



Course Syllabus
Gyanmanjari Institute of Arts
Semester-3(B.A)

Subject: Medieval History -BATHI13310

Type of course: Major

Prerequisite: NA

Rationale:

Understanding the situation of Eastern India after the Turkish invasions makes the role of Muslim invasions clear. The invasions of Mahmud Ghaznavi and Muhammad Ghori transformed the political landscape of India. The establishment of the Delhi Sultanate marked the beginning of a new Muslim regime in the history of India. The Mamluk, Khilji, Tughlaq and Lodi dynasties brought political stability, military conquests and internal policies. The reigns of rulers like Razia and Alauddin provide insights into women's power and governance. The misguided attempts of the Tughlaq rulers are examples of Indian experiments in governance. The fall of the Lodi dynasty paved the way for Mughal rule - a significant turning point in the history of India.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P	C	SEE	CCE		
					MSE	ALA	
4	0	0	4	100	30	70	200

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; ESE - End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA- Active Learning Activities.

4 Credits * 25 Marks = 100 Marks (each credit carries 25 Marks)

SEE 100 Marks will be converted in to 50 Marks

CCE 100 Marks will be converted in to 50 Marks

It is compulsory to pass in each individual component.



Course Content

Unit	Course Content	Hrs.	Weightage %
1	Turkish invasion <ul style="list-style-type: none"> • Different conditions of India before the Turkish Invasion, • Invasions of Muhammad Ghaznavi, • Causes and consequences of Muhammad Ghori's invasion of India. 	15	25
2	Establishment of the Sultanate <ul style="list-style-type: none"> • Qutubuddin Aibak and the Establishment of the Delhi Sultanate • Sultan Iltutmish Early Career and Achievements • Raziya Sultan Early Career and Achievements 	15	25
3	Khilji Dynasty <ul style="list-style-type: none"> • The Life and Reign of Jalaluddin Khilji • Alauddin Khilji's Conquests of North and South India • Alauddin Khilji's Domestic and Military Policy 	15	25
4	Tughlaq and the Lodi Dynasties <ul style="list-style-type: none"> • Reforms and Conquests of Sultan Muhammad Tughlaq • Reforms and Conquests of Sultan Firozshah Tughlaq • Ibrahim Lodi and the reason for the fall of the Delhi Sultanate 	15	25



Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1	Timeline Poster: Students have to create a visual timeline on chart paper or digitally, showing all the invasions of Muhammad Ghaznavi with years, regions attacked, and outcomes, and upload it on GMIU web portal.	10
2	Presentation: Students will have to create a PPT about one of the rulers of the Delhi Sultanate, present it in the classroom and upload it on the GMIU web portal.	10
3	Battle Map Activity: Students have to mark a map of India showing Alauddin Khilji's Southern campaigns, routes taken, defeated dynasties, and strategic importance, and upload it on GMIU web portal.	10
4	Chart Making: Creating a chart showing the dynasties of the Delhi Sultanate, its founders and their periods and uploading it on the GMIU web portal.	10
5	Quiz Creation: Students have to prepare a 20-question multiple-choice or short quiz based on the chapter they studied, with correct answers and explanations, and upload it on GMIU web portal.	10
6	Sultanate Architecture Scrapbook: Students have to collect or draw pictures of Sultanate monuments (e.g., Qutub Minar, Alai Darwaza) and provide brief historical descriptions, and upload it on GMIU web portal.	10
7	Attendance	10
Total		70

Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weight age	20 %	40%	40%	00	00	00

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcome:

After learning the course, the students should be able to:	
CO1	Understand the historical background of India prior to the Turkish invasions.
CO2	Analyze the reasons, events, and impacts of the invasions by Muhammad Ghazavi and Muhammad Ghori.
CO3	Explain the establishment of the Delhi Sultanate and contributions of key rulers like Qutbuddin Aibak, Iltutmish and Raziya Sultan.
CO4	Evaluate the administrative, military and expansionist policies of the Khilji rulers, especially Alauddin Khilji.

Instructional Method:

The course delivery method will depend upon the requirement of content and need of students. The teacher, in addition to conventional teaching methods by black board, may also use any of tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

Reference Books:

- [1] Shrivastava A. L. Delhi Sultanate (Bhartiya Vidya Bhavan, Mumbai, 1960)
- [2] Prasad Ishwari- History of Mediaeval India (The Indian Press, Allahabad 1928)
- [3] નાયક છોટુભાઈ - મધ્યયુગીન ભારત ભાગ-૨ (ગુજરાત યુનિવર્સિટી અમદાવાદ ૧૯૬૮)
- [4] પટેલ જશુભાઈ - ભારતનો ઇતિહાસ (૧૫૨૬-૧૭૦૭) (યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ)
- [5] ધારૈયા, કાજી, ભટ્ટ, જાની-મધ્યકાલીન ભારતનો ઇતિહાસ (સલ્તનત યુગ)

