

FYUGP
2024

COURSES IN HISTORY

Syllabus for
Undergraduate Programmes (Honours)
Under Credit Semester System
Outcome Based Education
with Effect from 2024 Admissions



St Berchmans College
Founded 1992

AUTONOMOUS | College with Potential for Excellence | A+ in the Fifth Cycle of Reaccreditation by NAAC

Changanassery, Kerala, India 686101 | Affiliated to Mahatma Gandhi University, Kottayam

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EXPERT COMMITTEE

Name	Official Address
Dr. Loona C	Assistant Professor Department of History Assumption College Changanassery
Dr Renji Mathew	Retired Associate Professor (Retd) St. Berchmans College Changanassery



PROGRAMME OUTCOMES

- PO1:** Develop in-depth conceptual knowledge in the discipline for vertical growth and scholarly pursuits
- PO2:** Identify historical, theoretical, scientific, technological, economic philosophical, cultural, aesthetic and ethical bases of different disciplines and relate them effectively
- PO3:** Demonstrate problem solving skills, effective communication, interpersonal dynamics and resilience in global and local contexts
- PO4:** Transfer the knowledge of methods, skills, tools and systems of different disciplines for a sustainable and egalitarian world order
- PO5:** Generate need based innovative processes and products for personal and societal well-being



OUTLINE OF DISCIPLINE SPECIFIC COURSES

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester I (Course Level: 100 - 199)					
SBU24HY1DSC100	Minor	Making of Indian Nation - I	5	75	4
Semester II (Course Level: 100 - 199)					
SBU24HY2DSC100	Minor	Making of Indian Nation - II	5	75	4
Semester III (Course Level: 200 - 299)					
SBU24HY3DSC200	Minor	Transition to the Contemporary World - I	5	75	4
Semester IV (Course Level: 200 - 299)					
SBU24HY4DSC200	Minor	Transition to the Contemporary World - II	5	75	4

OUTLINE OF MULTIDISCIPLINARY COURSES (MDC)

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester I (Course Level: 100 - 199)					
SBU24HY1MDC100	MDC	History of Human Rights Movement	4	60	3
Semester II (Course Level: 100 - 199)					
SBU24HY2MDC100	MDC	History of Women Empowerment with Special Reference to India	4	60	3
Semester III (Course Level: 200 - 299)					
SBU24HY3MDC200	MDC	History and Folklore	3	45	3



SEMESTER I

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24HY1DSC100	Minor	Making of Indian Nation - I	5	75	4
SBU24HY1MDC100	MDC	History of Human Rights Movement	4	60	3



SBU24HY1DSC100: MAKING OF INDIAN NATION - I

Type of Course	Minor		
Course Level	100-199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Summarize the beginning and development of the colonial rule in India	R
CO2	Understand Peasant and Tribal Uprisings, importance of Revolt of 1857	U
CO3	Acquaint students with the rise of Indian Nationalism, various organisations and activities of INC	A
CO4	Explain the economic developments and land revenue policy during the colonial period and Nationalistic Critique on Colonial Economy	U

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	-	1	-	-	-
CO2	-	-	-	-	-	-	1	-	-	-
CO3	-	-	-	-	-	-	1	-	-	-
CO4	-	-	-	-	-	1	2	-	-	-

Mapping of CO to Assessment Tools

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	x	x	-	-	x	x
CO2	-	x	-	-	x	x
CO3	x	-	-	-	x	x
CO4	-	-	x	x	x	x
CO5	-	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Beginning of Colonial Rule in India (11 Hrs)				
Advent of the Europeans -Portuguese, Dutch, French and English	1.1	1	5	Interactive Lecture
From Company to the Crown-Regulating Acts, Pitts India Act, Charter Acts	1.2	1	5	Flipped classroom



Colonial Discovery of India and it's culture-Orientalism and Indology	1.3	1	1	Inquiry based Learning
Module 2: Struggles Against Colonial State (22 Hrs)				
Rebellions before 1857-Santhal, Sanyasi, Ahom, Bhil	2.1	2	5	Inquiry based Learning
Peasant revolts-Fakir, Mapla	2.2	2	5	Group Discussions
Revolt of 1857-Nature, Cause and Consequences	2.3	2	2	Interactive Lecture
Practicum			10	
Module 3: Towards Indian National Congress and Later Events (21 Hrs)				
Early Political Organisations	3.1	3	5	Flipped classroom
Indian National Congress, Moderates and Extremists	3.2	3	5	Interactive Lecture
Partition of Bengal, Swadeshi movement	3.3	3	1	Inquiry based learning
Practicum			10	
Module 4: Economic and Political Manifestations of Colonialism (21 Hrs)				
Colonial Economy-Deindustrialisation, Commercialisation of Agriculture, Disintegration of Indian Economy	4.1	4	5	Inquiry based learning
Agrarian Settlements-Zamindari, Ryotwari, Mahalwari	4.2	4	5	Group Discussion
Nationalistic Critique of Indian Economy -Drain theory	4.3	4	1	Flipped classroom
Practicum			10	
Module 5: Teacher Specific Content <i>(This can be either classroom teaching, practical session, field visit etc. as specified by the teacher concerned)</i> This content will be evaluated internally				

Textbook

1. Bipan Chandra, India's Struggle for Independence, Edition, Penguin Publishing, Haryana, 2016

Reference

1. Barbara D Metcalf and Thomas R Metcalf, A Concise History of Modern India, Third edition, Cambridge University Press, Delhi, 2008
2. Bipan Chandra, The Rise and Growth of Indian Nationalism in India, People's Publishing House, New Delhi, 1982
3. A R Desai, Social background of Indian nationalism, India Press, Mumbai, 1986
4. Sekhar Bandopadhyaya, Plassey to partition, Orient Blackswan, 2014
5. B.R. Tomlinson, The Economy of Modern India: From 1860 to the Twenty First Century, Cambridge University Press, Cambridge, 2013
6. B.S. Cohn, Colonialism and its forms of Knowledge, PUP, Princeton, 1996.
7. Bipan Chandra, History of Modern India, Orient Blackswan, 2019

Course designed by: Sree Jyothi P



SBU24HY1MDC100: HISTORY OF HUMAN RIGHTS MOVEMENT

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Made familiar with the rights of human beings	U
CO2	Acquaint students with the various agencies protecting the human rights	A
CO3	Acquaint with various human rights activists.	R

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

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

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	x	x	-	-	x	x
CO2	-	x	-	-	x	x
CO3	x	-	-	-	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: General Background (19 Hrs)				
Human Rights- Meaning and Definition	1.1	1	2	Inquiry based learning
Historical background	1.2	1	4	Group Discussion
UDHR, International Covenant on Civil and Political Rights-International Covenant on Economic, Social and Cultural Rights	1.3	1	3	Flipped classroom
Practicum			10	
Module 2: Movements against Racial Discrimination (20 Hrs)				
Question of Slavery and Civil War in America	2.1	1,2	4	Interactive lecture
Activities of William Wilber Force	2.2	3	2	Group Discussions
Movements led by Mahatma Gandhi-Martin Luther King-Nelson Mandela.	2.3	3	4	Interactive lecture



Practicum			10	
Module 3: Human rights Organisations and context of India (21 Hrs)				
Dr. B.R. Ambedkar-Constitutional Safeguards and Laws	3.1	2,3	3	Interactive lecture
Movements against Violation-Dalit Panthers-Tribal Movements-Women's Movements-Environmental Movements.	3.2	2,3	5	Group Discussions
Amnesty International- People Union for Civil Liberties-National Human Rights Commission- State Human Rights Commission.	3.3	2	2	Interactive lecture
Terrorism-Challenges to Human Rights	3.4	2	1	Flipped classroom
Practicum			10	
Module 4: Teacher Specific Content <i>(This can be either classroom teaching, practical session, field visit etc. as specified by the teacher concerned)</i> This content will be evaluated internally				

Textbook

1. O.P. Dhiman, Understanding Human Rights-An Overview, Kalpaz Publication, 2011.

Reference

1. Jayanth Chaudhary, A Text Book of Human Rights-An Overview, Wisdom Press, 2011.
2. O. Byrne Darrew, Human Rights-An Introduction, Dorling Kindersley (India Pvt. Ltd.), 2007.
3. Akhtar Saud, Human Rights in the World, Sarup Book Publishers, Pvt. Ltd, 2012.
4. Daniel Fischin Martha, The concise guide to Global Human Rights, Oxford University Press, 2007.
5. Dr. Sreenivasulu.N.S., Human Rights-Many Sides to A Coin-Regal Publications,2008
6. Krishna Menon (ed.), Human Rights Gender and Environment, Delhi, 2009.
7. Davis Mike, Planet of slum, Ureso, 2007.

Course designed by: Sree Jyothi P



SEMESTER II

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24HY2DSC100	Minor	Making of Indian Nation - II	5	75	4
SBU24HY2MDC100	MDC	History of Women Empowerment with Special Reference to India	4	60	3



SBU24HY2DSC100: MAKING OF INDIAN NATION - II

Type of Course	Minor		
Course Level	100-199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Define the emergence of nationalism and freedom struggle	U
CO2	Identify the activities of Socio Religious Reform movements in India	A
CO3	Evaluate the changes made by the colonial political structure and its legacy	E
CO4	Analyze the factors that led to the partition of India	An

Cognitive Levels

R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	-	2	-	-	-
CO2	-	-	-	-	-	-	2	-	-	-
CO3	-	-	-	-	-	-	2	-	-	-
CO4	-	-	-	-	-	1	2	-	-	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	x	x	-	-	x	x
CO2	-	x	-	-	x	x
CO3	x	-	-	-	x	x
CO4	-	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Entry of Gandhi and Aftermath (15 Hrs)				
Early Satyagraha Movements	1.1	1	5	Interactive Lecture
Anti Rowlatt Agitation, Jalian Wallah Bagh	1.2	1	4	Group Discussions
Non Co-operation and Civil Disobedience movement	1.3	1	6	Inquiry-Based Learning
Module 2: Social Reform Movements (20 Hrs)				
Background of the movement	2.1	2	4	Flipped Classroom



Brahma Samaj, Arya Samaj, Prarthana Samaj, Ramakrishna mission, Theosophical Society, Kerala Renaissance	2.2	2	3	Interactive Lecture
Backward class movements and impact of social reform movements	2.3	2	3	Group Discussions
Practicum			10	
Module 3: Changes in Political Structure (19 Hrs)				
Minto Morley Reforms, Montague Chelmsford reforms	3.1	3	3	Inquiry-Based Learning
Government of India act 1935, Wavell Plan	3.2	3	3	Interactive Lecture
Cabinet mission, Indian independence act	3.3	3	3	Group Discussions
Practicum			10	
Module 4: Nationhood into Reality (21 Hrs)				
Impact of II world War, Cripps mission and Quit India movement	4.1	4	6	Group Discussions
Subash Chandra Bose and INA, RIN Mutiny	4.2	4	2	Interactive Lecture
Transfer of power, Partition, Constituent Assembly	4.3	5	3	Flipped Classroom
Practicum			10	
Module 5: Teacher Specific Content (This can be either classroom teaching, practical session, field visit etc. as specified by the teacher concerned) This content will be evaluated internally				

Textbook

1. Bipan Chandra, India's Struggle for Independence, Edition, Penguin Publishing, Haryana, 2016

Reference

1. Barbara D Metcalf and Thomas R. Metcalf, A Concise History of Modern India, Third edition, Cambridge University Press, Delhi, 2008
2. Bipan Chandra, The Rise and Growth of Indian Nationalism in India, People's Publishing House, New Delhi, 1982
3. Bipan Chandra, Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1979
4. Bipan Chandra, The Rise and Growth of Economic Nationalism in India, Peoples Publishing House, New Delhi, 1982.
5. C.A, Bayly (ed)., The Making of Agrarian Policy in British India 1770-1900, OUP, New Delhi, 1992.
6. C.A. Bayly, Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870, CUP, Cambridge, 1999.
7. C.A. Bayly, Rulers, Townsmen and bazaar: North Indian Society in the Age of British Expansion, 1770-1870, OUP, New Delhi, 1998.
8. C.A. Bayly, The Peasant Armed: The Indian Rebellion of 1857, Clarendon Press, Oxford, 1986.
9. Carol A Breckenridge and Peter Vander Veer (eds) Orientalism and Post Colonial Predicament: Perspectives on South Asia, University of Pennsylvania, Philadelphia, 1993.



10. Dadabhai Naoroji, Poverty and Un-British Rule in India.

Course designed by: Sree Jyothi P



SBU24HY2MDC100: HISTORY OF WOMEN EMPOWERMENT WITH SPECIAL REFERENCE TO INDIA

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Enable the students to know the historicity of Women Empowerment.	R
CO2	Understand the contemporary debates in gender history	U
CO3	Acquaint with women leaders of India	A
CO4	Examine the caste and class construction of gender	U

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	2	-	-	-
CO2	-	-	-	-	-	1	-	-	-	-
CO3	-	-	-	-	-	-	1	-	-	-
CO4	-	-	-	-	-	1	2	-	2	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	x	x	-	-	x	x
CO2	-	x	-	-	x	x
CO3	x	-	-	-	x	x
CO4	-	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Empowerment of Women (23 Hrs)				
Concept, Relevance and Scope of Women Empowerment	1.1	1	5	Interactive lecture
Understanding Gender Studies	1.2	1,2	5	Flipped classroom
Important legislations for Women in India	1.3	1	3	Inquiry-Based Learning
Practicum			10	
Module 2: Feminism (18 Hrs)				
Definition and relevance	2.1	2,4	4	Interactive lecture



Theories-Liberal, Marxist, Social, Radical, Post-Colonial and Eco-Feminisms	2.2	2,4	4	Debates
Practicum			10	
Module 3: Changing Role and Status of Women in Historical Perspective (19 Hrs)				
Status of Indian Women during different periods-ancient, medieval and modern	3.1	1,3	4	Interactive Lecture
Important women personalities in India -Gargi-Lopamudra- Prajapati Gautami-Sanghamitra-Amrapali-Meerabai-Sultana Raziya- Noorjahan- Jahanara-Chandbibi- Rani of Jhansi- Raj Kumari Amrit Kaur-Sarojini Naidu- Kasturba Gandhi- Annie Besant- Bikaji Kama- Aruna Asif Ali- Captain Lakshmi – Akkamma Cherian-Ammu Swaminathan- Anne Mascarene- Indira Gandhi- Medha Patkar- Vandana Siva	3.2	3	2	Group Discussions
Gender challenges-Caste,class and race	3.3	4	3	Inquiry-Based Learning
Practicum			10	
Module 5: Teacher Specific Content (This can be either classroom teaching, practical session, field visit etc. as specified by the teacher concerned) This content will be evaluated internally				

Textbook

1. Evans Offor, Women Empowerment, Snaap Press, 2000

Reference

1. Clarisse Bader, Women in Ancient India. Trubner's Orient Series, Routledge, 2001
2. Radha Kumar, History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India, 1800-1900 New Delhi: Kali for Women, 1993
3. Geraldine Forbes, Women in Modern India, the New Cambridge History of India, Vol.4, Cambridge University Press, 1996
4. Kumkum Sangari and Sudesh Vaid (Ed.), Recasting Women: Essays in India Colonial History, New Jersey: Routgers University Press, 1990
5. ICSSR Advisory Committee on Women Studies, Critical Issues on the Status of Women: Employment, Health, Education, Indian council of social Science Research, New Delhi, 1997

Course designed by: Sree Jyothi P



SEMESTER III

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24HY3DSC200	Minor	Transition to the Contemporary World - I	5	75	4
SBU24HY3MDC200	MDC	History and Folklore	3	45	3



SBU24HY3DSC200: TRANSITION TO THE CONTEMPORARY WORLD - I

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practical (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Explain French society, causes and impact of revolution, ideological role of philosophers, Age of Napoleon and the Unification of Germany and Italy	U
CO2	Examine the inter-imperialist rivalry and World Wars	U
CO3	Familiarise with Nazism, Fascism, Communism and understand the Russian and Chinese revolutions	E
CO4	Analyse the Great Depression (1929-1933), its impacts and Globalization	An

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	-	1	-	-	-
CO2	-	-	-	-	-	2	1	-	-	-
CO3	-	-	-	-	-	2	1	-	-	-
CO4	-	-	-	-	-	-	1	-	-	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	x	x	-	-	x	x
CO2	-	x	-	-	x	x
CO3	x	-	-	-	x	x
CO4	-	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Europe during French Revolution (11 Hrs)				
Implications of French revolution	1.1	1	5	Inquiry-Based Learning
Age of Napoleon & Congress of Vienna	1.2	1	5	Debates
German and Italian unification	1.3	1	1	Interactive Lecture
Module 2: World Wars and its Aftermath (22 Hrs)				
Trends before I world war	2.1	2	5	Inquiry-Based Learning



Colonialism and Imperialism, Inter Imperialist Rivalry	2.2	2	5	Group Discussions
The two world wars	2.3	2	2	Interactive Lecture
Practicum			10	
Module 3: Growth of Radical Ideologies and Revolutions (21 Hrs)				
Rise of Fascism and Nazism in Europe	3.1	3	5	Interactive Lecture
Spread of Communism, Russian revolution	3.2	3	5	Inquiry-Based Learning
Chinese revolution and its impact	3.3	3	1	Group Discussions
Practicum			10	
Module 4: The world of Ideas (21 Hrs)				
The Great Depression (1929-33)	4.1	4	5	Interactive Lecture
Post-Depression Economic Political order	4.2	4	5	Debates
Globalisation and it's instruments	4.3	4	1	Group Discussions
Practicum			10	
Module 5: Teacher Specific Content <i>(This can be either classroom teaching, practical session, field visit etc. as specified by the teacher concerned)</i> This content will be evaluated internally				

Textbook

1. R R Palmer, History of the Modern world, McGraw Hill, 2002

Reference

1. Arjun Dev and Indira Arjun Dev, History of the world, Orient Black Swan, 2009
2. J R Hicks, Theory of Economic History, Oxford University Press, 1973
3. Raymond F. Betts, Decolonisation, University of Minnesota Press, 1975.
4. Stephen White, Communism and its Collapse, Routledge Publication, 2001.
5. James.U. Henderson, Since 1945. Aspects of World History, Sage Publication, London, 1966.
6. Joseph.E. Stiglits and Norton, Globalisation and Its Discontents, WW Norton and Company, USA, 2003.
7. Aram Ziai (ed.) Post- Development Theory and Practice, Routledge, London, 2007.
8. Steger Manfred, Globalization, A Very Short Introduction, Oxford University Press, USA, 2003.
9. Noam Chomsky, Towards a New Cold War, New Press, 2003.
10. J.M. Roberts, The Penguin History of Europe, Penguin Books, New Delhi, 1998

Course designed by: Sree Jyothi P



SBU24HY3MDC200: HISTORY AND FOLKLORE

Type of Course	MDC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practical (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Understand the basic concepts and theories of Folklore	A
CO2	Analyse the history and culture of past societies from Folklore	An
CO3	Identify the historical methodologies to be adopted in the Folklore studies	E
CO4	Understand the ancient culture and heritage of a Society	A
CO5	Compare the myth and legends in Folklore	An

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E – Evaluate

Course Mapping Table

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

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	x	x	-	-	x	x
CO2	-	x	-	-	x	x
CO3	x	-	-	-	x	x
CO4	-	-	x	x	x	x
CO5	-	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introducing Folklore (15 Hrs)				
Meaning, Definition and Scope of Folklore	1.1	1	5	Inquiry-Based Learning
Relationship with Anthropology	1.2	1,2	5	Group Discussions
Relationship with literature	1.3	1,2	5	Interactive lecture



Module 2: Folklore Studies (15 Hrs)				
Folklore studies: A general overview	2.1	2, 3	4	Interactive lecture
Folklore studies in Europe, America, Africa, Asia	2.2	2, 3	6	Inquiry-Based Learning
Approaches to Folklore Formalist-Radlov , Jan Vancina and Propp. Structuralist-Levi-Strauss	2.3	4	5	Group Discussions
Module 3: Folk Literature and Arts (15 Hrs)				
Heroic Poems and Prose narratives	3.1	4	5	Inquiry-Based Learning
Animal stories- Myths and Legends -Proverbs- Riddles	3.2	4	4	Group Discussions
The social function of forms of knowledge- Folk arts- Songs- Dances- dramas-Its social linkages	3.3	4, 5	6	Interactive lecture
Module 5: Teacher Specific Content				
<i>(This can be either classroom teaching, practical session, field visit etc. as specified by the teacher concerned)</i>				
This content will be evaluated internally				

Textbook

1. Clarke Kenneth and Clarke Marry, Introducing Folklore, New York, 1963

Reference

1. Richard M. Dorson (Ed) Folk lore and Folk Life: An introduction, Chicago,1972
2. Sankar Sen Gupta, Studies in Indian Folklore, Calcutta, !862
3. Levi-Strauss, The Raw and the Cooked, New York, 1970
4. Levi-Strauss, From Honey to Ashes, New York 1972
5. Levi-Strauss, The Origin of Table Manners, New York, !978
6. Vladimir. J. Propp, Morphology of Folktale, Texas, 1968
7. Han Vancina, The Oral Tradition, London, 1965.

Course designed by: Sree Jyothi P



SEMESTER IV

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24HY4DSC200	Minor	Transition to the Contemporary World - II	5	75	4



SBU24HY4DSC200: TRANSITION TO THE CONTEMPORARY WORLD - II

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practical (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Summarize the emergence of anti-colonial movements in Asia and Africa and Identify the working of League of Nations, UNO and Regional Organisations.	U
CO2	Bring out the significant features of the cold war era	E
CO3	Understand the post war economic settlement	An
CO4	Assess the problems of the contemporary world with special reference to the Bipolar and Unipolar era	A

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	2	-	-	-
CO2	-	-	-	-	-	-	1	-	-	-
CO3	-	-	-	-	-	-	1	-	2	-
CO4	-	-	-	-	-	-	1	-	2	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	x	x	-	-	x	x
CO2	-	x	-	-	x	x
CO3	x	-	-	-	x	x
CO4	-	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Decolonization and the New World Order (11 Hrs)				
Emergence of Anti-colonial movements in Asia and Africa	1.1	1	5	Interactive Lecture
World Bodies - League of Nations, UNO	1.2	1	5	Inquiry based learning
NAM, SAARC, ASEAN and other regional groupings	1.3	1	1	Problem based learning
Module 2: Understanding Contemporary World (22 Hrs)				
Cold war and international relations	2.1	2,4	5	Group Discussions



Role of India in the world affairs	2.2	2	5	Interactive Lecture
Middle East crisis and Israel - Palestine issue	2.3	2	2	Debates
Practicum			10	
Module 3: New International Economic Order (21 Hrs)				
World Bank, IMF	3.1	3	5	Inquiry-Based Learning
Uruguay round of talks, WTO and GATT	3.2	3	5	Group Discussions
Liberal Market economy	3.3	3	1	Interactive Lecture
Practicum			10	
Module 4: Post Cold War Era (21 Hrs)				
Decline of Soviet Union and Socialist Bloc	4.1	4	5	Interactive Lecture
Impact on third world	4.2	4	5	Inquiry-Based Learning
Bipolar and Unipolar World	4.3	4	1	Group Discussions
Practicum			10	
Module 5: Teacher Specific Content (This can be either classroom teaching, practical session, field visit etc. as specified by the teacher concerned) This content will be evaluated internally				

Textbook

1. R R Palmer, History of the Modern world, McGraw Hill, 2002

Reference

1. Arjun Dev and Indira Arjun Dev, History of the world, Orient Black Swan, 2009
2. J R Hicks, Theory of Economic History, Oxford University Press, 1973
3. A.G. Frank, Latin America and Underdevelopment, Monthly Review Press, 1967
4. Immanuel C.Y. Hsu, The Rise of Modern China, OUP, 1999
5. Jerome Chen, Mao and the Chinese Revolution, OUP, 1965
6. T.K. Hopkins and I. Wallerstein, World System Analysis, Sage Publications, 1962
7. Basil Davidson, A History of Africa, Simon and Schuster, 1995

Course designed by: Sree Jyothi P



Rubrics for Assessment Tools

Each course contains specific assessment tools. However, the faculty teaching the course has the freedom to alter these tools according to the course requirements, with prior permission from the respective Board of Studies.

A rubric serves as a scoring guide, with criteria for evaluating students' work in direct relation to one or more of the programme/ course outcomes. It incorporates a rating scale indicating varying levels of performance. Rubrics find application across diverse assessment contexts, including assignments, viva voce, case studies, research papers, group projects, presentations, etc. Overall scores and any smaller categories to measure specific aspects of performance can be easily combined for further analysis at the program level.

Assignment				
Criteria	Excellent (4)	Proficient (3)	Satisfactory (2)	Needs Improvement (1)
Historical Analysis	Demonstrates outstanding analytical skills, applying historical theories to complex scenarios with depth and insight.	Shows solid analysis and application of theories to relevant scenarios.	Basic analysis applies theories with limitations.	Misapplies theories; lacks analytical depth.
Organization & Structure	Exceptionally well-organized; clear logical progression of ideas.	Well-structured; mostly clear progression.	Somewhat organized; some logical inconsistencies.	Poorly organized; lacks logical progression.
Argumentation & Critical Thinking	Articulates a compelling argument, demonstrating high-level critical thinking and innovation.	Presents a clear argument, showing good critical thinking.	The argument is present but lacks strength or critical depth.	Fails to articulate a coherent argument.
Use of Evidence	Integrates a wide range of relevant, credible sources expertly.	Uses appropriate sources effectively.	Limited use of sources; some relevance issues.	Poor use or citation of sources.
Innovation	Demonstrates original thinking and innovative approaches to historical analysis.	Shows some originality and innovation.	Limited innovation in approach.	Lacks innovation; follows conventional methods.



Team Project Report				
Criteria	Excellent (4)	Proficient (3)	Satisfactory (2)	Needs Improvement (1)
Integration of Historical Concepts	Masterfully integrates historical concepts with innovative solutions.	Solid integration of concepts with appropriate solutions.	Essential integration; solutions lack innovation.	Limited or incorrect integration; lacks viable solutions.
Collaboration & Teamwork	Exemplary teamwork, with highly effective collaboration and equitable contribution.	Effective teamwork with good collaboration.	Adequate teamwork; some issues with collaboration or contribution.	Poor teamwork and collaboration.
Innovation & Application	Highly innovative project; applies historical concepts to new areas effectively.	Shows innovation; applies concepts correctly.	Some innovation: basic application of concepts.	Lacks innovation; poor application of concepts.
Research & Analysis	Conducts comprehensive research; analysis is thorough and insightful.	Solid research; good analysis.	Basic research; analysis lacks depth.	Insufficient research; poor or no analysis.
Presentation & Communication	Exceptional presentation skills; communicates findings clearly and persuasively.	Good presentation; communicates findings effectively.	Satisfactory presentation; communication could be improved.	Poor presentation; lacks clear communication.
In-Class Discussion / Class Participation				
Criteria	Excellent (4)	Proficient (3)	Satisfactory (2)	Needs Improvement (1)
Engagement & Participation	Highly engaged; contributes valuable insights, encouraging a vibrant discussion.	Actively participates; contributes good insights.	Participates but with limited engagement; contributions are basic.	Rarely participates; contributions lack relevance or insight.
Understanding of Historical Concepts	Demonstrates a deep understanding of historical	Shows a solid understanding; correctly	Basic understanding; occasional	Misunderstands concepts; incorrect or no application.



	concepts; applies them effectively in discussion.	applies concepts.	correct application.	
Critical Thinking & Analysis	Exhibits exceptional critical thinking; analyses are insightful and promote further discussion.	Displays good critical thinking; provides solid analysis.	Shows basic critical thinking; analysis lacks depth.	Lacks critical thinking; provides no real analysis.
Communication Skills	Communicates ideas clearly and persuasively; excellent listening skills.	Communicates effectively; good listening skills.	Adequate communication; listening skills need improvement.	Poor communication; lacks effective listening.
Viva Voce				
Criteria	Excellent (4)	Proficient (3)	Satisfactory (2)	Needs Improvement (1)
Knowledge & Understanding	Exhibits comprehensive knowledge; understands complex historical theories and applications.	Demonstrates sound knowledge; understands significant concepts.	Shows basic knowledge; understanding is superficial.	Limited knowledge; lacks understanding of basic concepts.
Analytical & Critical Thinking	Analyzes historical issues deeply; critical thinking leads to insightful conclusions.	Analyzes issues competently; shows some critical thinking.	Basic analysis; limited critical thinking.	Poor analysis; lacks critical thinking.
Communication & Presentation	Articulate and clear; presents ideas confidently and coherently.	Communicates well; generally clear and confident.	Communication is adequate; lacks confidence or clarity.	Poor communication; unclear and lacks confidence.
Engagement & Responsiveness	Provides thoughtful, accurate responses; demonstrates in-depth understanding.	Answers questions correctly; shows good understanding.	Responses lack depth; shows basic understanding.	Struggles to respond; demonstrates poor understanding.



Oral Presentation				
Criteria	Exemplary (4)	Proficient (3)	Adequate (2)	Needs Improvement (1)
Content Mastery	Mastery over historical principles with innovative insights.	Strong understanding with relevant insights.	Basic understanding; straightforward insights.	Limited understanding; lacks accuracy.
Engagement & Communication	Engages deeply with compelling delivery; uses visual aids effectively.	Clearly communicates; uses visual aids well.	Engages with some clarity issues; visual aids lack impact.	Poor engagement; ineffective use of visual aids.
Analysis & Critical Thinking	Offers deep analysis with insightful, critical conclusions.	Solid analysis leading to logical conclusions.	Shows basic analysis with some gaps.	Missing or flawed critical analysis.
Feedback Integration	Skillfully incorporates feedback to enhance presentation.	Effectively uses feedback for improvement.	Makes minimal adjustments based on feedback.	Ignores feedback; lacks adjustments.
Professionalism	Displays outstanding professionalism in conduct and presentation.	Maintains professional conduct and presentation.	Generally professional with minor lapses.	Unprofessional behavior or presentation.
Case Study Analysis				
Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Problem Identification	Identifies the core historical problem(s) with deep insight.	Identifies main problem(s) with solid understanding.	Recognizes problem(s) but with limited insight.	Fails to identify or misunderstands problem(s)
Application of Concepts	Excellent applies relevant theories for in-depth analysis.	Correctly applies theories with relevant analysis.	Applies basic concepts; analysis lacks depth.	Misapplies or overlooks key concepts.
Analysis & Critical Thinking	Offers comprehensive insights; analyzes implications thoroughly.	Provides solid analysis with clear implications.	Basic analysis; lacks detail on implications.	Minimal or irrelevant analysis; misses implications.
Solution & Strategy	Proposes innovative, well-supported solutions.	Offers clear, justified solutions.	Suggests simple solutions; lacks strong justification.	Lacks viable solutions or justification.



Presentation & Communication	Engages effectively; communicates ideas with clarity.	Communicates clearly; effectively engages audience.	Communicates with occasional clarity; some engagement issues.	Poor communication; fails to engage.
Research/ Review Paper				
Criteria	Exemplary (4)	Proficient (3)	Adequate (2)	Deficient (1)
Introduction	Clearly introduces the historical question, sets the stage with a precise thesis.	Introduces historical topic and thesis with clarity.	Describes the topic, but the thesis could be clearer.	The topic and thesis statement are unclear or missing.
Structure & Logic	Excellent organized, linking all parts of the paper with clear logic.	Organized with a clear structure, making logical connections.	Generally organized but sometimes hard to follow.	Disorganized, making the paper hard to understand.
Research & Evidence	Uses high-quality, relevant sources to back up the thesis strongly.	Chooses good sources that support the thesis well.	Uses some relevant sources, but support for the thesis is weaker.	Lacks enough sources to support the thesis convincingly.
Conclusion	Offers a strong conclusion that ties back to the thesis and discusses implications.	Provides a clear summary and connects back to the thesis.	Summarizes the main points, but connection to thesis is weak.	The conclusion is vague, misses key points, or doesn't tie back to thesis.
Grammar & Writing	Writing is clear and error-free, making the paper easy to read.	Mostly error-free writing, doesn't hinder understanding.	Some errors that slightly distract but overall understandable.	Many errors that make the paper difficult to understand.
Clarity & Style	Writing is not only clear but engaging, making complex ideas accessible.	Writing is clear, with a few awkward but understandable parts.	Writing is generally clear, but some parts may confuse readers.	Writing is often unclear or confusing, making it hard to follow.
Citations	All sources are cited perfectly, following academic standards.	Sources are cited with minor mistakes, follows standards well.	Some citation errors, but attempt to follow standards is evident.	Many citation errors, poor attempt at following standards.



Research Proposal Presentation				
Criteria	Excellent (4)	Proficient (3)	Satisfactory (2)	Needs Improvement (1)
Innovation & Significance	The proposal is highly innovative; and addresses significant historical questions.	The proposal introduces new ideas that are relevant to historical discourse.	The proposal has some new elements; its relevance to historicals is unclear.	The proposal lacks innovation and has little relevance to historicals.
Methodological Rigor	The methodology is robust, detailed, and ideally suited to objectives.	The methodology is sound and appropriate, mostly well-detailed.	The methodology is adequate but lacks some detail or appropriateness.	The methodology is poorly developed or unsuited to objectives.
Feasibility & Clarity	The proposal is clear, well-structured, and highly feasible.	The proposal is mostly clear and feasible with minor issues.	The proposal has clarity and feasibility issues; needs refinement.	The proposal is unclear, poorly structured, and not feasible.
Periodic Progress Presentation				
Criteria	Excellent (4)	Proficient (3)	Satisfactory (2)	Needs Improvement (1)
Progress & Insights	Shows significant progress with insightful analysis and findings.	Demonstrates good progress with clear analysis and findings.	Shows some progress; analysis and findings lack depth.	Limited progress; analysis and findings are unclear or missing.
Adaptation & Problem-Solving	Excellently adapts to challenges; innovative problem-solving.	Adequately adapts; solid problem-solving strategies.	Somewhat adaptable; basic problem-solving.	Struggles to adapt; ineffective problem-solving.
Communication & Engagement	Outstanding communication; effectively engages and addresses feedback.	Good communication; addresses most feedback effectively.	Adequate communication; some issues addressing feedback.	Poor communication; fails to engage or address feedback effectively.



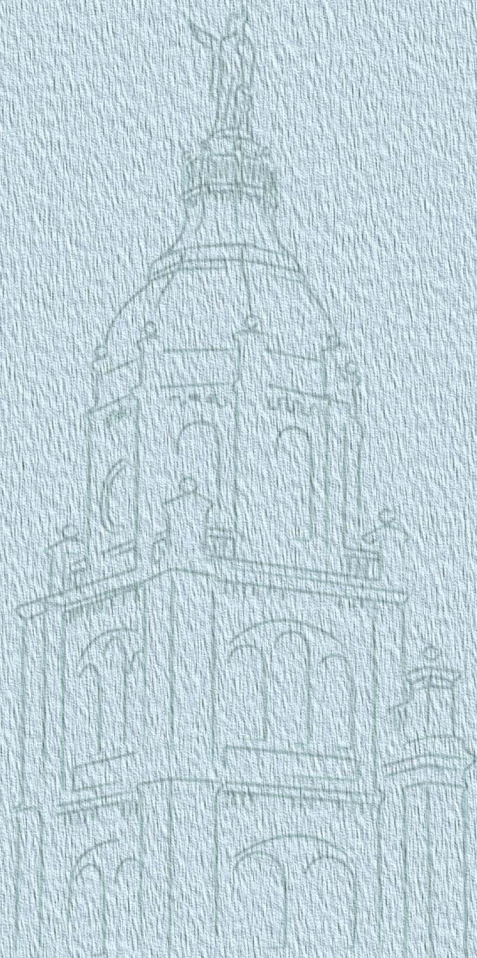
Group Project				
Criteria	Excellent (4)	Proficient (3)	Satisfactory (2)	Needs Improvement (1)
Historical Theory Application	Expertly applies historical theories to analyze the research question.	Correctly applies theories with good analysis of the question.	Applies historical theories but with limited analysis.	Poor or incorrect application of theories.
Methodological Rigor	Demonstrates exceptional methodological design and execution.	Solid methodology with clear execution.	Adequate methodology; some execution issues.	Inadequate or flawed methodological design.
Data Analysis & Interpretation	Provides insightful analysis of data with sophisticated interpretation.	Conducts solid data analysis with accurate interpretation.	Basic data analysis; interpretation lacks depth.	Poor data analysis; incorrect or superficial interpretation.
Collaboration & Team Work	Exemplary collaboration and contribution.	Effective teamwork and contribution.	Basic collaboration; uneven contributions.	Poor collaboration; reliant on few members.
Innovation & Contribution	The project demonstrates significant innovation and contributes new insights into history.	Shows originality; makes a solid contribution to the field.	Limited innovation; minor contribution.	Lacks originality; negligible contribution.
Presentation & Communication	Delivers outstanding presentation; communicates findings clearly and persuasively.	Good presentation skills; communicates findings effectively.	Adequate presentation; some communication issues.	Poor presentation; ineffective communication.
Writing Quality & Organization	Writing is exemplary; project is well-organized and coherent.	Writing is mostly clear; project is organized with minor issues.	Writing and organization are adequate but could be improved.	Writing lacks clarity; poor organization.



Individual Project				
Criteria	Excellent (4)	Proficient (3)	Satisfactory (2)	Needs Improvement (1)
Research Question Clarity	Poses a clear, insightful, and complex historical research question.	The research question is clear and relevant but could be more insightful.	The research question is stated but needs more clarity and complexity.	Fails to articulate a clear research question.
Historical Theory Application	Demonstrates exceptional application of relevant historical theories to the research question.	Applies historical theories correctly with relevance to the research question.	The application of historical theories is basic and lacks depth.	Misapplies or fails to apply relevant historical theories.
Methodological Excellence	Employs a robust, sophisticated methodology appropriate for the historical research question.	The methodology is sound and appropriate, with minor limitations.	The methodology is basic, with some appropriateness issues.	The methodology is flawed or inappropriate for the research question.
Data Analysis & Synthesis	Performs comprehensive data analysis; synthesizes findings with advanced insight into historical implications.	Conducts solid data analysis; synthesis shows understanding of historical implications.	Fundamental data analysis is limited in synthesizing findings or implications.	Inadequate data analysis; fails to synthesize findings.
Critical Thinking & Innovation	Exhibits outstanding critical thinking; introduces innovative ideas or solutions to historical problems.	Displays good critical thinking with some innovative elements.	Shows essential critical thinking; lacks innovation.	Lacks critical thinking; no evidence of innovation.
Conclusion & Contribution to Field	Provides a compelling conclusion that adds significant insights or	The conclusion is clear and offers a solid contribution to the field.	The conclusion is present but lacks significant contribution or insight.	The conclusion is vague, missing, or offers no real



	advances to the field of historicals.			contribution to the field.
Presentation Quality	Exceptional presentation skills; articulates findings and implications clearly and persuasively.	Good presentation; effectively communicates main findings.	Adequate presentation; some issues in clarity or persuasion.	Poor presentation skills; fails to communicate findings effectively.
Writing & Scholarly Rigor	Exemplary writing; project is well-structured, clear, and adheres to academic standards.	Writing is clear, with minor errors; project structure is mostly coherent.	Writing is adequate but lacks clarity; some structural issues.	Writing is poor and lacks coherence; fails to meet academic standards.



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