

Course Outcome
Department of History
1st Semester (DSC)
(Program course)

Paper-I: History of India from Earliest Times up to 300CE

Upon completion of this course student will be able to:

C.O.1: Understand the Pre-historic cultures and different types of primary & secondary sources.

C.O. 2: Comprehend the dominant features of Harappan Civilization and the polity, economy and also socio-religious condition of Vedic Civilization.

C.O 3: Identify the conditions leading to the rise of Mahajanapadas & evaluate the impact of Iranian and Macedonian invasions, especially Alexander's invasion.

C.O 4: Examine the causes, doctrines and decline of Jainism and Buddhism.

C.O.5: Understand the administration of the Satavahana phase & the Mauryan empire especial reference with Ashoka's Dhamma.

C.O 6: Analyze the Sangam literature, especial reference with Tamil language.

C.O 7: Evaluate the political, social, religious, artistic aspects of the Shakas, Parthians and Kushanas and also develop the ability of coins, commerce and towns during this period.

By the end of this course, students will have a comprehensive understanding of India from Earliest Times up to 300CE, enabling them to analyze and interpret historical developments with a critical and informed perspective.

Course Outcome
Department of History
2nd Semester

(Program course)

Paper-II: HISTORY OF INDIA FROM (300 TO 1206 CE)

AFTER GOING THROUGH THIS UNIT STUDENT WILL BE ABLE:-

C.O.1: TO UNDERSTAND THE COURSE AND CONSEQUENCE OF THE KNOWLEDGE ABOUT GUPTA ADMINISTRATION, SOCIETY, ECONOMY, RELIGION, ART, LITERATURE, SCIENCE AND TECHNOLOGY.

C.O.2: TO HIGHLIGHT THE IMPORTANCE OF THE BEGINNING OF HARSHA ADMINISTRATION; BUDDHISM AND NALANDA UNIVERSITY ETC.

C.O.3: TO KNOW SOUTH INDIAN SOCIETY, ECONOMY, POLITY, AND CULTURE.

C.O.4: TO THE STUDY OF COURSE MEDIEVAL AGE, CHANGES IN SOCIETY, POLITY, ECONOMY ETC.

BY THE END OF THE COURSE STUDENT WILL BE ABLE TO UNDERSTAND BASIC FEATURES OF GUPTA ADMINISTRATION, SOCIETY, ECONOMY, POLITY, RELIGION, ART ETC. THE SOUTH INDIA, THEY WILL ALSO LEARN THE PRACTICAL METHOD OF DOING STATE FORMATION AND THE DEVELOPMENT OF COMPLEX OF SOCIETY AND ECONOMY. SOCIETY AND ECONOMIC OF MODERN EUROPE (15TH TO 18TH CENTUR)

Course Outcome
Department of History
3rd Semester (DSC)
(Program course)

Paper-III: History of India from 1206 to 1707

Upon successful completion of this course student will be able to:

C.O 1: Understand the foundation, expansion, consolidation of the Delhi Sultanate.

C.O. 2: Examine the administrative, military and economic reforms especially focus on the reforms under the Khiljis and the Tughlaqs.

C.O. 3: Evaluate the impact of Bhakti and Sufi movements on cultural and communal interactions.

C.O 4: Analyze the histories of provincial kingdoms such as Mewar, Bengal, Vijaynagara and Bahamanis.

C.O.5: Understand the emergence and characteristics of the Second Afghan State.

C.O 6: Understand the emergence and consolidation of the Mughal State from the 16th century to the mid 17th century.

C.O.7: Examine the administrative structure under Akbar and Aurangzeb.

C.O. 8: Evaluate the relationship between the state and religion as well as the socio-religious movements during the Mughal period.

C.O. 9: Analyze the economic social and cultural aspects of Mughal India.

C.O. 10: Understand the emergence of Maratha power

By the end of this course, students will have a comprehensive understanding of the political, social and cultural dynamics of India from 1206 to 1707, enabling them to analyze and interpret this crucial period in Indian History.

Course Outcome
Department of History
3rd & 5th Semester (SEC)
(Program course)

SEC1A&SEC1B

Paper I: Understanding Heritage

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implication of the rapidly changing interface between heritage and history will also be examined. The course will be strongly Project based and will require visits to sites and monuments. At least two Projects will be based on visit to Museums / Heritage Sites.

C.O.1: Defining Heritage: Meaning of antiquity, Archaeological site, tangible heritage, intangible heritage and art treasure.

C.O.2: Evolution of Heritage Legislation and the Institutional Framework: Convention and Acts national and international Heritage related government departments, Museums, Regulatory bodies etc. Conservation Initiatives.

C.O.3: Challenge facing Tangible Heritage Development, antiquity smuggling, conflict (to be examined through specific case studies)

C.O.4: Evolution of Heritage Legislation and the Institutional Framework: Convention and Acts national and international Heritage- related government departments, museums, regulatory bodies etc. Conservation Initiatives.

C.O.5: Challenges facing Tangible Heritage and intangible heritage: Developing, antiquity smuggling, and conflict (to be examined through specific case studies)

C.O.6: Heritage and Travel: Viewing Heritage Sites relationship between cultural heritage, landscape and travel recent trends.

Course Outcome
Department of History
3rd & 5th Semester (SEC)
(Program course)

SEC1A&SEC1B

Paper II: Archives and Museums

These course introduction students to the institutions that house maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Studies will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and college. Visit to National Archives and National Museum are an integral part of the course.

C.O.1: Definition and history of development (with special reference to India).

C.O.2: Types of Archives and Museums: Understanding the traditions of preservation in India Collection policies, ethics and procedures.

C.O.3: Collection: Field exploration, excavation, purchase, gift and bequest, loans and deposits exchange, treasure trove confiscation and others.

C.O.4: Documentation: Accessioning, indexing, cataloguing, digital documentation and de- Accessioning.

C.O.5: Preservation: Curatorial care, preventive conservation, chemical preservation and Restoration.

C.O.6: Museum presentation and Exhibition.

C.O.7: Museums, Archives and Society: Education and communication outreach Activities

C.O.8:-Skill Enhancement Course (SEC) IS an integral component of Both Honors and General Programmers across the Streams under University Grand Commutation (UGC), Choice Best Cried System (CBCS) under graduate (UG) Syllabi.

C.O.9: Topics must be incorporated in each of two syllabi of Skill Enhancement Course (SEC) meant for project and Assignments corresponding to Choice Best Cried System (CBCS Honors and General Programmers. project and Assignments should be guided in such a way that all project and prepared by students on different titles of topics incorporated in universe approved Skill Enhancement Course (SEC) syllabi.

Course Outcome
Department of History
4th Semester (DSC)
(Program course)

Paper-IV: HISTORY OF INDIA:(1707-1950)

C.O.1: DEATH OF AURANGZEB, THE LAST POWERFUL MUGHAL EMPEROR, THE LAST POWERFUL MUGHAL EMPEROR, MARKS THE BEGINNING OF THE DECLINE OF THE MUGHAL EMPIRE.

C.O.2:-18TH CENTURIES:-INDIA EXPERIENCE POLITICAL FRAGMENTATION WITH THE RISE OF REGIONAL POWERS LIKE THE MARATHAS, SIKHS AND VARIOUS NAWABS.

C.O.3:-1757 PLASSEY, THE BATTLE OF PLASSEY, BRITISH EAST INDIA COMPANY DEFEATS THE NAWAB OF BENGAL, MARKING THE BEGINNING OF BRITISH DOMINANCE IN INDIA.

C.O.4:-19TH CENTURY BRITISH EAST INDIA COMPANY EXPANDS ITS CONTROL OVER INDIA THROUGH TREATIES, ANNEXATIONS AND DIRECT RULE.

C.O.5:-1858, BRITISH CROWN TAKES CONTROL OF INDIA FROM THE EAST INDIA COMPANY, MARKING THE START OF THE BRITISH RAJ.

C.O.6:-1885 TO 1919, FORMATION OF THE INDIAN NATIONAL CONGRESS WITH THE AIM OF SEEKING A GREATER ROLE FOR INDIANS IN GOVERNING THEIR COUNTRY. PARTITION OF BENGAL BY THE BRITISH LEADS TO WIDESPREAD PROTEST AND THE BIRTH OF THE SWADESHI MOVEMENT. IN THE OTHER WAY NON COOPERATION MOVEMENT LED BY M K GANDHI, ADVOCATING NONVIOLENT RESISTANCE AGAINST BRITISH RULE.

C.O.7:-1930 TO 1947, SALT MARCH; QUIT INDIA MOVEMENT AND INDIA GAINS INDEPENDENCE FROM BRITISH RULE. NEHRU BECAME THE FIRST PRIME MINISTER OF INDEPENDENT INDIA.

C.O.8:-1950, INDIA ADOPTS ITS CONSTITUTION, BECOMING SOVEREIGN REPUBLIC WITH DR. RAJENDRA PRASAD AS ITS FIRST PRESIDENT

Course Outcome
Department of History
4th & 6th Semester (SEC)
(Program course)

Paper III: Skill Enhancement Course (SEC) Art Appreciation: An Introduction to Indian Art

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in the order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give student direct exposure to Indian art through visuals and visit to site and museums.

C.O.1: Pre-historic and proto-historic art: Rock art; Hardpan arts and crafts.

CO2: Indian art (c.600BCE-600CE): World Heritage Site Manages, UNESCO World Heritage Manuals (can be downloaded/accessed at www.unesco.org), Notion of art craft Canons of Indian painting major developments in sputa, cave, temple art and architecture Early Indian sculpture: style and iconography Numismatic art.

C.O.3: Indian Art (c.600CE—1200CE): Temple forms and their architectural features early illustrated manuscripts and mural painting traditions early medieval sculpture: style and iconography Indian bronzes or metal icons.

C.O.4: Indian art and architecture (c.1200CE-1800CE): Sultanate and Mughal architecture Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli architecture.

C.O.5: Modern and Contemporary Indian art and Architecture: The Colonial period Art movements: Bengal School of Art, Progressive Artists Group etc. Major artists and their artworks popular art forms (folk tradition)

C.O.6: Skill Enhancement Course (SEC) will represent a well mentored and self prepared project work in written form by a student on respective syllabi. Topics carrying 20 marks each applicable across all Papers

C.O.7: Skill Enhancement Course (SEC) Distributions across Streams and Programmes: one paper of Skill Enhancement Course (SEC) finds its place in each of 3rd, 4th 5th and 6th Semester under Honours and Programmes curricular across the Arts.

C.O.8: The aim of this course is to make the students familiar with the structure and functioning of both archives and museums in India.

C.O.9: Although archives are records but not all records re archives. The records are selected for an archive espouse they have permanent value either as evidence.

C.O.10: In this course unit, we shall talk about how archives have been defined differencing across time.

C.O.11: The Purpose of modern museum is collect preserve, interpret and display objects of artistry cultural study and education of the public

C.O.12: Indian art and architecture (c.1200CE-1800CE): Sultanate and Mughal architecture Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli architecture.

C.O.13: Modern and Contemporary Indian art and Architecture: The Colonial period Art movements: Bengal School of Art, Progressive Artists Group etc. Major artists and their artworks popular art forms (folk tradition)

Course Outcome
Department of History
4th&6thSemester (SEC)
(Program course)

Paper IV: Understanding Popular Culture

The paper examines some popular cultures expressed in different medium like visual, oral and cultural. In the process of their evolution, these cultures eclectically draw from traditions, articulate anxieties and even give rise to new traditions. The paper endeavours to equip students with understanding such phenomena historically with special reference to India. It is imperative that the students use electronic devices to view, record and document the subject matter.

C.O.1: Introduction: Defining popular culture and understanding it historically.

C.O.2: Visual expressions: Folk art, calendar art, photography.

C.O.3: performance: Theatre; music; folk tales/ songs/ swang and Nautanki: Identifying themes, functionality, anxieties.

C.O.4: The audio-visual: Cinema and television: Indian cinema (1930s and 1940s); Idealized nationalism - 1950s, disillusionment and the anti-establishment mood (1970s and 1980s); documentary films

Expressions of popular culture in television.

C.O.5: Fairs, Festivals and Rituals: Disentangling mythological stories, patronage, regional variations.

C.O.6: Popular culture in a globalized World: The impact of the Internet and audio-visual media. C.O.7: Skill Enhancement Course (SEC) will represent a well mentored and self prepared project work in written form by a student on respective syllabi. Topics carrying 40 marks each applicable across all Papers

C.O.8: Skill Enhancement Course (SEC) Distributions across Streams and Programmes: one paper of Skill Enhancement Course (SEC) finds its place in each of 3rd, 4th 5th and 6th Semester under Honours and Programmes curricular across the Arts.

C.O.9: The aim of this course is to make the students familiar with the structure and functioning of both archives and museums in India.

C.O.10: Although archives are records but not all records re archives. The records are selected for an archive espouse they have permanent value either as evidence.

C.O.11: In this course unit, we shall talk about how archives have been defined differencing across time.

C.O.12: The Purpose of modern museum is collect preserve, interpret and display objects of artistry cultural study and education of the public

Course Outcome
Department of History
5thSemester (DSC)
(Program course)

Paper-DSE: SOME ASPECT OF EUROPEAN HISTORY (1780 TO 1945AD)

C.O.1:-FRENCH REVOLUTION (1789-1799)

OVERTHROUGH OF THE MONARCHY, RISE OF NEPOLEON BONAPARTE, AND THE SPREAD OFREVOLUTIONNARY IDEAS ACROSE EUROPE.

C.O.2:-NAPOLEONIC WARS (1803-1815)

SERISE OF CONFLICT INVOLVING NAPOLEON’S FRENCH EMPIRE AGAINST VARIOUS EUROPEAN COALITIONS, LEADING TOSIGNIFICANT TERRITORIAL CHANGES AND COLLAPSE OF NAPOLEON’S POWER.

C.O.3:-INDUSTRIAL REVOLUTION:-

TRANSFORMATION OF EUROPE ‘SECONOMY AND SOCIETY THROUGH URBANIZATION ANDTECHNOLOGICAL ADVANCEMENT, LEADING TO PROFOUND SOCIAL AND ECONOMIC CHANGES.

C.O.4:-WORLD WARI(1914-1918)

A GLOBAL CONFLICT INVOLVING EUROPEAN POWERS AND LATER SPREADING TO OTHER RELIGION, RESULTING IN MASSIVE CASUALTIES, THE COLLAPSE OF EMPIRES.

THESE ARE JUST SOME OF THE ASPECT AND EUROPEAN HISTORY DURING THIS PERIOD IS INCREDIBLY RICH AND COMPLEX.

Course Outcome
Department of History
6th Semester (DSC)
(Program course)

Paper-DSE: SOCIETY AND ECONOMIC OF MODERN EUROPE (15TH TO 18TH CENTUR)

AFTER GOING THROUGH THIS UNIT THE STUDENT WILL BE ABLE:-

C.O.1: TO UNDERSTAND THE COURSE AND CONSEQUENCE OF THE HISTORIOGRAPHICAL TRENDS, FEUDAL CRISIS, AND RENAISSANCE.

C.O.2: TO HIGHLIGHT THE IMPORTANCE OF THE BEGINNING OF THE ERA OF COLONIZATION MOTIVES, ECONOMIC DEVELOPMENT OF THE 16TH CENTURY.

C.O.3: TO STUDY THE COURSE OF SOCIETY AND ECONOMY OF MODERN EUROPE BETWEEN 15TH TO 18TH CENTURY.

BY THE END OF THE COURSE STUDENT WILL BE ABLE TO UNDERSTAND BASIC FEATURES OF VARIOUS SOCIETY AND ECONOMY OF MODERN EUROPE BETWEEN 15TH TO 18TH CENTURY.THEY WILL ALSO LEARN THE PRACTICAL METHOD OF DOING STATE FORMATION AND THE DEVELOPMENT OF COMPLEX SOCIETY

Course Outcome
Department of History
1st, 3rd & 5th Semester (GE)
(Program course)

Paper-G.E: History of India Earliest times up to 1193 CE

Upon successful completion of this course student will be able to:

C.O. 1: Analyze the Pre-Historic cultures with their characteristics.

C.O.2: Examine the origin, extent, dominant features of the Harappan Civilization with focus on the Chalcolithic age.

C.O.3: Understand the political, societal, economic and religious aspects of the Vedic period.

CO 4. Evaluate the conditions leading to the rise of Mahajanapadas, focusing on the causes of Magadha's success.

C.O. 5: Analyze the causes, doctrines, decline and contributions of Jainism and Buddhism to the socio-cultural fabric of ancient India.

C. O. 6: Assess the Iranian & Macedonian invasions with a specific focus on Alexander's invasion and its impact on Indian history.

C.O. 7: Understand the emergence and growth of the Mauryan empire, exploring state structures, administration, economy, Ashoka's Dharma and the artistic achievements of the period.

C.O. 8: Analyze the rise and growth of the Gupta's with specific focus on the administration, society, economy, religion, art and literature.

C.O. 9: Understand the Harsha's kingdom and the political structure in the Rashtrakutas, Pala and Pratiharas.

C.O. 10: Analyze the power struggles in Northern India that led to the establishment of the Sultanate. By the end of this course, students will develop their skill of knowledge about the historical events, societal changes and the impact of various dynasties on the political, social and cultural landscape of ancient India.

Course Outcome
Department of History
2nd, 4th & 6th Semester (GE)
(Program course)

Paper-G.E: History of India 1193 to 1950

Upon successful completion of this course student will be able to:

C.O. 1: Understand Balban's theory of Kingship and the features of Iqta and Mansabdari systems.

C.O.2: Evaluate the economic reforms implemented by Ala-ud-din Khalji .

C.O. 3: Examine the influence of Bhakti and Sufi movements on society and the religious ideas of Akbar and Aurangzeb.

C.O. 4: Understand the Life and achievement of Chhatrapati Shivaji.

C.O. 5: Analyze the factors leading to the expansion of the British East India Company into Bengal.

C.O.6: Examine the causes, nature, and consequences of the Revolt of 1857.

C.O.7: Evaluate the contributions of Raja Ram Mohan Roy , Vidyasagar, Jyotiba Phule, and Vivekananda to social and religious reform.

C.O.8: Understand the formation and objectives of the Indian National Congress and the Muslim League.

C.O.9: Analyze the various movements led by Mahatma Gandhi and Subhash Ch Bose for the freedom movement.

C.O.10: Understand the process of Indian Independence and challenges faced during partition.

Upon completion of this course, students will have a comprehensive understanding of key historical events, figures, and movements of India from 1193 to 1950, enabling them to analyze and interpret this crucial period in Indian history.