

<b><u>Name of the Department: History</u></b>			
<b><u>Name of the Course: B.A. (Hons) History</u></b>			
<b>Sem</b>	<b>Type of Course</b>	<b>Course Name</b>	<b>Outcomes</b>
1	Core	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> <p>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.</p> <p>CO6:Discuss the beginning and the significance of food production.</p> <p>CO7:Analyse the factors responsible for the origins and decline of Harappan Civilization.</p> <p>CO8: Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.</p> <p>CO9: Describe the main features of the megalithic cultures.</p>
1	Core	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, 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.</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> <p>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.</p>

2	Core	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> <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>
2	Core	Social Formations and Cultural Patterns of the Ancient World-II	<p>CO1:Identify the main historical developments in Ancient Greece and Rome.</p> <p>CO2:Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.</p> <p>CO3:Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.</p> <p>CO4:Explain the trends in the medieval economy.</p> <p>CO5:Analyse the rise of Islam and the move towards state formation in West Asia.</p> <p>CO6:Understand the role of religion and other cultural practices in community organisation.</p>
3	Core	History of India -III -750-1200 CE	<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, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.</p>

2	Core	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.</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>
2	Core	History of India- IV (1200-1500 CE)	<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>
2	SEC	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. 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>
4	Core	History of India V- 1500-1600 CE	<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, 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>

4	Core	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>
4	Core	History of India-VI-1750-1857 CE	<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>
4	SEC	Indian Art and Architecture	<p>CO1: Explain how Indian art was perceived and 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. CO5: Point out the continuity in patterns and regional variations. CO6: Elaborate patronage patterns, artist-patron relations and representation of gender.</p>

5	Core	History Of India - VII- 1600-1750 CE	<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.</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>
5	Core	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>
5	DSE	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 interpretations.</p>

5	DSE	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>
6	Core	History of India VIII- 1857-1950 CE	<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 socio-economic restructuring soon after independence.</p>
6	Core	History of Modern Europe -II	<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 socio-economic restructuring soon after independence.</p>

6	Core	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>
6	Core	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. CO7:Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.</p>
6	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, 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>

**GENERIC ELECTIVE (GE) Courses for Honours Courses (For students**

<b>other than B.A. (Hons.)HISTORY)</b>			
	GE	Delhi through the Ages: The Making of its Early Modern History	CO1:Analyse different kinds of sources - archaeological, architectural and a variety of textual materials. CO2:Use these materials and correlate their sometimes discordant information. CO3:Analyse processes of urbanization and state formation. CO4:Describe the difficulties in appropriating narratives of the state with the history of particular localities.
	GE	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.
<b><u>Name of the Department: History</u></b>			
<b><u>Name of the Course: B.A. (Hons) History</u></b>			
<b><u>Course Outcomes for 2022-23, NEP</u></b>			
<b>Sem</b>	<b>Type of Course</b>	<b>Course Name</b>	<b>Outcomes</b>
1	DSC	History of Indian I- from the beginning to fourth century BCE	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.

1	DSE	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, 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.</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> <p>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.</p>
1	DSE	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 interpretations.</p>

2	DSE	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> <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>
2	DSE	Social Formations and Cultural Patterns of the Ancient World-II	<p>CO1:Identify the main historical developments in Ancient Greece and Rome.</p> <p>CO2:Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.</p> <p>CO3:Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.</p> <p>CO4:Explain the trends in the medieval economy.</p> <p>CO5:Analyse the rise of Islam and the move towards state formation in West Asia.</p> <p>CO6:Understand the role of religion and other cultural practices in community organisation.</p>
2	DSE	History of the USA: Reconstruction to New Age Politics	<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 interpretations.</p>

3	DSE	History of India -III -750-1200 CE	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.
3	DSE	Rise of the Modern West- I	CO1: Outline important changes that took place in Europe from the medieval period. CO2: Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe. 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. CO4: Critically analyse linkages between Europe's state system and trade and empire.
3	DSE	History of Modern China (1840-1950s)	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. CO2: To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan. CO3: Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism. 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. CO5: Comprehend the genesis and unique trajectories of the Chinese Communist Revolution. CO6: Locate the rise of China and Japan in the spheres of Asian and world politics respectively.

4	DSE	History of India- IV: c.1200-1500	<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>
4	DSE	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>
4	DSE	History of Modern Japan (c.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. CO7:Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.</p>

5	DSE	History of India V- c.1500-1600	<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, 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>
5	DSE	History of India-VI: c.1750-1857	<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>
5	DSE	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>

6	DSE	History Of India - VII: 1600-1750s	<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.</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>
6	DSE	History of India VIII- c.1857-1950	<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 socio-economic restructuring soon after independence.</p>
6	DSC	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>

	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> <p>CO4: A student having studied this course will be skilled in culture and tourism based industries: possible employment includes tour guides, archaeology assistants, archivist, jobs in art galleries, museums, auction houses, researchers in NGOs and other institutions, culture and art based writing and journalism and on social media</p>
	VAC	Ethics and Values in Ancient Indian Traditions	<p>CO1. Students will develop an overview of indigenous philosophies.</p> <p>CO2. Understanding the richness of Indian heritage leading to greater sensitivity.</p> <p>CO3. Inspiration from history to deal with contemporary issues.</p> <p>CO4. Appreciate the traditions of diversity, discussions, debates and knowledge transmission.</p>

**BA PROG. HISTORY**

Sem	Type of Course	Course Name	Outcomes
1	Core	History of India from earliest times up to c. 300 CE	<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. CO5: Locate the shift of historical focus from Gangetic belt to newer areas. CO6: Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent into the mainstream.</p>

2	Core	History of India, 300-1200 CE	<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 and the evolving role of these temples as centers of socio-economic and political activities.</p>
3	Core	History of India C. 1200-1700	<p>CO1: Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth 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>
3	SEC	Heritage and Tourism	<p>CO1: Enhance his/her ability to discern the nature of the cultural heritage of the nation.</p> <p>CO2: Draw inference from different aspects of tourism.</p> <p>CO3: Equip himself/herself with theoretical knowledge of heritage and tourism.</p>
4	Core	History of India C. 1750-1950	<p>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.</p> <p>CO2: Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, 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>

4	SEC	Archives and Museum	<p>CO1:Examine these two repositories of history from close quarters.</p> <p>CO2:Contextualise 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>
5	DSE	Issues in the twentieth century World History -1	<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. CO5: Demonstrate critical skills to discuss and analyze diverse social movement.</p>

5	SEC	Popular Culture	<p>CO1: Upon successful completion of course students will be able to engage with a range of theoretical perspectives in an attempt to define popular culture.</p> <p>CO2: Describe the methodological issues involved in a historical study of popular culture.</p> <p>CO3: Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it.</p> <p>CO4: 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>CO5: Examine the role of orality and memory in popular literary traditions.</p> <p>CO6: Demonstrate the evolution of theatre and dance within the popular performative traditions</p> <p>CO7: Analyse the role of technology in the transformation of music from elite to popular forms.</p> <p>CO8: Examine the relationship between recipes/recipe books and the construction of national/ regional identities.</p> <p>CO9: Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.</p> <p>CO10: Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema.</p>
5	GE	Culture and Everyday Life in India	<p>CO1: Identify the complex nature of relationship between the everyday life and society in urban India.</p> <p>CO2: Discuss human response to specific historical circumstances.</p> <p>CO3: Discuss the leisurely activities of social groups and resultant spread of ideas.</p>
6	DSE	Issues in the twentieth century World History -2nd	<p>CO1: Define world history.</p> <p>CO2: Discuss and explain the evolving politics, 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>

6	SEC	Radio and Cinema in India	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.
6	GE	Delhi Through the Ages	CO1: Analyse the political developments and their legacy for the shaping of the city. CO2: Discern the importance of 'local' social, ecological and cultural processes that shape and reshape the city. CO3: Explain the historical roots of the problems of sustainable urbanization with regard to Delhi.

**Name of the Department: History**

**Name of the Course: B.A. Prog.**

**Course Outcomes for 2022-23, NEP**

Sem	Type of Course	Course Name	Outcomes
1	DSC - Minor and Major	History of India from earliest times up to c. 300 CE	CO1:Delineate changing perceptions on 'Ancient/early' India. CO2:Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy. CO3:Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent. CO4:Outline the key features of the first ever empire under the Mauryas. CO5:Locate the shift of historical focus from Gangetic belt to newer areas. CO6:Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.

1	DSC Major	Ancient Societies	CO1: Define and explain concepts like Urban Revolution, Bronze Age and Civilization. CO2: Discuss the debate around metal technology. CO3: Describe ecological and other reasons for emergence of various civilizations. CO4: Understand social complexities of different civilizations.
1	GE	Delhi Through the ages- The making of its early Modern History	CO1: Analyse the political developments and their legacy for the shaping of the city. CO2: Discern the importance of 'local' social, ecological and cultural processes that shape and reshape the city. CO3: Explain the historical roots of the problems of sustainable urbanization with regard to Delhi
2	DSC Minor and Major	History of India, 300-1200 CE	CO1: Identify the historical importance of the accelerated practice of land grants issued by ruling houses. CO2: Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture. CO3: Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.
2	DSC Major	Medieval Societies : Global Perspectives	CO1: Identify the medieval societies in global context especially focussing on Europe, Central Asia, India and China with clarity in. CO2: Analyse the rise of Islam and move towards state formation in west Asia. CO3: Understand the role of religion and other cultural practices in community organisation. CO4: What was medieval China and the science and civilization there. CO5: Finally the technological growth that led to cultural efflorescence during the later period. (Ming period )
2	GE	Delhi Through the Ages : from Colonial to Contemporary Times	CO1: Analyse the political developments and their legacy for the shaping of the city. CO2: Discern the importance of 'local' social, ecological and cultural processes that shape and reshape the city. CO3: Explain the historical roots of the problems of sustainable urbanization with regard to Delhi.

3	DSC Minor and Major	History of India C. 1200-1550	CO1: Discuss different kinds of sources available for writing histories of various aspects of life during the 13th to the 15th centuries. CO2: Critically evaluate the multiple perspectives from which historians have studied politics, cultural developments and economic trends in India during the period of study. CO3: Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.
3	DSC Major	Cultural Transformations in Early Modern Europe - 1	CO1: Understand the different perspectives of cultural developments in Europe. CO2: Explain the Renaissance in the realm of art, literature, science and philosophy and the process by which major transformation unfolded in European society and culture. CO3: Trace the upheaval in religion in the form of Prostant Reformation and counter reformation.
3	GE	Making of Post Colonial India	CO1: Draw a broad outline of the history of the early years of the Indian Republic, focusing on the framing of the constitution, the integration of the princely states, the reorganization of states and the features of our foreign policy. CO2: Trade a broad history of political organizations at the national level and political developments in the regional contexts. CO3: Examine issues of critical relevance with respect to the assertions and mobilization in the movements of the question of caste, tribe and women.
4	DSC Minor and Major	History of India C. 1550-1700	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. CO2: Outline the changes and continuities in the field of culture, especially with regard to art, architecture 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.

4	DSC Major	Cultural Transformations in Early Modern Europe - 2	CO1: Understand the different perspectives of Cultural and Scientific developments in Europe. 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. CO3: Trace the developments in Literacy and artistic field. CO4: Identify the social and cultural aspects after the transitions in popular culture and mentalities
4	GE	Cultures in indian Subcontinent-2nd	CO1: The various schools of Sculpture over the ages in India. CO2: The evolution of Painting from the ancient, medieval to modern period. CO3: Folklores and oral traditions of kathas, Festivals, fairs and fasts. CO4: Textiles and crafts, Culture of food, Issues of culture and the concept of Nationalism.
5	DSC Minor and Major	History of India C. 1700-1857	CO1: Explain the process of the establishment of Company rule and the policies and practises to sustain the process of expansion and consolidation of the Company rule. CO2: Understand the impact of various economic policies and how they contributed to dissatisfaction with colonial rule. CO3: Evaluate the reform measures implemented during under the colonial rule and how they served the interests of the Empire, particularly in the context of education.
5	DSC Major	History of Europe : 1789-1870	CO1: Trace the key repercussions of the French revolution and Empire-building by France. CO2: Distinguish the patterns of industrialization in Europe and assess the widespread impact of the industrial revolution. CO3: Highlight the growth of labour movements and new ideologies in the industrial era. CO4: Comprehend the broad varieties of nationalist aspirations that emerged in the nineteenth century, and the processes by which new nation-states were carved out in Italy and Germany.
5	GE	Merchant and Mercantile Practices in India	CO1: Students will also learn what histories of merchants and mercantile practices can tell us about ex-change patterns across social formations. CO2: We will aim simultaneously to see merchants and material culture more generally, as playing a fundamental role in the shaping of our past.

6	DSC Minor and Major	History of India 1858-1947	<p>CO1: Examine various reform movements as well as issues such as gender and caste.</p> <p>CO2: Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.</p> <p>CO3: Analyse the complexities of communal politics that resulted in Partition and Independence.</p>
6	DSC Major	History of Europe : 1870-1945	<p>CO1: Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.</p> <p>CO2: Distinguish the varied impacts of the First World War as well as the outbreak of a revolution in the Russian Empire during the War.</p> <p>CO3: Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe between the World Wars.</p> <p>CO4: Delineate the reasons for the outbreak of the Second World War, and the course of the War.</p> <p>CO5: Analyse the key, immediate repercussions of the Second World War.</p>
6	Pool of DSE(GE)	Art, Society and Culture in India C. 300 BCE to 1000CE	<p>CO1: Grasp various dimensions of visual medium of art, architecture, sculpture and paintings, as a primary source of history, which will enable them to develop a deep understanding of the theme.</p> <p>CO2: Comprehend the different perspectives that explain the emergence and crystallization of various social structures – varna, jati, untouchability and also gender relations.</p> <p>CO3: Understand that the society displayed flexibility in terms of assimilation, mobility, providing corresponding spaces to new entrants.</p> <p>CO4: Grasp the essentials of the major religious traditions of the given time period.</p> <p>CO5: Develop an understanding about the cultural florescence as reflected in rich literature produced in Sanskrit and vernacular languages.</p>

	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> <p>CO4. A student having studied this course will be skilled in culture and tourism based industries: possible employment includes tour guides, archaeology assistants, archivist, jobs in art galleries, museums, auction houses, researchers in NGOs and other institutions, culture and art based writing and journalism and on social media</p>
	VAC	Ethics and Values in Ancient Indian Traditions	<p>CO1. Students will develop an overview of indigenous philosophies.</p> <p>CO2. Understanding the richness of Indian heritage leading to greater sensitivity.</p> <p>CO3. Inspiration from history to deal with contemporary issues.</p> <p>CO4. Appreciate the traditions of diversity, discussions, debates and knowledge transmission.</p>