

## COURSE OUTCOMES

### B.A. (HONS.) HISTORY

#### **B.A.(Hons.)History**

Sem	Type of Course	Course Name	Course Outcomes
I	CORE	B.A.(H)History101: History of Indian - I	CO1:Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history. CO2:Describe main features of prehistoric and proto-historic cultures. CO3:List the sources and evidence for reconstructing the history of Ancient India 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. CO5:List the main tools made by prehistoric and proto- historic humans in India along with their find spots. • Interpret the prehistoric art and mortuary practices. CO6:Discuss the beginning and the significance of food production. CO7:Analyse the factors responsible for the origins and decline of Harappan Civilization. CO8:Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic

			and Later Vedic texts. CO9:Describe the main features of the megalithic cultures of the Central India, Deccan and South India.
I	CORE	B.A.(H)History102: Social Formations and Cultural Patterns of the Ancient World-I	CO1:Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups. CO2:Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition. CO3:Delineate the significance of early food production and the beginning of social complexity. CO4:Analyse the process of state formation and urbanism in the early Bronze Age Civilizations. CO5:Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.
II	CORE	B.A.(H)History201: History of India - II	CO1:Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.

			<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> <p>CO5:Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.</p> <p>CO6:Trace the processes of urbanization and de-urbanization &amp; monetization and monetary crisis in early India.</p> <p>CO7:Analyse critically the changes in the varna/caste systems and changing nature of gender relations and property rights.</p> <p>CO8:Write and undertake projects related to literature, science, art and architecture.</p>
II	CORE	B.A.(H)History202: Social Formations and cultural Patterns	<p>CO1:Identify the main historical developments in Ancient Greece and Rome.</p> <p>CO2:Gain an understanding</p>

		of the Ancient and Medieval	of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship. CO3:Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent. CO4:Explain the trends in the medieval economy. CO5:Analyse the rise of Islam and the move towards state formation in West Asia. CO6:Understand the role of religion and other cultural practices in community organisation.
III	CORE	B.A.(H)History301: History of India -III	CO1:Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India. CO2:Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes. CO3:Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.
III	CORE	B.A.(H)History302: Rise of the Modern West- I	CO1: Outline important changes that took place in Europe from the medieval

			<p>period.</p> <p>CO2:Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.</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.</p> <p>CO4:Critically analyse linkages between Europe's state system and trade and empire.</p>
III	CORE	B.A.(H)History303: 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 economic trends in India during the period of study.</p> <p>CO3:Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.</p>
IV	CORE	B.A.(H)History401: 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</p>

			<p>examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.</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> <p>CO5: Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.</p>
IV	CORE	B.A.(H)History402: 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.</p> <p>CO3: Discuss the features of Europe's economy and origins of the Industrial Revolution.</p> <p>CO4: Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.</p>
IV	CORE	B.A.(H)History403: History of India-VI	<p>CO1: Outline key developments of the 18th century in the Indian subcontinent.</p>

			<p>CO2: Explain the establishment of Company rule and important features of the early colonial regime.</p> <p>CO3: Explain the peculiarities of evolving colonial institutions and their impact.</p> <p>CO4: Elucidate the impact of colonial rule on the economy.</p> <p>CO5: Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.</p> <p>CO6: Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.</p>
V	CORE	B.A.(H)History501: History of Modern Europe - I	<p>CO1: Identify what is meant by the French Revolution.</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> <p>CO5: Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.</p>
V	CORE	B.A.(H)History502:	CO1: Critically evaluate the

		History Of India - VII	<p>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.</p> <p>CO4: Discern the larger motives behind the Imperial patronage of art and architecture</p> <p>CO5: Appreciate and express the continued expansion and dynamism of agriculture, crafts and maritime trade in India.</p>
VI	CORE	B.A.(H)History601: History of India VIII	<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. • Explain the various trends of anti-colonial struggles in colonial India.</p> <p>CO3: Analyse the complex developments leading to communal violence and Partition.</p> <p>CO4: Discuss the negotiations for independence, the key debates on the Constitution and need for</p>



			socio-economic restructuring soon after independence
VI	CORE	B.A.(H)History602: History of Modern Europe -II	<p>CO1:Trace varieties of nationalists and the processes by which new nation-states were carved out.</p> <p>CO2:Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.</p> <p>CO3:Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.</p> <p>CO4:Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.</p> <p>CO5:Contextualise major currents in the intellectual sphere and arts.</p>
VI	CORE	B.A.(H)History603: History of Modern Japan(1868 - 1950s)	<p>CO1:Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.</p> <p>CO2:Analyse historiographical shifts in Japanese history in the context of global politics.</p>

			<p>CO3:Examine the divergent pathways to modernity followed by Japan.</p> <p>CO4:Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts.</p> <p>CO5:Conceptualise how these distinct histories can be rooted in common cultural traditions.</p> <p>CO6:Locate and contextualise the history of Japan in world politics.</p> <p>CO7:Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.</p>
III	SEC	SEC-1: Understanding Heritage	<p>CO1: Explain the complex character of heritage.</p> <p>CO2:Analyse the historical processes which result into the making of heritage.</p> <p>CO3:Describe the significance of cultural diversity in the creation of heritage.</p> <p>CO4:Illustrate how heritage can be a medium to generate revenue</p> <p>CO5:Discern the nuances of heritage and will appreciate its importance.</p>
IV	SEC	SEC-2:Indian Art and Architecture	CO1:Explain how Indian art was perceived and

			<p>received in the west under colonial rule and its changing perspectives. This will set the template for examining its various manifestations.</p> <p>CO2:Through specific examples the student will be able to identify the historical context, socioeconomic processes that went in the formation of art and architectural forms.</p> <p>CO3:Identify the stylistic features of different genres of art. • Discuss the iconography of art forms.</p> <p>CO4:Differentiate between high/courtly art, popular art/folk, and tribal art.</p> <p>CO5:Point out the continuity in patterns and regional variations.</p> <p>CO6:Elaborate patronage patterns, artist-patron relations and representation of gender</p>
V	DSE	DSE1:History of the USA: Independence to civil War	<p>CO1:Explain the evolving and changing contours of USA and its position in world politics.</p> <p>CO2:Examine the limits of American democracy in its formative stages</p> <p>CO3:Analyse the character of early capitalism in USA and resultant inequities.</p> <p>CO4: Describe the economics of slavery in USA along with details of slave life and culture.</p> <p>CO5:Explain the main issues related with the Civil War in USA and its various</p>

			interpretations
V	DSE	DSE-2:History of Modern China (c. 1840s-1950s)	<p>CO1:Develop an in-depth understanding of China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.</p> <p>CO2:To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.</p> <p>CO3:Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism.</p> <p>CO4:Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.</p> <p>CO5:Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.</p> <p>CO6:Locate the rise of China and Japan in the spheres of Asian and world politics respectively</p>
VI	DSE	DSE-3:History of the USA:Reconstruction to the new age Politics	CO1:Explain the reasons for the implementation of 'Reconstruction' and the causes for its limited success.

			<p>CO2:Analyse the growth of capitalism in USA especially in terms of big business, Monopolosim, 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> <p>CO5:Describe the nature of Women’s Liberation movement and also explain the ‘Pastoralization’ of Housework</p> <p>CO6:Illustrate the significance of Civil Rights Movements and Martin Luther King Jr.</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
	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</p>

			difficulties in appropriating narratives of the state with the history of particular localities.
	GE	GE-2: The World After 1945	CO1:Analyse the evolving polities, societies and cultures of an increasingly global world. CO2:Analyse diverse social movements and cultural trends. CO3:Analyse processes of Decolonisation and politics during Cold War era. CO4:Draw inferences to explain the inter-connectedness of various facets of culture; sports, music, cinema, etc.
	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. CO3: Analyse foreign policy of India during formative stages of independent India. CO4:Draw inferences to explain the functioning of different political parties. CO5:Explain the character of emergency and its consequences. CO6:Discern the nuances of Indian judicial system.
III	GE	GE-4:Religion and Religiosity	CO1:Describe the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that

			<p>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.</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>
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## BA PROG. HISTORY

Sem	Type of Course	Course Name	Course Outcomes
I	CORE	B.A.(PROG.)History 101:History of India from the earliest times upto 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</p>

			<p>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> <p>CO5:Locate the shift of historical focus from Gangetic belt to newer areas.</p> <p>CO6:Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.</p>
II	CORE	B.A.(PROG.)History 201: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; <i>puranic</i> 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 and the evolving role of these temples as centers of</p>



			socio-economic and political activities.
III	CORE	B.A.(PROG.)History 301: History of India, c. 1200-1700	CO1:Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century. CO2:Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement. CO3:Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned. CO4:Delineate the development of trade and urban complexes during this period.
IV	CORE	B.A.(PROG.)History 401:History of India, c. 1700-1950	CO1:Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century. CO2:Identify the key historiographical debates around the colonial economic policies, including the land revenue collection,

			<p>commercialisation of agricultural production, trade policies and deindustrialisation.</p> <p>CO3:Delineate and explain the ideological, institutional, and political formations of the anticolonial nationalist movement.</p> <p>CO4:Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.</p>
III	SEC	SEC-1: Heritage and Tourism	<p>CO1:Enhance his/her ability to discern the nature of the cultural heritage of the nation.</p> <p>CO2:Contextualise his/her country's history of heritage representation, to effectively comprehend the present.</p> <p>CO3:Draw inference from different aspects of tourism, its varieties and be sensitive to the impact of overkill tourism in different geographical areas with specific local sensibilities, thus making a case for sustainable tourism.</p> <p>CO4:Equip himself / herself with theoretical knowledge of heritage and tourism.</p>
IV	SEC	SEC-IV:Archives and Museum	<p>CO1:Examine these two repositories of history from close quarters.</p> <p>CO2:Contextualise</p>

			<p>how the heritage is preserved and kept alive here and the difficulties faced in the process.</p> <p>CO3: Demonstrate the way in which museums are organised and managed.</p> <p>CO4: Examine the considerations which govern the way exhibitions in museums are managed.</p> <p>CO5: Assessment will be based on assignments and projects involving visits to the archives and museum, which is an essential component of this course.</p>
V	SEC	SEC-V: Popular Culture	<p>CO1: Upon successful completion of course students will be able to:</p> <p>CO2: Engage with a range of theoretical perspectives in an attempt to define popular culture,</p> <p>CO3: Describe the methodological issues involved in a historical study of popular culture,</p> <p>CO4: Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the</p>

			<p>problems with conventional archives and the need to move beyond it,</p> <p>CO5: Interpret the above theoretical concerns to actual historical studies, through a case study, Estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices,</p> <p>CO6: Examine the role of orality and memory in popular literary traditions,</p> <p>CO7: Demonstrate the evolution of theatre and dance within the popular performative traditions,</p> <p>CO8: Analyse the role of technology in the transformation of music from elite to popular forms,</p> <p>CO9: Examine the relationship between recipes/recipe books and the construction of national/ regional identities,</p> <p>CO10: Identify the history of the cultures of food consumption and its relationship with the constitution</p>
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			of a modern bourgeoisie, C011:Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema
VI	SEC	SEC-VIII:Radio and Cinema in India:A Social Histroy	CO1:Delineate the historical context within which the beginnings of cinema and radio might be understood. CO2:Analyse the state's attempt to control and deploy radio as a medium that carried forward the state agenda. CO3:Explain how cinema reflected and engaged with the larger ideological and material tensions of society even as it was also subject to technological changes that helped mediate these developments. CO4:Identify how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence.
V	DSE	DSE-III:Issues in Tentieth Century World History-I(th 20th century)	CO1:Define world history and explain the evolving polities. CO2:Categorise the

			<p>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	DSE-VI: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>

## GENERIC ELECTIVE (GE) Courses

Sem	Type of Course	Course Name	Course Outcomes
V	GE	GE-I 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. Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.</p> <p>CO3:To discuss the material basis of women's experiences with reference to specific issues like ownership of property.</p>
VI	GE	GE-VI: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.</p>

			<p>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> <p>CO5:Locate solutions to environmental problems within a framework of greater democratisation of resource use</p> <p>CO6:Problematise the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.</p>
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