

DEPARTMENT OF HISTORY

CORE IV:- SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Course objectives:-

- i. To introduce the concept of the Roman Empire, its formation, consolidation and contribution of slaves in ancient Rome.
- ii. To discuss the religion and culture of Rome.
- iii. To look into the problems ailing the Roman Empire.
- iv. To introduce the economic developments in Europe from the 7th to the 14th centuries and explain the evolution of production, towns and cities as well as technological developments and the resulting crisis of feudalism.
- v. To discuss the religion and culture of medieval Europe.
- vi. To discuss the societies in Central Islamic lands with respect to the tribal background, the Caliphal states and rise of Sultanates, religious developments, Shariah, Minhaj and Sufism and urbanization and trade.

Course outcome:

- i. The students would be able to understand the foundation and consolidation of the Roman Republic and its evolution into Empire.
- ii. The students would gain knowledge of the religion and culture prevailing in ancient Rome.
- iii. The students would understand the problems and crisis that led to the disintegration of the Roman Empire.
- iv. The students would understand clearly the economic developments in Europe during the 7th to 14th centuries, the evolution of production,

towns and trade as well as technological developments leading to the crisis in feudalism.

- v. The students will be made aware about the rise of Christianity and the role of the Church and its impact on the society.
- vi. The students will be able to fully comprehend the rise of Islamic state from the tribal background to the Caliphate with its religious and economic implications and growth of urbanization.

DEPARTMENT OF HISTORY
THIRD SEMESTER
HONOURS COURSE

CORE VI:- RISE OF THE MODERN WEST -1

Course Objectives:-

- i. To introduce the topic on the transition from feudalism to capitalism.
- ii. To discuss the colonial expansions, voyages and explorations of the European nations, colonization.
- iii. To explain the concept of Renaissance, its origin, art and humanism.
- iv. To discuss the Reformation movement- its origin, course and result.
- v. To explain the economic developments of the 16th century and the gradual shift of balance from the Mediterranean to the Atlantic; the Commercial Revolution and the Price Revolution.
- vi. To discuss the Emergence of the State system in Spain, France, England and Russia.

Course Outcome:-

- i. The students would be able to understand the gradual shift from the feudal society to a capitalist economy in Europe.
- ii. The students would learn about the voyages and explorations undertaken and discovery of new territories, establishment of colonies and mining and plantation economies.
- iii. The students would gain knowledge about Renaissance and its origins and its effects on the social, cultural, economic and religious life of Europe.
- iv. The students would be made aware of the reasons behind the emergence of the Reformation movement, its course and effects in various parts of Europe.

- v. The students would be acquainted with economic developments of 16th century Europe, the Commercial revolution and the Price Revolution.
- vi. The students would gain knowledge of about the rise of the European state system in Spain, France, England and Russia.

DEPARTMENT OF HISTORY
THIRD SEMESTER
HONOURS COURSE

CORE II:- SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

COURSE OBJECTIVES:-

- i. To teach the students about evolution of humankind: Paleolithic and Mesolithic cultures.
- ii. To explain food production and the beginning of agriculture and animal husbandry.
- iii. To make a comparative study of the Bronze Age Civilization with reference to the Shang in China and Ancient Egypt (Old Kingdom) its economy, society, political and religious set up.
- iv. To understand the history of nomadic groups in Central and West Asia. To make them aware of the advent of iron and its implication and the debates therein.
- v. To teach the students about the slave society in ancient Greece and also its agrarian economy, urbanization and trade.
- vi. To make the students understand the meaning of 'Polis' in ancient Greece especially the city state of Athens and Sparta. It also includes aspects of Greek Culture.

Course Outcome:-

- i. The students will have a thorough knowledge about the evolution of humankind, the Paleolithic and Mesolithic culture.
- ii. Students will be aware of the food production and the beginnings of agriculture and animal husbandry.
- iii. Students will be able to compare and discuss the Bronze Age Civilizations of Egypt (Old Kingdom and the Shang (China) civilization, its economy, society and political, religious set up.
- iv. Students will be able to discuss and debate about the early nomadic groups in Central and West Asia, the discovery of the metal iron and its usefulness.
- v. The students will know about the slave society in ancient Greece, its agricultural economy, growth of towns and commerce.

- vi. The class will be well versed with the term “Polis” and discuss the city state of Athens and Sparta. Students will understand the Greek culture especially literature and architecture.

DEPARTMENT OF HISTORY
THIRD SEMESTER
HONOURS COURSE

CORE VII:- HISTORY OF INDIA IV (c. 1206-1550)

Course Objectives:-

- i. To make the students understand the sources of the Sultanate History- Epigraphy and Political Structures.
- ii. To brief the students about the foundation, expansion and consolidation of the Sultanate of Delhi. To give them knowledge of the different theories of kingship as well as the emergence of provincial dynasties like Bahamani, Vijaynagar, Gujarat, Malwa, Jaunpur and Bengal.
- iii. To make the students familiar with the society and economy of the Delhi Sultanate.
- iv. To give the students the knowledge of the religion, society and culture of the Delhi Sultanate existing during the rule of the Delhi Sultans.

Course Outcomes:-

- i. The students would gain knowledge of the sources related to the Delhi Sultanate history.
- ii. The students will become familiar with the foundation, expansion, and consolidation of the Sultanate of Delhi.
- iii. The students would learn about the society and economy existing during the era of the Delhi Sultanate and become familiar with terms like Iqta, market regulations and growth of urban centers.
- iv. The students will gain knowledge of the religion, society and culture existing during the times of the Delhi Sultans as well as gain perspective of Sufism and Bhakti movements.

Criteria 2.6.1: Programme outcomes, Programme specific outcomes & course outcomes for all the programmes offered by the institution.

PAPER I: HISTORY OF INDIA- I

COURSE OBJECTIVES

1. The relevant sources for the study of Ancient India, and also gives an overview of the principal historiographical issues, understanding the Settlement pattern, urban centres, when textual and written sources abounded.
2. The successive phases of the early farming culture of southern India and their salient features, the nature of settlements, economy and other traits of these cultures, and the characteristic features of the Early Iron Age
3. Deals with the origins of agriculture and beginnings of domestication of animals before the stage when metals came to be used. the characteristic features of the Neolithic stage of culture,
4. The archaeological evidence in the forms of new types of stone tools, cultivated plants etc. which demonstrates the beginning of cultivation.
5. The history and evolution of Indus valley civilization.
6. Detailed information about the various Janapadas and Mahajanapadas which came into prominence and the political scenario leading to the birth and consolidation of Magadha as an empire.

PAPER OUTCOME

1. The students will trace the roots of Indian history. It will make them understand about the different sources that were available for understanding the ancient Indian history.
2. The students can make understanding of the pre historic society of Indian subcontinent right through different stone ages.
3. This makes students aware about the transformation of the society after the Neolithic civilisation. The domestication of the plants and animals which altered process of human civilisation and development of the human settlements.
4. About their nature of contact among the Harappans towns and surrounding areas and also their exchange activities with the contemporary West Asian Civilization.
5. The sources will enable us to study the Epic Age. They will learn the changes in socio-political and economic and religious structures during the epic period.
6. The students also will learn about the emergence of new religions and philosophy of Lord Buddha and Mahavira.
7. It will explain about the literature that flourished during that age i.e. sangam literature and how it shaped to the formation of Tamil society and culture.

PAPER III: HISTORY OF INDIA II

Course Objectives

1. It explains the transformation in the social and economic pattern in the ancient India with the formation of state after the consolidation of Magadha Empire.
2. It discusses about the rise of Buddhism and patronisation by the Mauryans, which finally altered the political and social structure of the Mauryans.
3. It emphasizes on the nature of polities of the Gupta Empire and its contemporaries, it discusses about the change in the land ownership pattern through during the post-guptas.

4. It will discuss about the changing social and cultural patterns with the development of the brahmanical traditions.
5. It elucidates the Mauryan and post mauryan art and architecture with special patronage by the Mauryans.

Course Outcome

1. This paper explains the student about the formation of empire in the indian subcontinent with the rise of Magadha under Mauryans.
2. It explains the social stratification that took place after the proliferation of varna and jati and further makes good understanding on the topics like gender, marriage and property relation in the period.
3. It explains the students about the dynamic of the society and economy after the advent of the guptas and the later guptas with the initiation of systems like brahmadeya and agrahara.
4. It helps the student to understand the religious transformation that took after the recvivalism by the mighty guptas in the brahmanical tradition and the roots of theistic cults in india.
5. Students can understand the cultural development with the intensification that happened after the flourishing of the art and architecture after the mauryans and the guptas.

PAPER V: HISTORY OF INDIA III (c. 750 -1206)

COURSE OBJECTIVES

1. It deals with the social, economic, political, religious and cultural condition of Early Medieval India (from 750-1206).
2. This paper has been dissected into five distinctive units and objective of each unit is to make students understand the different historical developments which had taken place in India from 750-1206.
3. It meticulously gives details on the growth of the Rajputs in India- their origin, geographical expressions and also about the character and nature of their role and governance.
4. It will provide the students meticulous details about all the major political developments which has taken place between 750-1206. It deals with political fragments India witnessed after the death of Harshavardhana.
5. the genesis of the regional empires like Rashtrakutas, Palas, Senas, Pratihara, Rajputs and Cholas.
6. The students will understand about the Agrarian structure of the Early Medieval India along with the structure and the dynamics of the society.
7. The students will be able to trace the multi-religious and multi-cultural composition of Indian population such as Bhaktism, Transicim, Puranic Traditions.

COURSE OUTCOME

1. This part will help the students to understand how the new Islamic culture has started in India and its diffusion and amalgamation with natives and the major post Islam social, regional and cultural development in India.

2. This segment will provide crystalline knowledge about the foundation of the Muslim rule in India and vice-versa the beginning of medieval or muslim history in India.
3. The students to explore the agricultural patterns, crops, the types of the landlords, peasants etc. it does talk about the varna fold division as because of which students will be able to understand the overall social composition, concept of caste, slavery such as untouchables, tribes, peasants etc.
4. The students will create the entire dynamics of process of urbanization in early medieval India and also the growth of merchant class particularly guilds in south India.
5. The students will study all the major cultural development of the early medieval India such as growth of regional language, literature, along with the genesis and development of the regional art and architecture.

Criteria 2.6.1: Programme outcomes, Programme specific outcomes & course outcomes for all the programmes ofere by the institution.

SKILL ENHANCEMENT COURSE: (SEC)

PAPER-I UNDERSTANDING HERITAGE

COURSE OBJECTIVE

- a. This course will enable students to understand the different facets of heritage and their significance.
- b. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it.
- c. The implications of the rapidly changing interface between heritage and history will also be examined.

COURSE OUTCOME

- a. It helps the student to understand the heritage and heritage sites of India, it will further enhance the knowledge of them in understanding various legal and institutional law and ordinance that keeps these places intact to their originality.
- b. The field survey helps the students to understand heritage sites and know more about the importance of heritage in making the culture and society of the place.
- c. The course will develop the minds of the students towards inquisitiveness and makes them question and dig out the hidden facts of the places.

Criteria 2.6.1: Programme outcomes, Programme specific outcomes & course outcomes for all the programmes ofere by the institution.

DSC

**PAPER-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO
300 CE.COURSE OBJECTIVES:**

7. The relevant sources for the study of Ancient India, and also gives an overview of the principal historiographical issues, understanding the Settlement pattern, urban centres,when textual and written sources abounded.
8. The archaeological evidence in the forms of new types of stone tools, cultivated plantsetc. which demonstrates the beginning of cultivation.
9. The history and evolution of Indus valley civilization.
10. Detailed information about the various Janapadas and Mahajanapadas which came into prominence and the political scenario leading to the birth and consolidation of Magadha as an empire.
11. The social, political economic and cultural history of Mauryans, Parthians, Sakas,Sathavanas and Kushanas
12. The history of south India and land of Tamils

COURSE OUTCOME

8. The students will trace the roots of Indian history. It will make them understand about the different sources that were available for understanding the ancient Indian history.
9. This makes students aware about the transformation of the society after the Neolithic civilisation. The domestication of the plants and animals which altered process of human civilisation and development of the human settlements.
10. About their nature of contact among the Harappans towns and surrounding areas and also their exchange activities with the contemporary West Asian Civilization.
11. They will learn the changes in socio-political and economic and religious structures during the epic period.
12. The students also will learn about the emergence of new religions and philosophy of Lord Buddha and Mahavira.
13. They will learn about the political and administrative history of Mauryan Age, it will further explain about the Ashokan Policies and Dhamma.
14. The student will learn the Post Mauryan dynastic histories and aspects of Polity, Society, Religion, Arts & Crafts, Coins, Commerce and Towns.
15. It will explain about the literature that flourished during that age i.e. sangam literature and how it shaped to the formation of Tamil society and culture