

# Department of History

## B A History

### Programme Outcome

#### Competence

The students who go through the Under Graduate Programme in History shall thereby acquire the competences to

- Critically understanding of the past through methodologies and theoretical insights
- Understand the present through a proper understanding of the past
- Recognize, evaluate and synthesize different perspectives, evidences and sources regarding events, processes and social phenomena and to develop a comprehensive understanding of one's own
- Appreciate and understand the various historical processes that have gone into the making of societies, cultures and civilizations
- Prod students to not take ideas, institutions and practices as given, but as aspects that have evolved over a period of time across different spatial contexts, and continue to be engaged in the process of becoming
- Go beyond the mundane textbook oriented history and introduce them to the exciting ways in which a historian practices his/her craft using highly developed tools and skills, and produces history.

#### Dispositions

The students who pass the undergraduate programme in history shall develop

- Conviction about the value of historical methods of inquiry.

- Professional and ethical standards of the discipline.
- Appreciation for the possibility of the multiplicity of interpretation in history.
- Recognition of the style and craft of various historical compositions.

### Course Outcome

No	Sem	Code	Course Title	Outcomes
1	I	HY1 CRT0 1	Perspectives and Methodologies in Social Sciences – History	<ul style="list-style-type: none"> <li>• To understand the relevance of the Social Sciences to solve contemporary problems at the regional, national and global levels</li> <li>• To be able to locate the social sciences against the historical setting</li> <li>• To understand the basic principles, concepts and the basic epistemology of Social Sciences</li> <li>• Students develop the ability to understand the relationship between history and other social science disciplines and be able to follow an interdisciplinary approach in their studies</li> <li>• Understand the importance of objectivity in science and try to avoid subjectivity</li> <li>• Develop a broad understanding of the discipline history and its epistemology</li> </ul>
2	II	HY2 CRT0 2	Understanding Early India: From Hunting Gatherers to Land Grants	<ul style="list-style-type: none"> <li>• Ability to trace the relationship between pre-historic life, its environmental scenario and technological base</li> <li>• Be able to recognize the sources of ancient Indian history</li> <li>• Be able to interpret the social formation of the Vedic age in relationship with the material culture</li> <li>• Competence to analyze and find the relationship between the social formation and material culture in a given society</li> <li>• Ability to trace the evolution of state system in ancient India</li> </ul>
3	II	HY3 CRT0 3	Polity, Society and Economy in Pre-Colonial India	<ul style="list-style-type: none"> <li>• Interpreting the Sources of the history of pre-modern India</li> <li>• Understand the polity and institutional structures in Delhi Sultanate</li> <li>• Understand the nature of the Mughal Empire and its social formation</li> </ul>

				<ul style="list-style-type: none"> <li>Evaluating the relationship between the Mughal Empire and the Regional Political Formations</li> </ul>
4	III	HY3 CRT0 4	Cultural Trends in Pre-Colonial Kerala	<ul style="list-style-type: none"> <li>Ability to recognize the sources of Kerala History</li> <li>Evaluate the relationship between history and geography</li> <li>Interpret the feudal nature of pre-modern Kerala society and brahmanic domination</li> <li>Interpret the routes of modern Kerala in the pre-modern history</li> </ul>
5	IV	HY4 CRT0 5	Making of Modern Kerala	<ul style="list-style-type: none"> <li>Discern the factors that modernized Kerala society</li> <li>Analyze contemporary Kerala society and identify historical roots of its issues</li> <li>Understands the Kerala modernity and its features</li> </ul>
6	IV	HY4 CRT0 6	Researching The Past	<ul style="list-style-type: none"> <li>Proficiency in the basic terms, concepts and categories of history to understand the discipline as an intelligent knowledge system</li> <li>Develop scientific understanding of the discipline with different approaches of history at different historical contexts and the methodology of historical writing is introduced with techniques and technicalities</li> </ul>
7	V	HY5 CRT0 7	Inheritance and Departures in Historiography	<ul style="list-style-type: none"> <li>Trace the historiographical trends from the traditional phase to the contemporary scene</li> <li>Understand historical writings and perspectives and be inspired to take up higher courses in History</li> </ul>
8	V	HY5 CRT0 8	India: Nation in the Making	<ul style="list-style-type: none"> <li>Be able to explain the process of the making of India as a modern nation state and the factors that worked behind</li> <li>Understanding various historiographical trajectories on the freedom movement and develop a comprehensive outlook on the same</li> <li>Recognizes freedom movement as the nation-making process</li> </ul>
9	V	HY5 CRT 09	State and Society in Ancient and Medieval World	<ul style="list-style-type: none"> <li>Students become able to interpret the evolution of human culture from the stone age to the close of the medieval period</li> <li>They critically examine the relationship between the material factors and technology on the one hand and the political and social formations on the other hand.</li> <li>They become able to trace the ancient and medieval roots of the contemporary world and to appreciate the cultural continuities and breaks in</li> </ul>

				world history
10	V	HY5 CRT 10	Environmental Studies and Human Rights in Historical Outline	<ul style="list-style-type: none"> <li>• Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.</li> <li>• Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.</li> <li>• To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.</li> <li>• To help the students in acquiring the basic knowledge about environment and the social norms that provide unity with environmental characteristics and create positive attitude about the environment.</li> </ul>
11	V	HY5 OCT 01	Open Course – Introducing Environmental History	<ul style="list-style-type: none"> <li>• Acquiring primary knowledge about the dynamic field of environmental history.</li> <li>• Be well-versed about the essential concepts, concerns and methodology of environmental history in the context of global / Indian environmental history.</li> </ul>
12	VI	HY6 CRT 11	Making of Contemporary India	<ul style="list-style-type: none"> <li>• Be able to explain the socio-political issues and features of contemporary India in their historical context.</li> <li>• Critically examine the political injustices and social movements in contemporary India</li> </ul>
13	VI	HY6 CRT 12	Understanding Modern World	<ul style="list-style-type: none"> <li>• Ability to explain the concept of modernity and the emergence of modern world</li> <li>• Critically examine the role played by imperialism and colonialism in altering the previous world order, in bringing about modernity and the world wars.</li> </ul>

14	VI	HY6 CRT 13	Capitalism and Colonialism	<ul style="list-style-type: none"> <li>• The students trace the emergence and development of capitalism in Europe and the related scramble for colonies and imperialist domination around the world.</li> <li>• Students critically assess the processes and debates involved in the transition from feudalism to capitalism in Europe, the related expansion of capitalism as a world system in the light of the industrial revolution, and the growing urge for a new wave of imperialist domination in the 19th and 20th Centuries.</li> </ul>
15	VI	HY6 CRT 14	Gender in Indian Perspectives	<ul style="list-style-type: none"> <li>• Students become able to explain the socio-historical constructions of sexual differences in Indian society by emphasizing the plural backgrounds</li> <li>• Students challenge the conventional social norms about male-female dichotomy and conceive biological realities natural but as always conditioned through social norms, moral codes and historical process.</li> <li>• They become convinced that the very notion of gender difference is not natural but more of economic, political and therefore power oriented.</li> </ul>
16	VI	HY6 CBT0 1	Choice Based Core – Archaeology in India	<ul style="list-style-type: none"> <li>• Students develop an attitude favouring scientific, objective and critical approach to the study of history and the possibility of the use of Archaeology for the same.</li> <li>• Students become proficient in appreciating the sites of archeological significance in India</li> </ul>
17		HY1 CMT 02	Social Formations in Pre- Modern India	<ul style="list-style-type: none"> <li>• Students become able to interpret how material developments worked as the base of the social formations in early India</li> <li>• They trace the development of state system in India right from the early Vedic to the Mauryan times during which it got matured.</li> <li>• They critically analyse the feudal social order of the early medieval period and the role played by the land grants in its emergence along with the interplay of the society religion and polity in the organization of its social formation.</li> </ul>