaeology	Assignment, Seminar and continuous assessment
CO2	To know various tools and techniques used in the archaeological studies	Assignment, Seminar and continuous assessment
CO3	To discuss the colonial interventions on the development of the Archaeological investigations in India	Assignment, Seminar and continuous assessment

CO4 To map important Archaeological sites in India	
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IVIOUU	ıle 1			Hours:18
Syllab				
•		Archaeology- Definitions- Nature and S	Scope- A	s a science- As a social
		cology and Culture Studies- Its relation		
		fact- ecofact- site- context- Major sub-		
		Post- Processual archaeology - Cultur	-	
Sl.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO1	Introduction to Archaeology-	6	Lecture, Discussions
-		Definitions- Nature and Scope- As	Ũ	
		a science- As a social science		
2	CO1	Archaeology and Culture Studies-	6	Lecture, Discussions
-		Its relations with other disciplines-	Ũ	
		Basic terminology artifact- ecofact-		
		site- context		
3	CO1	Major sub-disciplines of	6	Lecture, Discussions
		Archaeology- New archaeology and		,
		Post- Processual archaeology -		
		Cultural Resources Management		
Modu	ile 2	8		hours: 18
Syllab	ous			
layout metho excav	t of trencl ods- Princi ation analy	and excavation equipments- Excavation - Methods of excavation- vertical, apples of stratigraphy- Key dating magnetic vertical results of the stratigraphy- for the strategy of the strategy	horizon hethods-	tal and salvage excavation Recording forms – Post-
Sl.		Topic/Activity	No of	Instructional method to be
No	Number	Tople/Tetrity	hours	used
1	CO2	Principles and Methods of	6	Lecture, Discussions
1		Archaeology- Exploration methods- surface, subsurface and ariel survey, survey and excavation equipments		
2	CO2	Excavation methods- Selection of a	6	Lecture, Discussions
		site and layout of trench- Methods		
		of excavation- vertical, horizontal		
		and salvage excavation methods-		
3	CO2	and salvage excavation methods- Principles of stratigraphy- Key	6	Lecture, Discussions,
3	CO2	and salvage excavation methods- Principles of stratigraphy- Key dating methods- Recording forms –	6	Lecture, Discussions, Field Visit
3	CO2	and salvage excavation methods- Principles of stratigraphy- Key dating methods- Recording forms – Post-excavation analysis-	6	
		and salvage excavation methods- Principles of stratigraphy- Key dating methods- Recording forms –	6	Field Visit
Modu	lle 3	and salvage excavation methods- Principles of stratigraphy- Key dating methods- Recording forms – Post-excavation analysis-	6	
Modu Syllat	lle 3 ous	and salvage excavation methods- Principles of stratigraphy- Key dating methods- Recording forms – Post-excavation analysis-		Field Visit Hours: 18

(Alexander Cunningham,	John Marshall, Mortimer Wheeler)- Indian archaeologists since	
independence- History of	archaeology in Kerala	

independence- filstory of archaeology in Kerala			
СО	Topic/Activity	No of	Instructional method to be
Number		hours	used
CO3	History of Archaeology in India- Antiquarian phase- ASI and British archaeologists- (Alexander Cunningham, John Marshall, Mortimer Wheeler)	6	Lecture, Discussions
CO3	Indian archaeologists since independence	6	Lecture, Discussions
CO3	History of archaeology in Kerala	6	Lecture, Discussions
le 4			Hours: 18
	CO Number CO3 CO3	CO NumberTopic/ActivityCO3History of Archaeology in India- Antiquarian phase- ASI and British archaeologists- (Alexander Cunningham, John Marshall, Mortimer Wheeler)CO3Indian archaeologists since independenceCO3History of archaeology in Kerala	CO NumberTopic/ActivityNo of hoursCO3History of Archaeology in India- Antiquarian phase- ASI and British

Syllabus

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

S1.	СО	Topic/Activity	No of	Instructional method to be
No	Number	1	hours	used
1	CO4	Archaeological Sites in India- Historical value of Sites- List of world heritage sites and monuments in India- Nalanda (Bihar) Arikamedu (Pondicherry), Pattanam (Kerala), Sarnath Asokan	6	Lecture, Discussions
2	CO4	Pillar, Girnar rock edict, Sanchi (Madhya Pradesh) Amaravati (Telangana), Ajanta- Ellora rock cut architecture (Maharashtra), Badami-Aihole-	6	Lecture, Discussions
		Pattadakkal group of structural temples, Brihadeesvara temple, Thanjavur		
3	CO4	Delhi Sultanate architecture at Delhi, Mughal architecture at Agra, Forts and monuments of Bijapur.	6	Lecture, Discussions

UNION CHRISTIAN COLLEGE, ALUVA

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Ms. Tresa Divya T.J.
Programme Name	B A History
Level of Study	UG

Semester	Sixth
Course Name/Subject Name	Capitalism and Colonialism
Total Hours	72

CO Number	Description	CO Evaluation Method
CO1	To discuss the social, economic and political transition from feudalism to capitalism.	Assignment, Seminar and continuous assessment
CO2	To introduce various theories on capitalism and imperialism	Assignment, Seminar and continuous assessment
CO3	Critically evaluate the colonial projects of documents and reports production	Assignment, Seminar and continuous assessment
CO4	To familiarise anticolonial movements and theoretical post-colonial engagements.	Assignment, Seminar and continuous assessment

Modu	le 1			Hours:18
Syllab	ous			
Transi	ition from	Feudalism to Capitalism: Debates and	Processe	s; the coming of
Indust	trial Revolu	ution and related social changes in Cor	ntinental	Europe.
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO1	Transition from Feudalism to	6	Lecture, Discussions
		Capitalism: Debates and Processes		
2	CO1	The coming of	6	Lecture, Discussions
		Industrial Revolution		
3	CO1	Social changes in Continental	6	Lecture, Discussions
		Europe.		
Module 2 hours: 18				
Syllab	ous			
U U	1	st commodity production and the scra		
		heories of imperialism: Marx, Luxem		
-	ndency and	World System theories: Baran, Gunder	1	
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO2	Logic of capitalist commodity	6	Lecture, Discussions
		production and the scramble for		
		colonies; the emergence of finance		
		capital		

2	CO2	theories of imperialism: Marx,	6	Lecture, Discussions
		Luxemburg, Hobson, Hilferding		
		and Lenin;		
3	CO2	Dependency and World System	6	Lecture, Discussions
		theories: Baran, Gunder Frank,		
		Wallerstein and Samir Amin.		
Modu	ule 3			Hours: 18
Sylla				
	-	lonies: surveys, census and ethnogr	-	
		judiciary; disciplining the colonies: an		
		d landscape; civilizing the colonies: m		
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO3	Defining the colonies: surveys,	6	Lecture, Discussions
		census and ethnographies;		
		administering the colonies:		
		bureaucracy and judiciary		
2	CO3	Disciplining the colonies: army and	6	Lecture, Discussions
		police; settling the colonies: land,		
		ecology and landscape		
3	CO3	Civilizing the colonies:	6	Lecture, Discussions
		missionaries, education and health.		
Modu	ıle 4			Hours: 18
Sylla				
	-	colonial relations: Fanon, Memmi an	•	
		the national bourgeoisie and the chara	acter of c	capitalist development in the
	hile colonie		T	1
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO4	The making of colonial relations:	6	Lecture, Discussions
		Fanon, Memmi and Nandy		
2	CO4	Limits of decolonization:	6	Lecture, Discussions
		consolidation of the national		
		bourgeoisie		
3	CO4	the character of capitalist	6	Lecture, Discussions
		development in the erstwhile		
		colonies.	1	

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Ms. Juby John
Programme Name	B A History
Level of study	UG
Semester	Three

Course Name/Subject Name	Polity, Society and Economy in Pre-Colonial India
Total Hours	72

CO	Description	CO Evaluation methods
Number		
CO1	 Students would be able to learn and practice the evaluation of evidence (primary and secondary sources) as a means of forming and supporting a written or oral argument about a historical topic or question sort and classify sources into different types and motive compare two contrasting accounts of the same event. 	Assignment, Seminar and continuous assessment
CO2	 Will develop understanding of the political, social and economic changes in medieval India Outline the changes and continuities in the field of culture with specific reference to the Sufi and bhakti traditions. 	Assignment, Seminar and continuous assessment
CO3	 The student will be familiar to the history of Mughal Period which is very important in the evolution of modern Indian Society. Understanding religion and art which makes them capable of understanding the interconnected or comprehensive nature of cultural changes in Indian society. 	Assignment, Seminar and continuous assessment
CO4	 Will help to understand the administration, art and architecture of Vijayanagara – <i>Bhahmini</i> Kingdom and also analyse the rise of the Marathas and contribution of Sivaji. 	Assignment, Seminar and continuous assessment

Module	1			Hours :
				18
Syllabus:				
Interpre	ting the Sou	rces		
(a) Surve	ey of Sources	and Historiography – Persian Tarikh a	nd Nama	tradition – Sufi
literature	e Malfuzat, P	remakhyans.		
(b) Mugł	nal sources –	AbulFazal, Badauni, Bernier		
Slno	CO	Topic /Activity	No of	Instructional methods to be
	Number		hours	used
1	CO1	Survey of Sources and	6	Lectures, Discussions, PPT
		Historiography		presentations
2	CO1	Persian Tarikh and Nama tradition	6	Lectures, Discussions
		– Sufi literature Malfuzat,		
		Premakhyans.		
3	CO1	Mughal sources – AbulFazal,	6	Lectures, Discussions
		Badauni, Bernier		

Module 2	Hours :
	18

Syllabus: Polity and Institutional Structures in Delhi Sultanate

(a) Arab Conquest of Sind –Nature of Turkish campaign- Foundation, expansion and consolidation of Sultanate –Slave, Khalji, Thuglaq, Sayyid and Lodi –Mangol Menace (b) Kingship - Concept of sovereignty –Administration – Revenue system - Nature and composition of ruling class: Nobility and *Ulema–Iqta* system – Urban and Rural Societies –*Sufi* and Bhakti cults- Art and architecture

(c) Agricultural - Non-agricultural production –Inter regional and maritime trade

(c) Agricultural - Non-agricultural production - inter regional and martime trade				
Slno	CO	Topic /Activity	No of	Instructional methods to be
	Number		hours	used
1	CO2	Arab Conquest of Sind –Nature of Turkish campaign- Foundation, expansion and consolidation of Sultanate – Slave, Khalji, Thuglaq, Sayyid and Lodi –Mongol Menace	6	Lectures, Discussions
2	CO2	Kingship - Concept of sovereignty –Administration – Revenue system - Nature and composition of ruling class: Nobility and <i>Ulema–Iqta</i> system – Urban and Rural Societies – <i>Sufi</i> and Bhakti cults- Art and architecture	6	Lectures, Discussions
3	CO2	Agricultural - Non-agricultural production –Inter regional and maritime trade	6	Lectures, Discussions
Module	3			Hours :
				18

Mughal Empire

(a) Campaign and Conquest – Babur and Humayun – Sher interregnum and reforms – Administrative system under Akbar: *Zabt, Mansab, Jagir, Suhl-i-Kul*–Akbar's religious policy- Akbar's Rajput policy - Mughal ruling class –Decline of Mughal empire: *Jagirdari* crisis, Popular revolts

(b) Agricultural Production- Rural society – Non-agricultural production –Urban centers - Commerce and maritime trade - Science and technology

(c) Sync	(c) Syncretic religious movements – Art, painting and architecture.				
SI.No	СО	Topic /Activity	No of	Instructional methods to be	
	Number		hours	used	
1	CO3	Campaign and Conquest –	3	Lectures, Discussions	
		Babur and Humayun – Sher			
		interregnum and reforms			
2	CO3	Administrative system under	7	Lectures, Discussions	
		Akbar: Zabt, Mansab, Jagir,			
		Suhl-i-Kul–Akbar's religious			
		policy- Akbar's Rajput policy -			
		Mughal ruling class			

(c) Syncretic religious movements – Art, painting and architecture

3	CO3	Decline of Mughal empire: Jagirdari crisis, Popular revolts Agricultural Production- Rural society – Non-agricultural production –Urban centers	4	Lectures, Discussions
4	CO3	Commerce and maritime trade - Science and technology- Syncretic religious movements – Art, painting and architecture.	4	Lectures, Discussions
Module	4			Hours : 18
Cullaburg				10
Syllabus:		wand a second star strengthen Wanten dien		Dhaharini Saltarata
	0	y and power structure – Warlordism thas- <i>Ashtapradhan</i> .	n: <i>ivayak</i>	as- Dhanmini Sultanale –
Sl.no	СО	Topic /Activity	No of	Instructional methods to be
	Number		hours	used
1	CO4	Vijayanagara society and power structure – Warlordism: <i>Nayakas</i>	6	Lectures, Discussions
2	CO4	Bhahmini Sultanate –	6	Lectures, Discussions
3	CO4	Emergence of Marathas- Ashtapradhan.	6	Lectures, Discussions

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Ms. Juby John
Programme Name	B A History
Level of Study	UG
Semester	Sixth
Course Name/Subject Name	Making of Contemporary India
Total Hours	72

СО	Description	CO Evaluation Method
Number		
CO1	• Students would be able to comprehend political processes undergone in the making of modern India.	Assignment, Seminar and continuous assessment

-		
	 Develop critical understanding about the evolution of contemporary Indian society and polity. To explain the causes and impact of the partition of India in 1947. 	
CO2	 To make the students aware about the social and political scenarios of Post Independent India To understand the character of post-independence Indian state and process of state formation in modern context. 	Assignment, Seminar and continuous assessment
CO3	 Articulate factual and contextual knowledge of economic institutions Students have understood institutional experiments in economic affairs 	Assignment, Seminar and continuous assessment
CO4	 To understand the concept of Decentralisation and functioning of Government in different tiers To enable the students to comprehend the various aspects involved in caste politics, women empowerment. Understand the details and impact of globalisation and economic policies 	Assignment, Seminar and continuous assessment

Modu	Module 1 Hours:18				
Syllab	Syllabus				
Gover	mment of I	ndia Act 1935- Partition- Independenc	e - Fami	ne- Riots- Migration and	
Rehab	ilitation-is	sue of refugees			
Sl.	CO	Topic/Activity	No of	Instructional method to be	
No	Number		hours	used	
1	CO1	Government of India Act 1935-	6	Lecture, Discussions	
		Partition			
2	CO1	Independence - Famine- Riots	6	Lecture, Discussions	
3	CO1	Migration and Rehabilitation-issue	6	Lecture, Discussions	
		of refugees			
Module 2 hours: 18					
Syllabus					
Integration of Princely States-Drafting of the Constitution-Reorganization of Indian					
States	-Tribal Issu	ues- India's Foreign Policy- Nehruvian	Legacy	and NAM - JP	

		ergency-Land Reforms- Naxal Moven	nent-Sep	aratist Movements
(Punj	jab, Assam	& Nagaland)		
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO2	Integration of Princely States-	6	Lecture, Discussions
		Drafting of the Constitution-		
		Reorganization of Indian		
		States		
		States		
2	CO2	Tribal Issues- India's Foreign	6	Lecture, Discussions
2	002	Policy- Nehruvian Legacy and	0	Lecture, Discussions
		NAM		
3	CO2		6	Lastura Discussions
5		JP Movement – Emergency-Land Reforms- Naxal Movement-	0	Lecture, Discussions
		Separatist Movements		
		(Punjab, Assam & Nagaland)		
Mod				Hours: 18
Sylla				
	-	ission-Five Year Plans-Agricultural &		
(Gree	en, White, E	Blue, Yelllow)-Nationalisation of Bank	s- Huma	n Development Index
Dem	onetization	and Indian Economy.		
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO3	Planning Commission-Five Year	6	Lecture, Discussions
		Plans		,
2	CO3	Agricultural & Industrial Policies-	6	Lecture, Discussions
-	000	Revolutions (Green, White, Blue,	Ũ	
		Yelllow)		
3	CO3	Nationalisation of Banks- Human	6	Lecture, Discussions
5	005	Development Index	0	Lecture, Discussions
		Demonetization and Indian		
<u>) (1</u>	1 4	Economy		
Mod				Hours: 18
Sylla				
		and Panchayati Raj- Consolidation of		
		of anti-corruption Movements -Wome	n's Rese	rvation-NEP since
1991	-Impact of (Globalization.		
			T	1
S1.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO4	Decentralisation and Panchayati Raj	6	Lecture, Discussions
2	CO4	- Consolidation of Caste and	6	Lecture, Discussions
		Communal forces in Politics		,
3	CO4	Nature of anti-corruption	6	Lecture, Discussions
5		Movements -Women's Reservation-	0	
		NEP since		
	1	1991-Impact of Globalization		

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Ms. Juby John
Programme Name	B A History
Level of study	UG
Semester	Four
Course Name/Subject Name	Making of Modern Kerala
Total Hours	72

CO	Description	CO Evaluation methods
Number		
CO1	 Students would be able to learn the process of conquest, expansion and domination of the European powers in Kerala Develop understanding of the early resistance movements against the British 	Assignment, Seminar and Continuous assessment
CO2	 Identify and analyse the transition to modernity in the context of kerala Society Comprehend the role of the Missionaries in the transformation of kerala society Analyse issues and ideas which were raised during the reform movement. Acquire an idea on progressive elements and caste based reform movements in Kerala and development of identity politics in contemporary Kerala and its limitations 	Assignment, Seminar and continuous assessment
CO3	• Students appreciate the movements for responsible government in Travancore and Cochin	Assignment, Seminar and continuous assessment

	• Analyse critically the role of leaders and movements in the transformation of Modern Kerala	
CO4	• Develop understanding regarding the historical process behind the formation of first elected Communist Government in Kerala	Assignment, Seminar and continuous assessment
	 To identify the development trajectory of Kerala state after Independence to analyze the Kerala model of development and its challenges 	

Modul	e 1			
				Hours : 18
Syllab				
		ropean Colonization		
		ean trading companies-Portuguese,D	Outch, E	nglish French-
	n with Cal			
and Co	ochin- Forr	nation of Modern Travancore- Myso	orean In	vasion-socio-
	nic impact			
•		against English East India Company	- Saktha	an Thampuran-
	ssi Raja-			
		ath Achan-Kurichia revolts.	1	
Slno	CO	Topic /Activity	No	Instructional
	Number		of	methods to be
			hours	used
1	CO1	Arrival of European trading	6	Lectures,
		companies-Portuguese,Dutch,		Discussions,
		English French- relation with		PPT
		Calicut and Cochin		presentations
2	CO1	Formation of Modern	6	Lectures,
		Travancore- Mysorean Invasion-		Discussions
		socio-economic impact-		
3	CO1	Early resistance against English	6	Lectures,
		East India Company- Sakthan		Discussions
		Thampuran- Pazhassi Raja-		
		Veluthasmpi-Paliath Achan-		
		Kurichia revolts.		

Module 2

Syllabus: Towards Modernity

a) The role of Missionaries-Printing, press and education-Herman Gundert-Bailey –Kuriakose Elias Chavara etc.- Indigenous and modern medicine-*Hortus malabaricus*

b) Socio-religious reform movements - anti-caste and anti-untouchability movements-Nature and scope of the movement-impact on family-system of inheritance-marriage demand for opportunities-Sree Narayana Guru – Kumaranasan-Chattampiswamikal- Ayyankali – Sahodaran Ayyappan- Pandit Karuppan- K.P Vallon – Vagbhatananda- Poykayil Yohannan -

V.T.Bhattathirippad-Vakkom Abdulkhadar Moulavi-Arya Pallom- Parvathy Nenminimangalam-Kallumala Samaram – Emergence of caste and communal organizations.

	Lations.			
Sl no	CO	Topic /Activity	No	Instructional
	Number		of	methods to be
			hours	used
1	CO2	The role of Missionaries-Printing,	5	Lectures,
		press and education-Herman		Discussions
		Gundert- Bailey –Kuriakose Elias		
		Chavara etc Indigenous and		
		modern medicine-Hortus		
		malabaricus		
2	CO2	Socio-religiousreform movements	5	Lectures,
		- anti-caste and anti-		Discussions
		untouchability movements-Nature		
		and scope of the movement-		
		impact on family-system of		
		inheritance-marriage demand for		
		opportunities-		T .
3	CO2	SreeNarayanaGuru,Kumaranasan-	5	Lectures,
		Chattampiswamikal-Ayyankali –		Discussions,
		Sahodaran Ayyappan- Pandit		Role Play
		Karuppan-K.PVallon,		
		Vagbhatananda- Poykayil		
		Yohannan - V.T.Bhattathirippad-		
		Vakkom Abdul khadar Moulavi-		
		AryaPallom-		
		Parvathy Nenminimangalam-		
		Kallumala Samaram –		
		•		

Module 3Communal organizationsDiscussionsHours : 18Early Political and Cultural Movements in KeralaMovements for political reform and responsible Government-Early leaders ofIndian NationalCongress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat-Malabar Rebellion-Vaikkom Satyagraha-Non-coperation Movement CivilDisobeiene-Salt satygraha-Guruvayoor Satyagraha- Memorials- Malayali andEzhava Memorials-Temple Entry Proclamation- Quit India Movement-AikyaKerala Movement.SI.NoCONumberNoInstructionaland responsible Government-and responsible Government CivilDisobedience-Salt satygraha-Non-congress-Ottappalam, Manjeri,Palakkad,	4	CO2	Emergence of caste and	3	Lectures,			
Hours : 18Early Political and Cultural Movements in KeralaMovements for political reform and responsible Government-Early leaders ofIndian NationalCongress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat-Malabar Rebellion-Vaikkom Satyagraha-Non-coperation Movement CivilDisobeienc-Salt saty graha-Guruvayoor Satyagraha- Memorials- Malayali andEzhava Memorials-Temple Entry Proclamation- Quit India Movement-AikyaKerala Movement.SI.NoCONumberNoInstructional ofNumberNoICO3Movements for political reform and responsible Government-1CO3Movements for political reform and responsible Government-2CO3Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences- Khilaphat3CO3Malabar Rebellion- Vaikkom Satyagraha-Non- coperation Movement Civil Discussions4CO3Malayali and Ezhava Memorials- Guruvayoor Satyagraha-4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation-Quit India Movement-Aikya Kerala Movement4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation-Quit India Movement-Aikya Kerala Movement-Xikya Kerala Movement4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation-Quit India Movement-Aikya Kerala Movement5Lectures, Discussions5Syllabus:Kerala since independ			communal organizations		Discussions			
Hours : 18Early Political and Cultural Movements in KeralaMovements for political reform and responsible Government-Early leaders ofIndian NationalCongress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat-Malabar Rebellion-Vaikkom Satyagraha-Non-coperation Movement CivilDisobeienc-Salt saty graha-Guruvayoor Satyagraha- Memorials- Malayali andEzhava Memorials-Temple Entry Proclamation- Quit India Movement-AikyaKerala Movement.SI.NoCONumberNoInstructional ofNumberNoICO3Movements for political reform and responsible Government-1CO3Movements for political reform and responsible Government-2CO3Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences- Khilaphat3CO3Malabar Rebellion- Vaikkom Satyagraha-Non- coperation Movement Civil Discussions4CO3Malayali and Ezhava Memorials- Guruvayoor Satyagraha-4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation-Quit India Movement-Aikya Kerala Movement4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation-Quit India Movement-Aikya Kerala Movement-Xikya Kerala Movement4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation-Quit India Movement-Aikya Kerala Movement5Lectures, Discussions5Syllabus:Kerala since independ								
Early Political and Cultural Movements in Kerala Movements for political reform and responsible Government-Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat- Malabar Rebellion-Vaikkom Satyagraha-Non-coperation Movement Civil Disobeienc-Salt satygraha-Guruvayoor Satyagraha-Memorials- Malayali and Ezhava Memorials-Temple Entry Proclamation- Quit India Movement-Aikya Kerala Movement. Sl.No CO Number Topic /Activity Number No I CO3 Movements for political reform and responsible Government- 3 Lectures, and responsible Government- Discussions 2 CO3 Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat 3 CO3 Malabar Rebellion- 6 Lectures, Discussions 3 CO3 Malabar Rebellion- 6 Lectures, Discussions 4 CO3 Malabar Rebellion- 6 Lectures, Discussions 4 CO3 Malayali and Ezhava Memorials- 5 Lectures, Discussions 1 Disobedience-Salt satygraha- 5 Lectur	Modul	e 3						
Movements for political reform and responsible Government-Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat-Malabar Rebellion-Vaikkom Satyagraha-Non-coperation Movement Civil Disobeienc-Salt satygraha-Guruvayoor Satyagraha-Memorials- Malayali and Ezhava Memorials-Temple Entry Proclamation- Quit India Movement-Aikya Kerala Sl.No CO Topic /Activity No Instructional methods to be hours Sl.No CO Topic /Activity No Instructional methods to be hours 1 CO3 Movements for political reform and responsible Government- 3 Lectures, Discussions 2 CO3 Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat 4 Lectures, Discussions 3 CO3 Malabar Rebellion-Vaikkom Satyagraha-Non- coperation Movement Civil Disobedience-Salt satygraha-Guruvayoor Satyagraha-Guruvayoor Satyagraha-					Hours: 18			
Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat-Malabar Rebellion-Vaikkom Satyagraha-Non-coperation Movement Civil Disobeienc-Salt satygraha-Guruvayoor Satyagraha- Memorials- Malayali and Ezhava Memorials-Temple Entry Proclamation- Quit India Movement-Aikya Kerala Movement. Sl.No CO Topic /Activity No Instructional methods to be used 1 CO3 Movements for political reform and responsible Government- 3 Lectures, Discussions 2 CO3 Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat 4 Lectures, Discussions 3 CO3 Malabar Rebellion-Vaikkom Satyagraha-Non-coperation Movement Civil Disobedience-Salt satygraha-Guruvayoor Satyagraha-Non-coperation Movement Civil Disobedience-Salt satygraha-Guruvayoor Satyagraha-Guruvayoor Satyagraha-Guruvayoor Satyagraha-Guruvayoor Satyagraha-Guruvayoor Satyagraha-Guruvayoor Satyagraha-Guruvayoor Satyagraha-Mon-coperation Movement Civil Disobedience-Salt satygraha-Guruvayoor Satyagraha-Guruvayoor Satyagraha-Guruvayoor Satyagraha-Mon-coperation Movement Aikya Kerala Movement 5 Lectures, Discussions 4 CO3 Malayali and Ezhava Memorials- Temple Entry Proclamation-Quit India Movement-Aikya Kerala Movement 5 Lectures, Discussions 4 CO3 Malayali and Ezhava Memorials- Superation Quit India Movement-Aikya Kerala Movement 5 Lectures, Discussions	Early	Political a	and Cultural Movements in Kerala	l				
Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilaphat- Malabar Rebellion-Vaikkom Satyagraha-Non-coperation Movement Civil Disobeienc-Salt satygraha-Guruvayoor Satyagraha-Memorials- Malayali and Ezhava Memorials-Temple Entry Proclamation- Quit India Movement-Aikya Kerala MovementMalayali and Eshava Memorials-Temple Entry Proclamation- Quit India Movement-Aikya Movement-Aikya KeralaSl.NoCOTopic /ActivityNoInstructional methods to be hoursNumberCO3Movements for political reform and responsible Government- Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences- Khilaphat4Lectures, Discussions2CO3Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences- Khilaphat4Lectures, Discussions3CO3Malabar Rebellion- Vaikkom Satyagraha-Non- coperation Movement Civil Disobedience-Salt satygraha- Guruvayoor Satyagraha-6Lectures, Discussions4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation- Quit India Movement-Aikya Kerala Movement5Lectures, Discussions4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation- Quit India Movement-Aikya Kerala Movement5Lectures, DiscussionsSyllabus:Kerala since independence General Elections-1952- Formation of Kerala as a linguistic state – First Communist Ministry: Land reforms and policies on education -Commercialisation of agriculture-		-	political reform and responsible Gove	ernment	E-Early leaders of			
Malabar Rebellion-Vaikkom Satyagraha-Non-coperation Movement Civil Disobeienc-Salt satygraha-Guruvayoor Satyagraha-Memorials- Malayali and Ezhava Memorials-Temple Entry Proclamation- Quit India Movement-Aikya Kerala Movement.SI.NoCOTopic /ActivityNoInstructional methods to be hoursSI.NoCOTopic /ActivityNoInstructional methods to be hours1CO3Movements for political reform and responsible Government-3Lectures, Discussions2CO3Early leaders of Indian National Palakkad, Vadkara Conferences- Khilaphat4Lectures, Discussions3CO3Malabar Rebellion- Vaikkom Satyagraha-Non- coperation Movement Civil Disobedience-Salt satygraha- Guruvayoor Satyagraha-6Lectures, Discussions4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation- Quit India Movement-Aikya Kerala Movement5Lectures, Discussions4CO3Malayali and Ezhava Memorials- Temple Entry Proclamation- Quit India Movement-Aikya Kerala Movement5Lectures, DiscussionsModule 4Kerala since independence General Elections-1952- Formation of Kerala as a linguistic state – First Communist Ministry: Land reforms and policies on education -Commercialisation of agriculture-								
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Migration–Kerala			-		C			
Model of development - Marginalized of Social Groups and alienation of land	•			ps and	alienation of land			
-Ecology and		-	-					

sustain	sustainable development.						
Sl.no	СО	Topic /Activity	No	Instructional			
	Number		of	methods to be			
			hours	used			
1	CO4	General Elections-1952-	7	Lectures,			
		Formation of Kerala as a		Discussions			
		linguistic state – First Communist					
		Ministry:Land reforms and					
		policies on education					
2	CO4	Commercialisation of agriculture-	6	Lectures,			
		Migration–Kerala		Discussions			
		Model of development					
		1					
3	CO4	Marginalized of Social Groups	5	Lectures,			
		and alienation of land -Ecology		Discussions			
		and sustainable development					

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Ms. Juby John
Programme Name	B A History
Level of study	UG
Semester	Sixth
Course Name/Subject Name	GENDER IN INDIAN PERSPECTIVES
Total Hours	72

CO Number	Description	CO Evaluation methods
CO1	 Develops critical understanding of the social processes related to the construction of gender comprehends the evolution of the gender studies as an academic discipline Gains Knowledge about the different phases of Womens history Distinguishes between Womens history and Gender history 	Assignment, Seminar and continuous assessment

CO2	 Critically evaluates the position of women and the notions of Gender in ancient society analyse the representation of women in different religious texts as well as normative texts. Trace the roots certain practices forced upon by the patriarchal society including the practice of Sati, Devadasi system and the idea of Widowhood. 	Assignment, Seminar and continuous assessment
CO3	 Comprehends the construction of gender identities in modernity assimilates concept of colonial morality and its various responses Develops understanding of the concept of Masculinity and femininity in Indian social history. 	Assignment, Seminar and continuous assessment
CO4	 To develop understanding of the socio- historical constructions of sexual differences in Indian society Acquire a critical historical mind in addressing the problems of the 'other' Develop the capacity to recognize diversity challenging conventional norms regarding male-female dichotomy 	Assignment, Seminar and continuous assessment

Module 1	Hours :
	18
Syllabus:	
Introduction to the concept of gender and gender history- difference between	n women's
history	
and gender history- development of gender history since 1960s- epistemolog	gy of gender as
a	

social division-significance and limitations of assuming a gendered historiography.

Social al	social division-significance and minitations of assuming a gendered instoriography.					
Slno	CO	Topic /Activity	No of	Instructional methods to be		
	Number		hours	used		
1	CO1	Introduction to the concept of gender and gender history-	7	Lectures, Discussions, PPT presentations		
		difference between women's history and gender history-		presentations		
2	CO1	development of gender history since 1960s.	6	Lectures, Discussions		
3	CO1	epistemology of gender as a social division-significance and limitations of assuming a gendered historiography.	5	Lectures, Discussions		
Module	2			Hours :		
				18		

Syllabus: GENDER HISTORY IN INDIA

Defining gender in India- caste and class construction of gender identities- representation of

gender in Vedic and non-Vedic literatures- concept of chastity in India (Vedic and non-Vedic) –

representation of 'first, second and third genders' in Indian societies - patriarchy and matriarchy,

notions of marriage and sexuality in pre-colonial India-devadasis-bhogastree- the dichotomy of

Kula Sthree and Veshya in Indian society- -dichotomy between polyandry and polygamyhistory

of motherhood in India.

Slno	CO	Topic /Activity	No of	Instructional methods to be
	Number		hours	used
1	CO2	Defining gender in India- caste and class construction of gender identities- representation of gender in Vedic and non-Vedic literatures- concept of chastity in India (Vedic and non-Vedic) -	6	Lectures, Discussions
2	CO2	representation of 'first, second and third genders' in Indian societies - patriarchy and matriarchy, notions of marriage and sexuality in pre-colonial India- devadasis-bhogastree	6	Lectures, Discussions
3	CO2	the dichotomy of <i>Kula Sthree and Veshya</i> in Indian societydichotomy between polyandry and polygamy- history of motherhood in India.	6	Lectures, Discussions
Module	3	1	1	Hours :
				18

INDIAN MODERNITY AND GENDER

Construction of gender identities in modernity- history of modern manhood and womanhood in

India- colonial morality and various responses-dress codes-child marriage-widow remarriage -

construction of gender identities inmodern family systems-Masculinity and femininity in Indian social history.

SI.No	CO	Topic /Activity	No of	Instructional methods to be
	Number		hours	used
1	CO3	Construction of gender	4	Lectures, Discussions
		identities in modernity- history		

		of modern manhood and womanhood in India		
2	CO3	India- colonial morality and various responses-dress codes- child marriage-widow remarriage	7	Lectures, Discussions
3	CO3	construction of gender identities in modern family systems	4	Lectures, Discussions
4	CO3	Masculinity and femininity in Indian social history	3	Lectures, Discussions
Module	4			Hours :
				18

Syllabus:

CONTEMPORARY ISSUES

The concept of transgender: contemporary debates- social hegemony over biological differences -women and religious purity/impurity debates-issues of lesbian, gay, bisexual and transgender in India-delimitation of women as bodies-the political economy of male-centered prostitution, gender inequality.

	centered prostitution, gender mequanty.					
Sl.no	CO	Topic /Activity	No of	Instructional methods to be		
	Number		hours	used		
1	CO4	The concept of transgender: contemporary debates- social	6	Lectures, Discussions		
		hegemony over biological differences				
2	CO4	Women and religious purity/impurity debates-issues of lesbian, gay, bisexual and transgender in India	6	Lectures, Discussions		
3	CO4	delimitation of women as bodies-the political economy of male-cantered prostitution gender inequality.	6	Lectures, Discussions		

UNION CHRISTIAN COLLEGE, ALUVA

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Hanu G Das
Programme Name	B A English
Level of Study	UG
Semester	Third
Course Name/Subject Name	Pre-Imperialist Britain
Total Hours	72

Course Outcome

СО	Description	CO Evaluation Method
Number		
CO1	The student will be introduced into early history of	Assignment, Seminar
	England and the evolution of the English literature.	and continuous
		assessment
CO2	The student will have a deeper understanding of the	Assignment, Seminar
	modern period of English History through	and continuous
	Renaissance, Reformation, and the early colonial	assessment
	expansion.	
CO3	The students will get a comprehensive idea about	Assignment, Seminar
	the socio-political scenario in Britain which in turn	and continuous
	led to the evolution of varied literary styles in	assessment
	English	
CO4	To know the English Economic History and various	Assignment, Seminar
	aspects of British imperialism and its effects on	and continuous
	various aspects.	assessment

Modu	10.1			Hours:18
				Hours:18
struct Hund societ	cedence of ure- Doom red Years ty – Manor le - Ages c	Modern Britain - Anglo- Saxon Britain nsday Book Medieval jurisprudence War - Wars of the Roses - Black De rial system Universities Wycliffe and craft guilds - Break up of the manoria	Magna ath Peasa I Lollard	Carta - Impact o Crusades ants unrest Chaucer and his y -Towns and Trade in the
Sl. No	CO Number	Topic/Activity	No of hours	Instructional method to be used
1	CO1	Anglo- Saxon Britain Literature - Norman monarchical structure- Doomsday Book Medieval jurisprudence Magna Carta	6	Lecture, Discussions
2	CO1	Impact of Crusades Hundred Years War - Wars of the Roses - Black Death Peasants unrest Chaucer and his society, Manorial system	6	Lecture, Discussions
3	CO1	Universities Wycliffe and Lollardy -Towns and Trade in the Middle - Ages craft guilds - Break up of the manorial system - Dissolution of the feudal order	6	Lecture, Discussions
Modu	ıle 2	·	-	hours: 18
Syllal Into t		Period - Tudor despotism Features ini	tiatives-	Renaissance and English

Literature Printing Francis Bacon Elizabethan Era Reformation - The Social Impact of British - Expansion in Asia and the New World.

Sl.	СО	Topic/Activity	No of	Instructional method to be
No	Number	1 2	hours	used
1	CO2	Tudor despotism Features initiatives- Renaissance and English Literature	6	Lecture, Discussions
2	CO2	Printing -Francis Bacon Elizabethan Era Reformation	6	Lecture, Discussions
3	CO2	The Social Impact of British - Expansion in Asia and the New World.	6	Lecture, Discussions
Modu	le 3			Hours: 18
Oliver Consti Donne	l of Consti Cromwell itutional d - Andrew	tutional Conflict Social Life During th Civil war Restoration Glorious Revol evelopments towards Imperialism Li Marvel- Milton and Bunyan Restor	ution - S terature ration Dr	ocio-political movements – - Metaphysical poets John rama - Addison and Steele
Sl.	CO	ture - Neo Classical Literature Pope ar Topic/Activity	No of	Instructional method to be
No	Number	Topic/Activity	hours	used
1	CO3	Period of Constitutional Conflict Social Life During the period of the Stuarts - Puritanism Oliver Cromwell	6	Lecture, Discussions
2	CO3	Civil war Restoration Glorious Revolution - Socio-political movements – Constitutional developments towards Imperialism Literature	6	Lecture, Discussions
3	CO3	Metaphysical poets John Donne- Andrew Marvel- Milton and Bunyan Restoration Drama - Addison and Steele Periodical Literature - Neo Classical Literature Pope and Dryden	6	Lecture, Discussions
Modu	le 4			Hours: 18
Syllab Englis Found outsid Utrech	us h Econon ing of the e the conti nt England	nic History - English overseas trad English East India Company and its inv nent - Beginnings of Imperial traits - V during the period of Queen Anne - Wan as a cultural phenomenon	vestment Var of Sp	ation Acts Mercantilism - s abroad - European Rivalry panish Succession- Treaty of
Sl.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO4	English Economic History English overseas trade Navigation Acts Mercantilism - Founding of the English East India Company and its investments abroad	6	Lecture, Discussions

2	CO4	European Rivalry outside the	6	Lecture, Discussions
		continent - Beginnings of Imperial		
		traits - War of Spanish Succession-		
		Treaty of Utrecht England during		
		the period of Queen Anne		
3	CO4	War of Austrian Succession Seven	6	Lecture, Discussions
		Years War Colonialism as a cultural		
		phenomenon		

COURSE PLAN (2022-2023)

Department	History
Name of Faculty	Ms. Tresa Divya T.J.
Programme Name	B A History
Level of Study	UG
Semester	Fourth
Course Name/Subject Name	CULTURAL IMPACT OF BRITISH IMPERIALISM
Total Hours	72

СО	Description	CO Evaluation Method
Number		
CO1	The student will acquire in depth knowledge of the social, economic and political developments 18 th century.	Assignment, Seminar and continuous assessment
CO2	The student will have a general understanding of the reform era, legislative reforms and growth of working-class movements	Assignment, Seminar and continuous assessment
CO3	The Students will be able to comprehend the significance of Victorian literature and the writers belonged and its impact on literary works produced world over. Spread of British institutions and culture	Assignment, Seminar and continuous assessment
CO4	Evaluate the significance of the socio-political and historical events which shaped the perspective of modern world	Assignment, Seminar and continuous assessment

Sylla	hus			
		ements and Economic Changes - The	America	n War of Independence and
		The Age of Reason - The French Revo		-
		em - The Colonial Surplus and the Spl		
		s-New Humanism	chuour c	Transformery The fise of
Sl.	CO	Topic/Activity	No of	Instructional method to be
No	Number		hours	used
1	CO1	Intellectual Movements and	6	Lecture, Discussions
1	001	Economic Changes - The American	0	Lecture, Discussions
		War of Independence and its		
		implications		
2	CO1	The Age of Reason - The French	6	Lecture, Discussions
2	001	Revolution and the Napoleonic Era	Ŭ	
		Continental System		
3	CO1	The Colonial Surplus and the	6	Lecture, Discussions
0	001	Splendour of Aristocracy The rise	Ũ	
		of the Middle class-New Humanism		
Modu	ile 2			hours: 18
Syllal				nouis. 10
		- The Rise of Romanticism - Agricult	iral Revo	olution and Industrial
		sez faire - The Reform Act of 1832 Ab		
		ne New Poor Law The Education Act of		
		ss movements in England The cooperation		
	-	Public health		ement some westey
Sl.	CO	Topic/Activity	No of	Instructional method to be
No	Number	Tople Treavery	hours	used
1	CO2	The Reform Era - The Rise of	6	Lecture, Discussions
1	002	Romanticism - Agricultural	Ŭ	
		Revolution and Industrial		
		Revolution		
2	CO2	Laissez faire - The Reform Act of	6	Lecture, Discussions
_		1832 Abolition of Slavery Factory	-	
		Legislations - The New Poor Law		
		The Education Act of 1833		
3	CO2	Growth of Trade unionism and	6	Lecture, Discussions
0		working class movements in	Ũ	
		England The cooperative movement		
		John Wesley - Pauperism and		
		Public health		
Modu	ile 3			Hours: 18
Syllal				
		orld Economy-The Commonwealth Ex	pansion	of the British markets and
		of British institutions and culture- The		
		Science and technology Classical Eco		
<u>Sl.</u>	CO	Topic/Activity	No of	Instructional method to be
No	Number	1 - Providentity	hours	used
110		l	nouis	useu

1	CO3	Britain in the World Economy The Commonwealth Expansion of the British markets and Empire	6	Lecture, Discussions
2	CO3	Spread of British institutions and culture- The Victorian Age Literature	6	Lecture, Discussions
3	CO3	Developments in Science and technology Classical Economists	6	Lecture, Discussions
Mod	ule 4		1	Hours: 18
		rnity, Religion and Morality Britain Se		1
cons		atre and the Literature of Modernity-T The Post-war cultural scenario - Racia		alism and Multi-
cons	equences - [
conse cultu Sl.	equences - 7 ralism.	The Post-war cultural scenario - Racia	lism Plur	alism and Multi- Instructional method to be
conse cultu Sl. No	equences - 7 ralism. CO Number	The Post-war cultural scenario - Racia Topic/Activity The Consolidation of Modernity - Modernism in Art and Literature Liberalism and Fabien Socialism Modernity, Religion and	lism Plur No of hours	alism and Multi- Instructional method to be used