

**Criteria 2 (2.6.1- Program/Course Outcomes)
Academic Calendar 2020-21
(June, 1, 2022- May, 31, 2023)**

B.A.- History

	Course Type (Core/AECC/GE/ DSE/Language AECC)*	Paper Name	Learning Outcome of Paper
Semester 1	Core	History of India-I	<ul style="list-style-type: none"> • Understanding about the main features of prehistoric and proto-historic cultures • Analyse the interpretations of historians about the history of India
	Core	Social Formations and Cultural Patterns in Ancient World-I	<ul style="list-style-type: none"> • Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups. • Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these are not forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
	Core	History of the USA: Independence to Civil War	<ul style="list-style-type: none"> • Explain the emergence of new independent nation in the Northern hemisphere. • Introduction of the institutions of slavery and racism. • Trace the main issues of civil war and its critical evaluation.
	Core	History of India from earliest times up to c. 300 CE	<ul style="list-style-type: none"> • Delineate changing perceptions on 'Ancient/early' India. • Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy. • Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian Subcontinent. • Understanding about the main features of contemporary cultures • Analyse the interpretations of historians about the history of India • This paper has problematized the historical period, termed as Ancient, that evolved from pre-historical to early historical centuries. • This paper was able to locate the early state of affairs in politics, economy and society. It also tries to look into the regional diversities.
	GE I	Science, Technology and Humans: Contested Histories	<ul style="list-style-type: none"> • Critique the prevalent dominant understanding of science and technology. • Discuss the complex relations between science, technology and society.
	Core	Ancient Societies	<ul style="list-style-type: none"> • Define and explain concepts like Urban Revolution, Civilisation, and Bronze Age. • Discuss and debate around Metal Technology. • Understand Socio-economic and political complexities of different Civilisations. • Describe ecological and other reasons for emergence of the

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Semester 2	Core	History of India-II	DSC-I	<ul style="list-style-type: none"> • Understanding about the processes and the stages of development in contemporary History. • Able to critically analyses the changes and continuity in society, economy and polity.
	Core	History of India (C. 300 to 1200 CE)	CC-I	<ul style="list-style-type: none"> • Identify the historical importance of the accelerated practice of land grants issued by ruling houses. • Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture. • Understanding about the processes and the stages of development in contemporary History. • Able to critically analyses the changes and continuity in society, economy and polity.
	Core	Social Formations and Cultural Patterns of the Ancient and Medieval World-II	DSC-II	<ul style="list-style-type: none"> • Identify the main historical developments in Ancient Greece and Rome. • Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship
	Core	HISTORY OF THE USA: RECONSTRUCTION TO NEW AGE	DSC-III	<ul style="list-style-type: none"> • Analyse the growth of capitalism in USA. • Discern the History of Populist and Progressive Movements. • Describe the nature of Women's

GE III	Indian Society: A Historical Perspective	III	• Develop a critical understanding of the historical context of institutions like Varna, Jati, Marriage and Kin relations. • Understand the inherent politics and contradictions in the religious milieu of Medieval period. • Outline various alternative currents in subaltern voices.
Core	Medieval Societies: Global Perspectives	CC-II	• Identify the Medieval Societies in global context especially focussing on Europe, Central Asia, India and China. • Analyse the rise of Islam

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Semester 3	Core-3	History of India 1200-1700	CC III	<ul style="list-style-type: none"> • Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century. • Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement. • Discuss the economic history of the period under study in India especially, where agrarian
	Core-V Core-VI Core-VII	History of India -III (c.750-1200 CE) Rise of Modern West-I History of India-IV (c. 1200-1500 CE)	CC V CC VI CC VII	<ul style="list-style-type: none"> • Critically assess the major debates among scholars about various changes that took place • Outline important changes that took place in Europe from the medieval period. • Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
	SEC I	Understanding Heritage	I	<ul style="list-style-type: none"> • Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
	SEC I	Heritage and Tourism	I	<ul style="list-style-type: none"> • Appreciate the ways in which technological changes, commercial developments and challenges
	MIL II	History of Inequalities	II	<ul style="list-style-type: none"> • Outline how hierarchies and inequalities are a part of their histories and everyday experiences. • Explain the contexts that produce these inequalities. • Identify the importance of social justice. • They learn the difficulty in studying the impoverished and the disadvantaged. • Delineate the problems associated with the hegemonic historical narratives which are circulated by the elites.
	GE-III	The Making of Post-Colonial India (1950-1990)	VI	<ul style="list-style-type: none"> • Draw a broad outline of the history and politics of the early years of Independence, including the framing of the constitution and the linguistic reorganisation of states. • Examine critically issues of economic development in the early years of Independence, particularly the problems of development .

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Semester 4	Core	Rise of Modern West-II	CC-VIII	<ul style="list-style-type: none"> • After reading this paper, the students were able to understand the complex transformation of European society which prepared it for revolutions in different realm. • From Industrial revolution to scientific revolution, this paper covers entire intellectual trend of the period.
	Core	History of India-V (C. 1500-1600)	CC-IX	<ul style="list-style-type: none"> • Insights into economy, political and administrative institutions and cultural and religious trends • Knowledge of primary sources for the study period • Awareness about processes related to foundation and consolidation of the Mughal rule in India
	Core	History of India (c. 1700-1950)	CC IV	<ul style="list-style-type: none"> • 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. • Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialisation of agricultural production, trade policies and deindustrialisation. • Delineate and explain the ideological, institutional, and political formations of the anticolonial nationalist movement. • Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India • This paper also talks about the changes introduced by the colonial masters in Indian economy, be it revenue collection or deindustrialisation. • The anti colonial movement leading to Indian independence with partition is the key highlights of the paper.
	GE-III	Issues in Contemporary World: 1945-2000		<ul style="list-style-type: none"> • Analyse processes of Decolonisation and politics during Cold War era.
	Core	History of India-VI (c. 1750-1857)	CC- X	<ul style="list-style-type: none"> • To trace the British colonial expansion in India; To identify key historiographical debates around colonial policies. • To delineate the ideological, institutional and political formations of anti-colonial nationalist movement and subsequent partition and freedom of the country.

GE-IV	Inequality and Difference	VIII	<p>Critique the prevalent dominant understanding of Caste, Gender, and Tribe.</p> <ul style="list-style-type: none"> • Discuss the complex relations between differences and inequalities. • Examine the inherent politics in the creation of inequalities and differences. • Outline various initiatives taken by government to prohibit caste-gender atrocities and uplift of deprived sections of society and its limitations
SEC I	Archives and Museums	II	<p>Examine these two repositories of history from close quarters.</p> <ul style="list-style-type: none"> • Contextualise how the heritage is preserved and kept alive here and the difficulties faced in the process. • Demonstrate the way in which museums are organised and managed. • Examine the considerations which govern the way exhibitions in museums are managed. • Assessment will be based on assignments and projects involving visits to the archives and museum, which is an essential component of this course
MIL II	History of Inequalities	II	<p>Outline how hierarchies and inequalities are a part of their histories and everyday experiences.</p> <ul style="list-style-type: none"> • Explain the contexts that produce these inequalities. • Identify the importance of social justice. • They learn the difficulty in studying the impoverished and the disadvantaged. • Delineate the problems associated with the hegemonic historical narratives which are circulated by the elites
SEC-II	Understanding Popular Culture	IV	<ul style="list-style-type: none"> • To understand different theoretical perspectives on popular culture. • Examine the role of orality and memory in popular literary traditions. • Evolution of popular performative traditions. • Role of art, Tv, Cinema in popular cultural consumption

Semester 5	Course Type (Core/AECC/GE/ DSE/Language AECC*)	Paper Name	Paper No.	Learning Outcome of Paper
	Core	History of India-VII (c. 1600-1750 CE)	CC XII	<ul style="list-style-type: none"> • Critically evaluate the gamut of contemporaneous literature available in Persian and non-Persian languages for the period under study • Describe the major social, economic, political, and cultural developments of the times • Define world history and explain the evolving polities. • Categorise the economies and cultures of the twentieth century world. • Define the making of the geopolitical order and 'North-South' distinctions. • Delineate the complex character of modernity and its differences. • Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.
DSE-III	Issues in Twentieth Century World History-I	VI	<ul style="list-style-type: none"> • Define the making of the geopolitical order and 'North-South' distinctions. • Delineate the complex character of modernity and its differences. • Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends. 	
Core	History of Modern Europe-I	CC XI	<p>Identify what is meant by the French Revolution.</p> <p>Explain critical concepts such as gender and patriarchy and demonstrate their use as tools for historical analysis</p> <ul style="list-style-type: none"> • Examine the role and functioning of power equations within social contexts in Indian history during the ancient period, in the construction of gender identities • Critically examine representations of gender in literature, focusing on ideas of love, manliness and religiosity 	
DSE-I	Gender in Indian History upto 1500	IV	<ul style="list-style-type: none"> • Examine the role and functioning of power equations within social contexts in Indian history during the ancient period, in the construction of gender identities • Critically examine representations of gender in literature, focusing on ideas of love, manliness and religiosity 	
SEC-II	Popular Culture	V	<p>Engage with a range of theoretical perspectives in an attempt to define popular culture,</p> <ul style="list-style-type: none"> • Describe the methodological issues involved in a historical study of popular culture, • Identify the relevant archives necessary for undertaking a study of popular culture. <p>Explain the evolving and changing contours of USA and its position in world politics.</p> <ul style="list-style-type: none"> • Examine the limits of American democracy in its formative stages. • Analyse the character of early capitalism in USA and resultant inequities. Explain the evolving and changing contours of USA and its position in world politics. 	
DSE-I	History of USA-I	I	<ul style="list-style-type: none"> • Examine the limits of American democracy in its formative stages. • Analyse the character of early capitalism in USA and resultant inequities. Explain the evolving and changing contours of USA and its position in world politics. 	
GE-I	Women in Indian History	I	<p>Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.</p> <ul style="list-style-type: none"> • 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. • To discuss the material basis of women's experiences with reference to specific issues like ownership of property 	

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DSE-II	History of Modern China (1840-1960)	Paper-IX	<ul style="list-style-type: none"> •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. •To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.

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Semester 6	Core	History of India-VIII (c. 1857-1950)	Paper-XIII	<ul style="list-style-type: none"> • Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries. • Outline the social and economic facets of colonial India and their influence on the national movement
	DSE-III	Gender in Indian History, c. 1500-1950	Paper- X	<ul style="list-style-type: none"> • Explain critical concepts such as gender and patriarchy and demonstrate their use as tools for historical analysis. • Examine the role and functioning of power equations within social contexts in Indian history during the ancient period, in the construction of gender identities.
	DSE-VI	Issues in Twentieth Century World History-II	CC VI	<ul style="list-style-type: none"> • Define world history. • Discuss and explain the evolving politics, economies and cultures of the twentieth century world. • Analyze the interconnectedness in world history. • Demonstrate critical skills to discuss diverse social movements and cultural trends
	Core	History of Modern Europe-II	C-XIV	<ul style="list-style-type: none"> • To trace varieties of nationalism and their processes; *Factors leading to First World War, Historical debate and emergence of ultra nationalist and authoritarian regimes in Europe; *To contextualise major currents in intellectual sphere and arts.
	GE VI	Delhi Through the Ages	VI	<ul style="list-style-type: none"> • Analyze the historical contexts of tangible and intangible heritage of Delhi. • Discuss the Ecology of Delhi and outline changes in it through the ages. • Describe the archaeological cultures that flourished in and around Delhi. • Analyze the processes leading to the establishment of urban settlements of Delhi • Outline the importance of Shahjahanabad and its importance in the development of the great imperial city of Delhi.
	DSE-IV	Making of Contemporary India (C. 1950-1990s)	DSE XIV	<ul style="list-style-type: none"> Draw a broad outline of the history and politics of the early years of Independence, including the framing of the constitution and the linguistic reorganisation of states. • Examine critically issues of economic development in the early years of Independence, particularly the problems of development • Summarize critical issues pertaining to the history of Non-Alignment and Panchsheel
	Core	The History of India - VII (c.1600-1750)	CC VII	<ul style="list-style-type: none"> • 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. • Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialisation of agricultural production, trade policies and deindustrialisation. •Delineate the historical context within which the beginnings of cinema and radio might be understood. • Analyse the state's attempt to control and deploy radio as a medium that carried forward the state agenda.
	SEC VIII	Radio and Cinema in India: A Social History	VIII	<ul style="list-style-type: none"> • 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. • Identify how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence

	DSE-III	Hist of USA: Reconst to New Age Politics	DSE V	<p>Explain the reasons for the implementation of 'Reconstruction' and the causes for its limited success.</p> <ul style="list-style-type: none"> Analyse the growth of capitalism in USA especially in terms of big business, Monopolosim, etc. Examine the features of Labour Union movements. Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression
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**Please Note -*

AECC- Ability Enhancement Compulsory Course

AEEC- Ability Enhancement Elective Course

DSE- Discipline Specific Elective

GE- Generic Elective