

# Programme Learning Outcomes for Graduates in BA History (HONS & GEN)

## DEPARTMENT OF HISTORY

### P.N.DAS COLLEGE, PALTA

#### A. Learning Outcome based Curriculum Framework in BA Honours in History:

The BA Honours History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines.

At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.

It is expected that on completion of the course students would have to acquire the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

## Core Course I

### History of India- I

#### (HISACOR01T)

#### Learning Outcomes:

After completing the course the students will be able to:

- Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- 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.
- Discuss the beginning and the significance of food production.

- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

## Core Course II

### Social Formations and Cultural Patterns of the Ancient World-I

(HISACOR02T)

#### Learning Outcomes:

After completion of this course the student shall be able to:

- 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 choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity.
- Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.
- 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.

## Core Course III

### History of India- II(c.300BCE-750CE)

(HISACOR03T)

#### Learning Outcomes:

After completing this course, the students will be able to

- Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.
- 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.
- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.

- Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
- Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.
- Analyse critically the changes in the varna/caste systems and changing nature of gender relations and property rights.
- Write and undertake projects related to literature, science, art and architecture.

## Core Course IV

### Social Formations and Cultural Patterns of the Ancient and Medieval World-II

(HISACOR04T)

#### Learning Outcomes:

After completion of this course the student shall be able to:

- 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.
- Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent. • Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organization.

## Core Course V

### History of India- III (c. 750-1200)

(HISACOR05T)

#### Learning Outcomes:

After completion of this course the student shall be able to:

- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.

- 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.

## **Core Course VI**

### **Rise of the Modern West- I**

**(HISACOR06T)**

#### **Learning Outcomes:**

After completion of this course the student shall be able to:

- Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- 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.
- Critically analyse linkages between Europe's state system and trade and empire.

## **Core Course VII**

### **History of India- IV (c. 1206–1526)**

**(HISACOR07T)**

#### **Learning Outcomes:**

After completion of this course, the students shall be able to:

- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

## **Core Course VIII**

### **Rise of the Modern West- II**

**(HISACOR08T)**

### **Learning Outcomes:**

After completion of this course the student shall be able to:

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

## **Core Course IX**

### **History of India V (c. 1526CE-1757CE)**

**(HISACOR09T)**

#### **Learning Outcomes:**

After completion of this course the student shall be able to:

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.
- Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state and Know the Rise of Maratha Power under Shiviji, Emergence of Regional Power as well as the Rise of English East India Company in Bengal after the downfall of the Mughal Empire.

## **Core Course X**

### **History of India- VI (c. 1757-1857)**

**(HISACOR10T)**

#### **Learning Outcomes:**

After completion of this course the student shall be able to:

- Outline key developments of the 18th century in the Indian subcontinent.

- Explain the establishment of Company rule and important features of the early colonial regime.
- Explain the peculiarities of evolving colonial institutions and their impact.
- Elucidate the impact of colonial rule on the economy.
- Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.
- Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

## Core Course XI

### History of Modern Europe – I (1789CE-1919CE)

(HISACOR11T)

#### Learning Outcomes:

On completing this course, the students will be able to:

- Identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France. • Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

## Core Course XII

### History of India- VII (c. 1858-1947)

(HISACOR12T)

#### Learning Outcomes:

After successful completion of the course, the students will be able to:

- 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. • Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to communal violence and Partition.

- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

## **DSE -I**

### **Aspect of the history of Modern Southeast Asia-I**

**(HISADSEO1T)**

#### **Learning Outcomes:**

After completion of this course the student shall be able to:

- Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism
- Analyse the impact of the European presence on local society
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the historiographical trends to study history of Southeast Asia.

## **DSE-II**

### **Aspect of the History of Modern Southeast Asia: II**

**(HISADSE02T)**

#### **Learning Outcomes:**

After completion of this course the student shall be able to:

- Explain the character and functioning of colonial state and society.
- Analyse the impact of the European presence and the growth of the Nationalist Movement in South East Asia.
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Analyse the Decolonisation and Cold War politics-Regional Co operation initiatives:SEATO,ASA,ASEAN,and NAM.
- Describe the historiographical trends to study history of Southeast Asia.

## Core Course XIII

### History of India-VIII(India since 1947)

(HISACOR13T)

#### Learning Outcomes:

After completion of this course the student shall be able to:

- learn about the post war Developments of social, political, economic and cultural scenarios of India.
- Analyse the Impact of colonialism and National Movement.
- Know about the Indian Constitution and Consolidation as a Nation.
- Analyse the Political developments in India since independence.

## Core Course XIV

### Trends in World Politics (1919CE-2001CE)

(HISACOR14T)

#### Learning Outcomes:

#### After completion of this course

Students shall be able to:

- learn about the post war Developments of Trends in World Politics,
- Know the Challenges to the new European Order, Issue of Non-Alignment movement after the end of the Cold War.
- Know the Emergence of Terrorism, Issues and Challenges .
- Know India's Role in the Contemporary World.

## DSE-IV

### History of Modern East Asia-I(1830-1919)

(HISADSE04T)

#### Learning Outcomes:

#### After completion of this course

Students shall be able to: learn about the nature and structure of the traditional Chinese society and how to transform the Chinese society from traditional to modern cultures. They will be aware



how the Chinese were united towards the foreign colonial powers and defeated them and ultimately gain to freedom.

## **DSE-V**

### **History of Modern East Asia II(1919-1939)**

**(HISADSE05T)**

#### **Learning Outcomes:**

#### **After completion of this course**

After completion of this course the student shall be able to learn to think critically and comparatively about historical events in modern East Asia. They are able to understand and identify historical themes, causes, and effects.

## **HISTORY CBCS GENERAL**

## **PAPER-I:**

### **HISTORY OF INDIA FROM EARLIEST TIME UPTO 300CE**

**HISGCOR01T**

#### **Learning Outcome:**

#### **After completion of this course**

The history student will be able to learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can also acquire the knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India , Paleolithic and Mesolithic cultures, Chronological distribution of Neolithic and Chalcolithic cultures, the Harappan Civilization and the Vedic Civilization as well as the Ancient Language and Literature etc. in ancient India.

## **PAPER-II**

### **HISTORY OF INDIA FROM 300CE to 1206CE**

**HISGCOR02T**

#### **Learning Outcome:**

#### **After completion of this course**

History Students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture and analyse the changes in the society and economy during the early medieval period as well as the introduction of Muslim rule in India after the Arab conquest of Sind.

## **PAPER-III**

**HISTORY OF INDIA FROM 1206CE to 1707CE**

**HISGCOR03T**

**Learning Outcome:**

**After completion of this course**

Students will be able to identify the major political developments in the History of India during the period between the twelfth 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. Delineate the development of trade and urban complexes during this period.

## **PAPER-IV**

**HISTORY OF INDIA FROM 1707 CE to 1950 CE**

**HISGCOR04T**

**Learning Outcome:**

**After completion of this course**

Students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

## **DSE PAPER-I**

**Society and Economy of Modern Europe: 15<sup>th</sup> to 18<sup>th</sup> century**

**HISGDSE01T**

**Learning Outcome:**

**After completion of this course**

Students will be able to develop the understanding Europe from a theocratic society to Modern Nation state system, Renaissance and its aftermaths on European Society, Economy, polity and Culture leading to the subsequent development of Nation State and emergence of new ideologies as well as to analyse the transition from feudalism to Capitalism through Industrial revolution in England.

## **DSE PAPER-IV**

### **Some Aspects of European History:1780-1939 CE**

#### **HISGDSE04T**

##### **Learning Outcome:**

##### **After completion of this course**

Students will be able to analyze the historical developments in Europe between1780-1939. As it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts and to analyse the Rise of Fascism and the Nazism on the eve of the Second world war.

## **GE PAPER:I**

### **History of Indian Journalism: Colonial and Post-colonial Period**

#### **HISGGEC01T**

##### **Learning Outcome:**

Students will be able to understand the role of Print media to the growth of nationalism and the importance of Pre-Colonial and Post Colonial History of written records which help to know about the changing scenario of the world.

## **GE PAPER:II**

### **Some Perspective on women's Rights in India**

#### **HISGGEC02T**

##### **Learning Outcome:**

- After completion of this course students particularly women will be able to understand the power of Indian Constitution through which they will be able to

know regarding the Dowry Prohibition Act, Child Marriage Act and The Prevention, Prohibition and Redressal Act of 1913,

- will be able to save themselves from the sexual Harassment at Work Place,
- Will be able to take remedial measures against the domestic violence on women as well as all forms of discrimination against women also.

## **Skill Enhancement Course**

### **SEC-I**

#### **Archives and Museums**

- Course Objective:
- The aim of this course is to make students familiar with the structure and functioning of archives and museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The paper will be of particular value to those who are interested in seeking careers as archivists or working in museums, art galleries and keepers of private and public collections.
- Learning Outcomes: Upon completion of this course the student shall be able to:
- Examine these two repositories of history from close quarters.
- Discuss the role of Colonialism in the growth of Archives and Museums.
- Explain how the documents and artefacts are preserved 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.

### **SEC-II**

#### **Understanding Indian Art**

- Course Objective:
- This course aims to provide an understanding of Indian art forms from ancient to contemporary times, fostering appreciation of its diversity and plurality of aesthetic richness. The course begins with how Indian art was perceived in the west and the construction of the orientalist canon, laying stress on the primacy of religion and race in Indian art and superiority of Western aesthetics. It also explores the nationalist response, underlining the transcendental and metaphysical aspects of Indian art, which gave it its 'Indianess' and reviews new concerns in Indian art studies regarding its social context. The course studies three vital manifestations of

Indian art, keeping in view the transitions in terms of style, material, historical contexts, regional variations, elite/popular art, patterns of patronage, representation of gender and the study of iconography of different works of art.

- **Learning Outcomes:**

- At the end of the course, the student should be able to:
- 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.
- 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.
- Identify the stylistic features of different genres of art.
- Discuss the iconography of art forms.
- Differentiate between high/courtly art, popular art/folk, and tribal art.
- Point out the continuity in patterns and regional variations.
- Elaborate patronage patterns, artist-patron relations and representation of gender.

### **SEC-III**

#### **An Introduction to Indian Architecture**

- **Learning outcome:**

- Students will learn about the Introduction of Indian art and Architecture from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as students will equip with the ability to understand art and architecture as a medium of cultural expression. Students will be able to understand the Features of Indian Architectural Plan, Elevation, Section, Arches, Vaults, Domes, Pillars, Capitals, stupas, Indus Valley town planning: Rock cut Architecture, Major Styles of Temple, Mughal Architecture: Tomb, Places as well as Modern and Contemporary Architecture: Colonial Building: Neoclassical Architecture, British Forts, Churches, High Courts, University, Rashtrapati Niwas etc. besides Contemporary Structures Across India: Lotus Temple, New Delhi; Jawahar Kala Kendra, Jaipur, British Council, Delhi Capital complex, The Light box restroom etc.

### **SEC-IV**

#### **Understanding Popular Culture**

- Course Objective:
- The course aims to provide an overview of the various forms of the subcontinent's popular cultural practices, expressed through oral, visual and other mediums.

Exploring the interface between various forms of popular culture and their historical evolution, the objective would be to sensitize learners to the rapidly evolving domain of popular culture. The course will enable students to grasp significant differences in cultural types as well as assess the impact of different types of cultural expressions on society.

- Learning Outcomes:
- Upon completion of this course the student shall be able to:
- Discuss the range of theoretical perspectives that define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- 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 them
- Interpret these theoretical concerns through a case study,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Discuss the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.
- With specific reference to art, media and cinema, Examine the processes through which a pattern of 'public cultural consumption emerged in contemporary times.