

COURSE OUTCOMES

History B.A.(Hons.) History

Sem	Type of Course	Course Name	Course Outcomes
I	DSC	History of India I	<p>CO1 Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.</p> <p>CO2 Describe main features of prehistoric and proto-historic cultures.</p> <p>CO3 List the sources and evidence for reconstructing the history of Ancient India</p> <p>CO4 Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.</p>
I	DSC	Social Formations and Cultural Patterns of the Ancient World-I	<p>CO1 Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.</p> <p>CO2 Discuss that human history is the consequence of choices made in ecological and biological contexts.</p> <p>CO3 Delineate the significance of early food production and the beginning of social complexity.</p> <p>CO4 Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.</p>
II	DSC	History of India - II	<p>CO1 Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.</p> <p>CO2 Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.</p> <p>CO3 Discuss the ways in which historians have questioned the characterization of the Mauryan state.</p> <p>CO4 Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.</p>

II	DSC	Social Formations and cultural Patterns of the Ancient and Medieval II	<p>CO1 Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.</p> <p>CO2 Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.</p> <p>CO3 Discuss the major currents of development in the cultural sphere.</p> <p>CO4 Familiarize students with the bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number ‘regional’ languages.</p>
III	DSC	Rise of the Modern West- I	<p>CO1 Outline important changes that took place in Europe from the medieval period.</p> <p>CO2 Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.^[L1, SEP]</p> <p>CO3 Explain the processes by which major transitions unfolded in Europe’s economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.^[L1, SEP]</p> <p>CO4 Critically analyse linkages between Europe’s state system and trade and empire.</p>
III	DSC	History of India- IV	<p>CO1 Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.</p> <p>CO2 Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and</p> <p>CO3 Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.</p>
			CO5: The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.
IV	DSC	History of India V	<p>CO1 Critically evaluate major sources available in Persian and vernacular languages for the period under study.</p> <p>CO2 Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment,</p>

			<p>CO3 Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions.</p> <p>CO4 Discuss how different means such as visual culture was used to articulate authority by the rulers.</p>
IV	DSC	Rise of the Modern West- II	<p>CO1 Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.</p> <p>CO2 Contextualize elements of modernity in these realms.^[1]</p> <p>CO3 Discuss the features of Europe's economy and origins of the Industrial Revolution.^[2]</p> <p>CO4 Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.</p>

V	DSC	History of Modern Europe - I	<p>CO1 Outline important changes that took place in Europe from the medieval period.</p> <p>CO2 Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.</p> <p>CO3 Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.</p> <p>CO4 Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.</p>
V	DSC	History Of India - VII	<p>CO1 Critically evaluate the gamut of contemporaneous literature available in Persian and non-Persian languages for the period under study</p> <p>CO2 Describe the major social, economic, political and cultural developments of the times</p> <p>CO3 Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.^[3]</p> <p>CO4 Discern the larger motives behind the Imperial patronage of art and architecture.</p>
VII	DSC	History of Modern Europe- II	<p>CO1: Develop an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century.</p> <p>CO2: Help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations.</p>

		<p>CO3: Facilitate an understanding of the impact of the two world wars on literary expression and the various political/ideological positions of intelligentsia vis-à-vis the phenomenon.</p> <p>the European</p> <p>CO4: Create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.</p>
VI	DSC	<p>CO1: Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.</p> <p>CO2: Outline the social and economic facets of colonial India and their influence on the national movement.</p> <p>CO3: Explain the various trends of anti-colonial struggles in colonial India.</p> <p>CO4: Analyse the complex developments leading to communal violence and Partition.</p> <p>CO5: Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence</p>

DSEs Taught in Hons. Course

Sem	Type of Course	Course Name	Course Outcomes
I	DSE	History of the USA: Independence to Civil War	<p>CO1: The course attempts to study the beginnings of the 'New World' and its diverse demography.</p> <p>CO2: It facilitates the understanding of the invaluable contributions of the marginalized social groups that contributed to the development of USA.</p> <p>CO3: It focuses on the evolution of American democracy, capitalism and its limitations along with USA's quest for dominance in world politics.</p>
II	DSE	History of the USA: Reconstruction to the new age Politics	<p>CO1: Explain the reasons for the implementation of 'Reconstruction' and the causes for its limited success.</p> <p>CO2: Analyse the growth of capitalism in USA especially in terms of big business, Monopolism, etc.</p> <p>CO3: Examine the features of Labour Union movements.</p> <p>CO4: Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.</p>
III	DSE	History Of Modern China (C. 1840s-1950s)	<p>CO1: The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers.</p> <p>CO2: This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country's numerous internal fissures and contradictions.</p>
			<p>CO3: This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles.</p> <p>CO4: It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung.</p> <p>CO5: The paper shall expose students to historiographical debates pertaining to each of these</p>

			themes, keeping in mind historical and contemporary concerns centred on such issues.
III	DSE	Global Environmental History/Cultures in Indian Subcontinent-I	<p>CO1 This paper helps to understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.</p> <p>CO2 it aims to develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.</p> <p>CO3 It discusses how societies developed technologies, sources of energy, and modes of organizing lives to adapt to varied ecological landscapes.</p>
IV	DSE	History of Modern Japan (c.1868-1950s)	<p>CO1 It enables students to understand Japan's institutional transformations and reinterpretation of traditions in response to Western challenges and the multiple pathways to Japanese modernity.</p> <p>CO2 it helps them analyse historiographical shifts in Japanese history and how interpretations of imperialism and nationalism in East Asia are shaped by global political contexts.</p> <p>CO3 it Situate Japan's historical experience within broader East Asian cultural traditions and world politics.</p> <p>CO4 It critically engage with contemporary international relations and global studies using historical and cultural insights from Japan.</p>
V	DSE	History of the USSR: From Revolution to Disintegration (c. 1917-1991)	<p>CO1 It helps students to understand the transformation of Imperial Russia into the USSR and the major political, economic, and social changes after 1917.</p> <p>CO2 It Analyse the organisation of production in agriculture and industry under the Soviet system.</p> <p>CO3 It enables students to evaluate key developments in Soviet history (1917–1991), including nationality, gender, and foreign policy issues.</p> <p>CO4 Examine the causes of the collapse of the Soviet Union and the emergence of the Confederation of Independent States (CIS).</p>

V	DSE	Gender in Indian History up to 1500	<p>CO1 This paper critically examines the representation of gender in literature, arts, focusing on ideas of love, manliness and religiosity.</p> <p>CO2 It explains critical concepts such as gender and patriarchy and demonstrate their usage as tools for historical analysis.</p> <p>CO3 It examines the role and functioning of power equations within social contexts in Indian history during ancient and medieval period in the construction of gender identities.</p>
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GENERIC ELECTIVE (GE) Courses for Honours Courses (For students other than B.A. (Hons.) History)

Sem	Type of Course	Course Name	Course Outcomes
I	GE	GE-1: Delhi through the Ages: The Making of its Early Modern History	<p>CO1 Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.</p> <p>CO2 Use these materials and correlate their sometimes discordant information.</p> <p>CO3 Analyse processes of urbanization and state formation.</p> <p>CO4 Describe the difficulties in appropriating narratives of the state with the history of particular localities.</p>
I	GE	Culture and Everyday Life in India	<p>CO1: Identify some of the basic components of culture that determine our everyday existence.</p> <p>CO2: The complex nature of the relationship between everyday life and society in urban India.</p>
II	GE	Delhi through the Ages: From Colonial to Contemporary Times	<p>CO1: Analyse the political developments and their legacy for the shaping of the city.</p> <p>CO2: Discern the importance of 'local' social, ecological and cultural processes that shape and reshape the city.</p> <p>CO3: Explain the historical roots of the problems of sustainable urbanization with regard to Delhi.</p>

II	GE	History and Culture: Representations in Texts, Objects and Performance Histories	<p>CO1: Understand the nature of interaction between the two dominant communities in the past. The paradigm of 'clash of civilizations' appears to be an exaggerated view.</p> <p>CO2: Appreciate the complex nature of religious communities in the past, when neither the Hindu nor Muslims represented monolithic identities. CO3: Read the intricate nature of interactions between men and women and the fact that identities were differently expressed than in the colonial times.</p> <p>CO4: Understand how culture is communicated through narrative strategies and performative acts.</p> <p>CO5: Appreciate that textuality and performativity are not binary opposites and are mutually interactive.</p> <p>CO6: Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and</p>
			South Asian studies
II	GE	Indian Society: A Historical Perspective	<p>CO1: Develop a critical understanding of the historical context of institutions like varna, jati, caste, kinship and marriage relations and early religious thought.</p> <p>CO2: Examine the complex relations between different social groups beginning from the hunter gatherers to the medieval trading and artisan communities.</p> <p>CO3: Understand the inherent politics and contradictions in the religious milieu of the medieval period.</p> <p>CO4: Outline various alternative currents in subaltern voices.</p> <p>CO5: Have a better understanding of the contemporary issues and challenges in the society</p>
III	GE	GE-3: Making of Post-colonial India c.1950- 1990	CO1 Explain the complexities involved in the making of constitution. CO2: Analyse the reasons behind the linguistic reorganisation of states.

			<p>CO2 Analyse the reasons behind the linguistic reorganisation of states</p> <p>CO3 Analyse foreign policy of India during formative stages of independent India.</p> <p>CO4 Draw inferences to explain the functioning of different political parties.</p>
III	GE	GE-4: Religion and Religiosity	<p>CO1 Describe the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that questioned them.</p> <p>CO2 Analyse and articulate the long-term changes that each religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions.</p> <p>CO3 Identify and describe the formation of religious boundaries, identities and the scope for the liminal spaces in between.^[1]</p> <p>CO4 Appreciate, examine and relate to the debates on the ways in which modern Indian state and its constitution must deal with the issue of plurality of religious beliefs and practices.</p>
IV	GE	Contemporary India: Women and Empowerment	<p>CO1: Introduce contemporary representations of women femininities, gender-parity and power.</p> <p>CO2: Understand how gender norms intersect with other norms, such as those of caste, race, religion and community to create further specific forms of privilege and oppression; identify how gendered practices influence and shape knowledge production and circulation of such knowledges, including legal, sociological, and scientific discourses.</p>

Courses offered to B.A. (Prog.)/ B.Com (Prog.)

Sem	Type of Course	Course Name	Course Outcomes

I	Minor	History of India from the earliest times up to c.300CE	<p>CO1 Delineate changing perceptions on 'Ancient/early' India.</p> <p>CO2 Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.</p> <p>CO3 Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.</p> <p>CO4 Outline the key features of the first ever empire under the Mauryas.</p>
I	Major	Ancient Societies	<p>CO1: Define and explain concepts like Urban Revolution, Bronze Age, and Civilization.</p> <p>CO2: Explain trends in the economy of these civilizations.</p> <p>CO3: Gain an understanding of the cultural patterns and religious developments.</p>
II	Minor	History of India, c. 300 to 1200	<p>CO1 Identify the historical importance of the accelerated practice of land grants issued by ruling houses.</p> <p>CO2 Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.</p> <p>CO3 Contextualize the evolution and growth of regional styles of temple architecture.</p> <p>CO4 Contextualize the evolving role of these temples as centers of socio-economic and political activities.</p>
II	Major	Medieval Societies	<p>CO1: Identify the medieval societies in global context especially focussing on Europe, Central Asia, India and China with clarity in.</p> <p>CO2: Analyse the rise of Islam and move towards state formation in west Asia.</p>
			<p>CO3: Understand the role of religion and other cultural practices in community organisation.</p>
III	Major	Cultural Transformations in Early Modern Europe – I	<p>CO1: Understand the different perspectives of cultural developments in Europe.</p> <p>CO2: Explain the Renaissance in the realm of art, literature, science and philosophy</p> <p>and the processes by which major transformation unfolded in European society and culture.</p>

			<p>CO3: Trace the upheaval in Religion in the form of Protestant Reformation and Counter Reformation.</p> <p>CO4: Identify the material, social and cultural aspects after the conquest of the New World.</p>
III	Minor	History of India 1200 – 1550	<p>CO1: Identify the major political developments in the history of India during the period between the thirteenth and the first half of sixteenth century.</p> <p>CO2: Outline the changes and continuities in the field of culture, especially with regard to art, architecture, Bhakti movement and Sufi movement.</p> <p>CO3: Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.</p> <p>CO4: Delineate the development of trade and urban complexes during this period.</p>
IV	Minor	History of India c. 1550 – 1700	<p>CO1: Identify the major political developments in the history of India during the period between the sixteenth century and between the beginning of the eighteenth century.</p> <p>CO2: Outline the changes and continuities in the field of culture, especially with regard to art, architecture and Sufi movement.</p> <p>CO3: Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.</p> <p>CO4: Delineate the development of trade and urban complexes during this period.</p>
IV	Major	Cultural transformations in Early Modern Europe-II	<p>CO1: Understand the different perspectives of Cultural and Scientific developments in Europe.</p> <p>CO2: Explain the impact of Renaissance in the realm of art, literature, science and philosophy and the processes by which major transformation unfolded in European society and culture.</p> <p>CO3: Trace the developments in Literacy and artistic field.</p> <p>CO4: Identify the social and cultural aspects after the transitions in popular culture and mentalities.</p>

V	DSE	Issues in Twentieth Century World History-I	<p>CO1: Define world history and explain the evolving polities.</p> <p>CO2: Categorise the economies and cultures of the twentieth century world.</p> <p>CO3: Define the making of the geopolitical order and 'North-South' distinctions.</p> <p>CO4: Delineate the complex character of modernity and its differences.</p> <p>CO5: Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.</p>
VI	DSE	Issues in Twentieth Century World History-II	<p>CO1: Define world history.</p> <p>CO2: Discuss and explain the evolving polities, economies and cultures of the twentieth century world.</p> <p>CO3: Analyze the interconnectedness in world history.</p> <p>CO4: Demonstrate critical skills to discuss diverse social movements and cultural trends.</p>
V	GE	Women in Indian History	<p>CO1: Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.</p> <p>CO2: Explore women's experiences within specific contexts at specific historical moments.</p> <p>CO3: Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.</p>
VII	GE	Nature in Human History	<p>CO1: Critique an understanding of environmental concerns based on a narrow scientific/ technological perspective</p> <p>CO2: Discuss environmental issues within a social-political framework</p> <p>CO3: Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources, in an understanding of the environmental crisis of the world - from the global to the local</p> <p>CO4: Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights.</p>

SECs Taught

Sem	Type of Course	Course Name	Course Outcomes
I	SEC	Sustainable Eco Tourism and Entrepreneurship	<p>CO1: After studying this course, students will be able to develop next-generation ecological entrepreneurs.</p> <p>CO2: After studying this course, students will be able to evolve eco-literate society by integrating market-based instruments with eco-cultural knowledge of traditional societies.</p> <p>CO3: After studying this course, students will be able to practice ecological knowledge for wealth generation, environmental conservation, and popularization of Indian traditional knowledge</p>
I	SEC	Working With People	<p>CO1: Develop a practical understanding of using different skills while working with individuals and groups.</p> <p>CO2: Develop skills and competencies to work effectively in field settings.</p> <p>CO3: Acquire understanding about self, goal setting, networking, and communication</p>
I	SEC	Life Skill Education	<p>CO1: Focus on development of values in strengthening knowledge and life skills, bringing high quality standards in field work practice-learning</p> <p>CO2: Understand the strength-based life skill development, team work, innovate leadership, design thinking and career building skills</p> <p>CO3: Develop universal human values while utilizing life skills in field work</p>
II	SEC	Prospecting E- Waste For Sustainability	<p>CO1: To provide in-depth knowledge on the effective mechanisms to regulate the generation, collection, and storage of e-waste NA</p> <p>CO2: To gain insights into the internationally/nationally acceptable methods of transport, import, and export of e-waste within and between countries</p> <p>CO3: To develop a holistic view on recycling, treatment, and disposal of e-waste and related legislative rules.</p>
III	SEC	Political Communication And Leadership	<p>CO1: To understand the cross-cutting multi-disciplinary linkage of the subject.</p>

			<p>CO2: To gain a basic understanding of specific concepts and critical review of political communication and election campaign studies.</p> <p>CO3: To be able to construct a linkage between political communication and leadership.</p> <p>CO4: To learn conceptual frameworks and qualitative research skills for the analysis of modes and techniques of political communication and leadership.</p>
III/IV	SEC	Museum and Museology	<p>CO1: Understand museum as a resource center.</p> <p>CO2: Understand the historical process of institutionalization of archaeology and culture through museums.</p> <p>CO3: Develop an insight into the various roles of museum as organizer, preserver and manager of artifacts.</p> <p>CO4: And how museum is an effective center for dissemination of knowledge and information, and space for dialogue and interaction.</p>
			CO5: Also develop some understanding about new museums.
III/IV	SEC	Reading the Archive	<p>CO1: To expose students to a wide variety of archives used in historical work.</p> <p>CO2: To introduce students to scholarship that has critically and creatively used different kinds of primary sources.</p> <p>CO3: To develop skills to access, contextualize, and analyze primary sources and carry out research.</p>
IV	SEC	Personality Development and Communication	<p>CO1: To develop interpersonal and effective communication skills.</p> <p>CO2: To develop problem solving skills and understand its influence on behaviour and attitudes of individuals.</p>

VACs Taught

Sem	Type of Course	Course Name	Course Outcomes
I/II/III/I V	VAC	Gandhi and Education	<p>CO1: Value Gandhian perspective on education • Appreciate the significance of education in Indian languages.</p>

			CO2: Evaluate the application of Gandhian thoughts in NEP 2020 CO3: Realise the principles of NEP 2020 in vocational and skill oriented education.
I	VAC	Ethics and Culture	CO1: Explore perspectives on ethics in thoughts, words and actions CO2: Evolve ethical decision making practises CO3: Understand the need for an ethical society and culture CO4: Introspect, become conscious of and assess one's stance in life
II	VAC	Ethics and Culture Ethics and Values in Ancient Indian Traditions	CO1: Students will develop an overview of indigenous philosophies. CO2: Understanding the richness of Indian heritage leading to greater sensitivity. CO3: Inspiration from history to deal with contemporary issues.
			CO4: Appreciate the traditions of diversity, discussions, debates and knowledge transmission.
III	VAC	भारतीय भक्ति : परम्परा और मानव मूल्य	CO1: Through the Indian Bhakti tradition, human values and qualities will be developed in the students and they will become good and characterful human beings. CO2: There will be knowledge about the cultural and social aspects of Indian Bhakti tradition. CO3: Knowledge of the antiquity and all-India nature of Bhakti leads to nationalism and all-India
IV	VAC	साहित्य संस्कृति और सीनेमा	CO1: Understanding of moral, cultural and constitutional values will be developed through literature, culture and cinema CO2: A positive attitude will be developed towards Indian knowledge tradition and moral values CO3: Conceptual understanding and logical ability will develop CO4: Communication and presentation skills will be developed through the project