

**Dr APJ Abdul Kalam Government College**  
**Department of History**  
**NEP**

**(For 4-year Undergraduate Programme)**

**PO (Programme Outcome)**

- On the completion of the Programme, the students are expected to possess a critical perspective of the past which will help them to have a better sense of the present.
- At a time when inaccurate accounts of the past are passed off as history, a student properly trained in the subject will be able to sift fact from fiction as well as history from myth, and thereby play a meaningful role as a citizen of the republic.
- The Programme on offer hopes to make students aware of the importance of preserving our heritage, both tangible and intangible.
- At a more practical level, graduates in History will have various employment options including teaching or in some auxiliary fields like the travel and tourism sector or the many museums and archives mushrooming in different parts of the country.
- A background in History is also expected to help the students while appearing for different competitive examinations.

**First Semester**

**CO (Course Outcomes)**

**DS -1**

**History of India - I (from earliest times to c. 300 BCE)**

- The paper introduces the students to the latest advances in archaeology which have helped unearth new sites belonging to pre-history and provided a clearer understanding of how people lived then.
- The paper helps the students to comprehend the different facets of Indus Valley civilisation, and the possible factors which led to its decay.

- On doing this course, students get an idea of how from a pastoral economy of the early Vedic period, society evolved progressively towards settled agriculture and proliferation of crafts during the later Vedic period ultimately culminating in the second urbanisation at the end of it.
- The paper familiarises the students with the coming into being of territorial kingdoms, and the rise of Magadha into political prominence.
- On completion of this course, the students will understand the context in which protestant religions like Jainism and Buddhism emerged in eastern India.

## **SE -1**

### **Archives and Museums in India**

- The paper makes the students aware of the origins, nature and varieties of archives and museums in modern India.
- On doing this course, the students will also become familiar with the methods employed by archives and museums to acquire documents and artifacts respectively from various sources.
- The paper familiarises the students with the techniques used by archives and museums to preserve their acquisitions.
- It also helps the students to have an idea about the way these institutions catalogue their possessions, and exhibit them for the public.
- The paper provides an opportunity to the students to think about a future career in the archives and the museums.

## **MDC -1**

### **India's Freedom Struggle (1857 - 1947)**

- For students belonging mostly to Science departments, this Multidisciplinary Course provides an opportunity to renew their connection with the subject of History.
- It gives them an understanding of the oppression faced by the people of India under colonial rule, and the significance of the national movement that began from the second half of the nineteenth century aiming to end the foreign rule in the country.

- Through this paper, the students become acquainted with the stories of heroism exhibited by those who participated in the freedom struggle, and the many martyrs who laid down their lives for the cause.
- On completion of the course, they will be able to comprehend the different strategies employed by the nationalists ranging from the non-violent struggle led by Gandhi to the violent attempts to overthrow the British by the revolutionaries.
- The paper makes the students aware of the dangers posed by communalism which led to riots and the partition of the country, and has remained a major threat to the integrity of the country to this day.
- On doing this course, they will come to know of the role played by the reform movements in modernising society and religion.

## **MA -1**

### **History of India from the Earliest Times to c.300 CE**

- The paper makes the students familiar with the literary and archaeological sources available for understanding early India.
- On doing this course, students will get an idea of the pre-history of India in its different stages.
- The paper makes the students aware of the origins, development and decay of the Indus valley civilization.
- The paper helps the students to gain an understanding of early Indian art, philosophy and religion.
- On completing this course, students can gain insights into how empires like that of the Mauryas were founded and sustained.
- The paper also introduces the students to the Sangam literature which provides much information on the history of South India during the early centuries of the Christian era.

## **Second Semester**

### **CO (Course Outcomes)**

#### **DS 2:**

#### **Aspects of the History of the Ancient World**

- This paper familiarises students with how mankind evolved, and how people in different parts of the globe passed through stages of food-gathering, hunting and pastoralism before settling down to a life of agriculture.

- It takes them through the technological advancements made over time, the civilizations during the bronze age, and the impact of the discovery of iron on the lives of people.
- The paper shows them how a significant section of the population including women and slaves suffered even as great progress was being made in the fields of literature, philosophy and polity in *Classical Greece* and *Rome*.

## **SE 2:**

### **Understanding Indian Art**

- Through this paper, students become familiar with the history of Indian painting from the time it was done inside caves during the pre-historic times to abstract compositions of the contemporary era.
- In the process, they also get to know the socio-economic context in which the artists and their patrons lived.
- By the end of the course, the students would acquire the visual arts vocabulary required to appreciate the medium.
- On doing this course, students also will have an awareness of the stylistic changes Indian architecture and sculpture, both religious and secular, acquired as they evolved over the ages across different regions.
- A student trained in art history will also be able to detect the occasional foreign influence in the art which developed indigenously as at *Gandhara* or during the period of the *Mauryas*.

## **MA 2:**

### **History of India from c. 300 to 1206 CE**

- On doing this course, students get an idea of how under the *Guptas*, Sanskrit language and literature flourished, advancements were made in science and the earliest structural temples in the country were built. At the same, they are also made aware of how society became more stratified as women came under the strict supervision of men and the varna and caste system got further entrenched.
- Students get to know how land grants contributed to the development of feudalism, and with the decline of the *Guptas*, regional kingdoms emerged in different parts of the country giving shape to provincial cultures and polities.

- The students will also get to understand how the Rajputs emerged during this time as well as the impact the incursions of Arabs, and later, the Turks had on Indian society.

### **Third Semester CO (Course Outcomes)**

#### **DS 3:**

#### **History of India - II (c. 300 BCE to 750 CE)**

- On completing this paper, the students can get a fair idea about the second urbanisation in the country when trade expanded, and new crafts emerged.
- They would have learnt also of the first great empire in ancient India under the Mauryas, and its greatest ruler Asoka who gave the world the idea of 'dhamma'.
- The paper makes students aware of the political context in which under the great Guptas, the epics got a written form, classical Sanskrit evolved and the foundation for the different Indian philosophical systems were laid down.
- The course enables students to have an understanding of the emergence of feudalism, and of regional kingdoms on the ruins of the Gupta empire.

#### **SE 3**

#### **An Introduction to Archaeology**

- On completing this paper, students understand the importance of archaeology in reconstructing the history of periods for which there are no written sources, and also for reaffirming the conclusions arrived at for epochs for which there are.
- It makes students aware of the types of archaeology including aerial and marine archaeology, and the methods and tools used by the archaeologist in excavations.
- They will also get an idea about the various sites scattered not just in India but also across the globe marking the different phases of human evolution and expansion.
- Students become familiar with the inter-disciplinary nature of archaeology when they get introduced to methods like dendrochronology and radiocarbon dating used to date artifacts and fossils discovered from various sites.

- They also will get to know the role played by institutions like the ASI and the Asiatic Society as well as their staff in the development of archaeology in the country.

### **MA 3:**

#### **History of India from 1206 CE to 1707 CE**

- The paper gives students an overview of the polity, economy and society in India during the rule of the various dynasties belonging to the Delhi Sultanate, and later, the Mughals.
- It familiarises them with the evolution of architecture, painting and literature in medieval India.
- On doing this course, students also come to know that in spite of occasional confrontations, through interaction between various groups, a syncretic culture emerged in India during this period as reflected in the development of the Urdu language, Hindustani music, the concept of Akbar's Din-e-Ilahi, and the ideas of Kabir, Nanak and the Sufi saints.
- This paper also helps them to make sense of the experiments tried out by the Delhi sultans including measures to control market prices and curtail corruption in the army as well as the variation in the policies followed by different Mughal rulers towards the Sikhs, the Marathas and the Rajputs.
- Through this paper, students also will get an understanding of the alternative trajectories taken by regional polities and cultures in places like the Deccan and Bengal during the medieval period.