

DEPARTMENT OF HISTORY
COURSE OBJECTIVES AND OUTCOMES
CBCS SYSTEM
Honours

| Course Title | Title | Credits | Course objectives | Course outcomes |
|---------------------|--|----------------|---|--|
| SEMESTER I | | | | |
| CC1 | History of India (From the Earliest times to C 300 BCE) | 6 | <ul style="list-style-type: none"> • Classify and understand the Literary and Archaeological Sources and historical interpretations of Early India. • Understand the human evolution from Pre-historic hunter-gatherers through phases like Paleolithic, Mesolithic cultures to the Food-producers in | <ul style="list-style-type: none"> • understand the nature of Mesolithic and Neolithic cultures • critically analyse comprehensively the Harappan civilization • critically assess the Vedic Period. Comprehend the development of the Brahmanical tradition, theistic cults and Tantricism (BCE300-CE750). |

| | | | | |
|--|--|--|--|--|
| | | | <p>the Neolithic and Chalcolithic phase.</p> <ul style="list-style-type: none">• Assess the Pre-Harappan Cultures as a prelude to Harappan Civilisation and evaluating the First Urbanisation.• Analyse the factors leading to the decline of the Harappan Civilisation in the context of the debates and viewpoints among different schools of thought.• Understand the settlement patterns, political, social and economic and cultural developments in North and Central India and the Deccan upto 300 BCE. | <ul style="list-style-type: none">• assess the cultural developments in the fields of literature and art and architecture (BCE300-CE 750).• comprehend the evolution of first political kingdoms in India |
|--|--|--|--|--|

| | | | | |
|-----|--|---|--|---|
| CC2 | : Social Formations and Cultural Patterns of the Ancient World other than India | 6 | <ul style="list-style-type: none"> • Get an idea about the medieval world—its polity, society, economy and culture • Understand the various religious and cultural dimensions of this period • Analyze the interrelationships between different religious and cultural practices and their impact on ancient societies • To help students understand historical concepts and the relationship between them | <ul style="list-style-type: none"> • comprehend and analyse the economic structure of ancient societies. • get a comprehensive idea about the different theories regarding the evolution of mankind • understand how History writing started • identify the factors behind the advent of iron, rise of different nomadic groups and the significance of use of iron in Central and West Asia • develop an understanding in the students about the ancient world • think deeply about world history • realize the importance of history as a discipline |
|-----|--|---|--|---|

| | | | | |
|---------------------------|---|----------|--|---|
| <p>GE/CC 1</p> | <p>History of India from Earliest Times up to 300 CE</p> | <p>6</p> | <ul style="list-style-type: none"> • Developing an understanding of prehistoric and early Indic cultures in from Paleolithic to Vedic Period. • Analyze the emergence of material cultures and polity in Post-Vedic, Mauryan and Sangam age and rise of Protestant religions like Jainism and Buddhism. • Comprehend economic and cultural practices under Kushans, Indo-Greeks, Parthians. | <ul style="list-style-type: none"> • develop a general idea about Ancient Indian History • enable the students to link the past with the present • realize the importance of knowing about past events and help the students communicate what they learn • form an in-depth understanding of the narrative and impact of past events • interpret the past in its own context • discern continuities and changes between the past and the present. • understand that History is complex and that multiple interpretations may be possible |
| <p>SEMESTER II</p> | | | | |

| | | | | |
|-------------------|--|----------|---|--|
| <p>CC3</p> | <p>History of India (c 300 BCE to c.750 CE)</p> | <p>6</p> | <ul style="list-style-type: none"> • Analyse the historical sources (CE750-1206) and understand the debates on Indian Feudalism • Comprehend the political structures—the Rajputs, Cholas, Tripartite Struggle and the legitimization of kingship. • Understand the agrarian structure and the changes in the social order • Assess the changes in trade and urbanization. • • Develop and understanding of the evolution of religions, culture and the arts in the period | <ul style="list-style-type: none"> • thorough knowledge about periodization in History.. • understand how the early medieval period differed from the ancient and the late medieval period. • evaluate regional politics and how it impacted upon regional cultures including architecture and paintings. |
| <p>CC4</p> | <p>Social Formations and Cultural Patterns of the Medieval World other than India</p> | <p>6</p> | <ul style="list-style-type: none"> • Get an idea about the medieval world—its polity, society, economy and culture • Understand the various religious and cultural dimensions | <ul style="list-style-type: none"> • .understand the development of ancient societies and discern the similarities and differences between major societies. • analyse how history |

| | | | | |
|------------|--|--|---|---|
| | | | <p>of this period</p> <ul style="list-style-type: none"> Analyze the interrelationships between different religious and cultural practices and their impact on medieval society | <p>writing developed.</p> <ul style="list-style-type: none"> understand the formations of the state systems in different societies.. thorough understanding of the Greek state and society which was the first major democracy. analyse the factorsthe development of the Roman Empire and how it transformed from a Republic to an empire |
| GE/CC 2 | History of India from C.300 to 1206 | | <ul style="list-style-type: none"> Studying the emergence of administrative bureaucracy and societal transformations under Guptas, Vardhanas, Rashtrakutas, Chalukyas and Pallavas. Analysing the emergence of territorial powers like the Rajputs and the advent of Islam with | <ul style="list-style-type: none"> analyse the transformation of Indian Society from the early to the medieval period. comprehend the reasons behind the rise of different dynasties in different parts of the country. grasp the reasons behind the conflicts between various dynasties. |

| | | | | |
|---------------------|--|---|---|--|
| | | | the Arab invasion to the setting up of the Sultanate. | <ul style="list-style-type: none"> understand the background of the Delhi Sultanate which was the first pan-Indian Empire in India |
| SEMESTER III | | | | |
| CC5 | History of India (c.750 – 1206) | 6 | <ul style="list-style-type: none"> Analyse the historical sources (CE750-1206) and understand the debates on Indian Feudalism Comprehend the political structures- the Rajputs, Cholas, Tripartite Struggle and the legitimization of kingship. Understand the agrarian structure and the changes in the social order Assess the changes in trade and urbanization. Develop and understanding of the | <ul style="list-style-type: none"> enable the students to form an in-depth understanding of the narrative and impact of past events interpret the past in its own context discern continuities and changes between the past and the present. understand that History is complex and that multiple interpretations may be possible. |

| | | | | |
|------------|---|---|---|---|
| | | | evolution of religions, culture and the arts in the period. | |
| CC6 | Rise of the Modern West –I | 6 | <ul style="list-style-type: none"> Analyze the social, economic and cultural context to the rise of Modern Europe. Understand the nature of the modern European state | <ul style="list-style-type: none"> understand the nature of the evolution of the European political system. get a comprehensive idea about the economic developments of Modern West identify the factors for transition from feudal mode to capitalist mode of production acquire understanding of the different debates regarding the economic aspect of transformation in Early Modern Europe |
| CC7 | History of India (c.1206 – 1526) | 6 | <ul style="list-style-type: none"> Classify and understand the historical sources for the period Assess the political development of the | <ul style="list-style-type: none"> comprehend the nature of the economy during the period of the Sultanate. learn how to critically |

| | | | | |
|-------------|-------------------------------|---|---|--|
| | | | <p>Delhi Sultanate and the provincial dynasties and the theories of kingship.</p> <ul style="list-style-type: none"> • Understand the major socio-economic changes in the fields of agriculture, revenue systems, technology, trade and monetization. • Comprehend the rise of Sufism and the Bhakti movement. • Appreciate the growth of literature, art and architecture | <p>analyse and interpret historical sources</p> <ul style="list-style-type: none"> • understand the reasons behind the breaking away of strong kingdoms • appreciate the problems experienced by new states • comprehend how art and architecture represent a particular period in history. |
| SEC A 2: | Understanding Heritage | 2 | <ul style="list-style-type: none"> • To understand the meaning of heritage and important concepts associated with it. • To understand the importance and evolution of legislation related to Heritage and Institutional Framework | <ul style="list-style-type: none"> • understand the importance of the heritage of India • develop an awareness of the risk posed to Indian Heritage and artifacts • appreciate the heritage of India and the world • understand how to preserve India's rich heritage |

| | | | | |
|------------|--|---|--|---|
| GE/CC 3 | History of India from 1206 to 1707 | 6 | <ul style="list-style-type: none"> • To study the foundation and consolidation of the Delhi Sultanate under the different dynasties. • To discuss the emergence of provincial kingdoms like Mewar, Bengal and Vijaynagar and Bahamanis. • Trace the emergence of the Mughal State and to analyse its economy, society and culture and its decline to the Marathas | <ul style="list-style-type: none"> • Understand the characteristic features of socio-religious movements in medieval India • awareness of peaceful coexistence as propounded by the Bhakti and Sufi saints • understand the evolution and development of regional kingdoms in Medieval India |
| SEC A-1 | Historical Tourism: Theory and Practice | | <ul style="list-style-type: none"> • Grasp an understanding of art and architecture in India. To foster an appreciation of built heritage across different time periods. • To develop the skill of performing field work through in-situ | <ul style="list-style-type: none"> • acquire an understating about the heritage of India • develop a link between heritage and tourism. • comprehend the ill-eefcts of excessive tourism and the dangers it posed to our natural heritage |

| | | | | |
|--------------------|-------------------------------------|---|---|---|
| | | | <p>research methods,</p> <ul style="list-style-type: none"> • Explaining the modalities of conducting tourism. | |
| SEMESTER IV | | | | |
| CC8 | Rise of the Modern West – 11 | 6 | <ul style="list-style-type: none"> • Develop a deeper understanding about the intellectual, political and social changes that accompanied the rise of the modern European state. • Understanding the various political ideologies behind the development of the state system and their implications | <ul style="list-style-type: none"> • analyse the changes taking place in Europe in the fourteenth century which facilitated their transformation from the medieval to the early modern period. • understand how modern states developed and how they could be distinguished from the early states. • got an idea about how printing revolution changed society and |

| | | | | |
|-----|---------------------------------------|---|---|--|
| | | | | <p>religion in Europe.</p> <ul style="list-style-type: none"> • conceptualise the religious and societal upheavals taking place in early modern Europe |
| CC9 | History of India (c.1526-1605) | 6 | <ul style="list-style-type: none"> • Analyse the important sources and historical interpretations of the Mughal period. • Understand the process of the establishment of Mughal rule in India (rule of Babur, Humayun) followed by Afghan rule under Sher Shah. • Understand the consolidation of Mughal rule under Akbar- his conquests and administrative measures. • Analyse Akbar's policies towards the Rajputs, the nobility, the North-West Frontier, Deccan and Bengal. | <ul style="list-style-type: none"> • examine the reasons behind the success of the Mughals and how they led to political and societal changes. • evaluate the development of new architecture and painting during the Mughal period. • understand how European way of life and thinking impacted on the Mughal rulers and the nobles. • comprehend how religious tolerance developed under Akbar and relate it to the religious movements taking place in Europe.. |

| | | | | |
|-------------|--|---|---|--|
| | | | <ul style="list-style-type: none"> • Comprehend the agrarian changes, and patterns of internal and external commerce. | |
| CC10 | History of India (c.1605 – 1750s) | 6 | <ul style="list-style-type: none"> • Understand the evolution of Mughal rule – development of an imperial culture and the conflict between orthodoxy and syncretism. • Analyse the nature of the state and religion | <ul style="list-style-type: none"> • Have a clear conception on the consolidation of the Mughal empire. • understand the system of alliances in the Mughal period and how it helped in the growth of the empire. |

| | | | | |
|----------|---|---|---|--|
| | | | <p>under Aurangzeb- his policies and beginning of the decline.</p> <ul style="list-style-type: none"> • Assess the developments in crafts, trade, the arts. • The Mughal decline and the rise of regional states- narratives and interpretations. | <ul style="list-style-type: none"> • analyse the reasons behind the fall of the Mughals and relate it to the fall of major empires in the world. • understand the transition of India to the modern period with the coming of the European powers |
| SEC B(2) | Art Appreciation : an Introduction to Indian Art | 2 | <ul style="list-style-type: none"> • Appreciate the diversity and richness of India's art and its evolution from the prehistoric to the modern period. • Gauge the different forms of arts like cave architecture, temple iconography, Mughal paintings mural paintings and illustrated manuscripts. • Develop skills in the | <ul style="list-style-type: none"> • develop an overview of Indian art from prehistoric times to the modern age • understand how various art forms developed over the ages. • understand the linkages between art and nationalism in Bengal |

| | | | | |
|------------|------------------------------------|--|---|--|
| | | | <p>management of Indian heritage through world heritage manuals published by the UNESCO.</p> | |
| GE/CC 4 | History of India: 1707-1950 | | <ul style="list-style-type: none"> • Interpreting 18th century history and the intellectual understanding of colonial power. • Comprehending the uprising of 1857 and its causes and aftermath. • Develop an understanding of colonial economy and growth of Nationalism. • Studying socio-religious movements in the 19th century and communalism. • Peasants, Labour, Women and caste movements. | <ul style="list-style-type: none"> • analyse the reasons behind the break-up of the Mughal Empire . • able to comprehend the transition of India from the medieval to the modern age. • able to analyse the exploitative rule of the colonial powers and specifically the British rule while at the same time understanding the major reforms brought in by the British. • understand the reasons behind the several revolts against the British rule. |

| | | | | |
|---------|--|---|--|---|
| | | | <ul style="list-style-type: none"> • Understand the historical processes leading to Independence and Partition. • Comprehending the need for a constitutional government with the advent of Freedom in 1947. | <ul style="list-style-type: none"> • analyse the nationalist movement in India and how the rise of the Indian National Congress and Gandhiji • comprehend how modern democracy developed in India. |
| SEC-B-1 | Museums & Archives in India | 2 | <ul style="list-style-type: none"> • To acquire an understanding of the definitions and histories of Museums and Archives in India. • Develop and understanding of structures and functions in order to train them for potential employment in such sectors. • Understanding how museums are the repository of History and get an idea about modern museums | <ul style="list-style-type: none"> • get a clear idea about museums and the role they play in imparting knowledge • enthusiasm to visit museums as part of their learning process. • understand why artifacts need to be preserved and the pride one can take in one's heritage. |

SEMESTER V

| | | | | |
|-------------------|---|---|---|--|
| SEMESTER V | | | | |
| CC11 | History of Modern Europe (c.1780-1939) | 6 | <ul style="list-style-type: none"> • Get an overview of the history of modern Europe from 1780-1939 • Understanding the major events of the period such as the French Revolution, Industrial Revolution and the two World Wars, their causes and impact on Europe. • Analyzing various trends of continuity and of change in European society • Understanding the emergence of ideas such as capitalism, socialism, nationalism, liberalism and their impact. | <ul style="list-style-type: none"> • understand the concept of revolution and develop an idea about the conservative forces that helped in the restoration of old order vis a vis the revolutionary tendencies in Europe • develop an understanding about the process of industrialisation and how it led to • understand the transformation of socio-economic patterns of Europe and helped in modernisation • acquire knowledge about the varied concepts of imperialism, militarism and how it led up to the first global war and its impact eventually |

| | | | | |
|------|--|---|--|--|
| | | | | |
| CC12 | History of India (c.1750s–1857) | 6 | <ul style="list-style-type: none"> • Assess the polity, economy and society of India in the 18th century • Trace the expansion and consolidation of colonial power across India. • Understand the ideology and structures of the colonial state. • Analyse the impact of colonial rule on rural society. • Interpret the changes which occurred in industry, trade and understand the concept of Drain of Wealth. • Comprehend the various modes of popular resistance to | <ul style="list-style-type: none"> • form an in-depth understanding of the narrative and impact of past events • learnt to interpret the past in its own context • The students could discern continuities and changes between the past and the present. • The students understood that History is complex and that multiple interpretations may be possible |

| | | | | |
|----------------|--|---|--|---|
| | | | colonial rule- Revolt of 1857 and other selected uprisings. | |
| DSE A-1 | History of Bengal (c.1757-1905) | 6 | <ul style="list-style-type: none"> Trace the political narrative in Bengal- the rule of the Nawabs followed by the establishment of British power. Understand the changes in the sphere of economy, society and culture during the period Interpret the various protest movements against colonial rule Understand the historical developments which led to the Partition of Bengal. | <ul style="list-style-type: none"> form an in-depth understanding of the narrative and impact of past events. learn to interpret the past in its own context discern continuities and changes between the past and the present. understand that History is complex and that multiple interpretations may be possible grasp the nature of the early anticolonial uprisings. comprehend the causes and consequences of the Partition of Bengal |

| | | | | |
|----------------|--|---|---|--|
| | | | | |
| DSE B-1 | History of Modern East Asia – I China (c.1840 – 1949) | 6 | <ul style="list-style-type: none"> • Comprehend the feudal structure in the late nineteenth and early twentieth century France. • Analyse the conflict between the various European powers in their bid to colonise China. • Interpret the various peasant rebellions.. • Trace the rise of nationalism and their social ramifications. • Understand the | <ul style="list-style-type: none"> • grasp the nature of the Chinese feudal society • comprehend nature of transformation of China • analyse how traditional peoples transformed into modern societies through internal rebellions and reform movements. • conceptualise how China economically progressed in the twentieth century and made their mark in world politics. |

| | | | | |
|-----------------|--|---|---|---|
| | | | causes behind the Communist struggle. And the role of Mao Zedong. | |
| General DSE-A-2 | Some Aspects of European History: C.1780-1945 | 6 | <ul style="list-style-type: none"> • Develop an understanding of the genesis, nature and consequences of the French Revolution. • Analysing the Napoleonic era and the unification of Italy and Germany. • Understanding the rise of international conflicts culminating in the First World War, the rise of fascist movements in Italy and Germany and the subsequent Second World War. | <ul style="list-style-type: none"> • gain an understanding of Modern European History. • develop a critical understanding of important events in Modern European History and analyze their impact • understand the social and economic changes that took place in Europe in the 19th and 20th centuries • grasp the significance of industrialisation in Europe and assess its impact • comprehend the essence of imperialistic rivalries leading to the first world war and consequent crisis |

| | | | | |
|------------------------|--|---|--|---|
| General SEC-A- 2 | Indian History and Culture | 2 | <ul style="list-style-type: none"> • Appreciate the environmental and ecological aspects of Indian biodiversity. • To acquire an understanding of the issues that plague contemporary urbanization projects and rehabilitation of the displaced. • To develop a sociological understanding of the household and the role of gender relations within the home. • Comprehend the main components of heritage, performing arts and tourism. | <ul style="list-style-type: none"> • develop a clear understanding about the natural heritage of India • understand the significance of intangible heritage • sensitise towards other cultures and enable them to respect diversity • learn why heritage need to be preserved. • understand the dangers faced by the heritage of India |
| SEMESTER VI | | | | |
| CC13 | History of India (c. 1857 – 1964) | 6 | <ul style="list-style-type: none"> • Understand the cultural changes and socio-religious reform movements. | <ul style="list-style-type: none"> • Understand the changes taking place in India in the early modern period • analyse the societal |

| | | | | |
|--|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Assess the rise of nationalism and the early phase of the national movement. • Analyse the national movement under Gandhi's leadership. • Interpret the interaction between the national movement and various social groups-peasants, tribals, Dalits, women etc. • Understand the rise of communalism. • Comprehend the narrative and interpretation of the final phase - Independence and Partition. • Analyse the emergence of a new state and the conditions in India (1947-64) | <p>changes in the nineteenth century which led to reform movements in different parts of the country.</p> <ul style="list-style-type: none"> • comprehend the exploitative nature of the British rule. • develop a clear idea about the rise of nationalism and Gandhiji. • conceptualise the development of democracy in India under Jawaharlal Nehru. • understand the role of India in the Non-Aligned Movement under Nehru. |
|--|--|--|--|---|

| | | | | |
|-----------------------|--|----------|---|--|
| <p>CC14</p> | <p>History of World Politics: (1945-1994)</p> | <p>6</p> | <ul style="list-style-type: none"> • Developing an understanding of modern international relations and major events which have shaped the world since the 1950s such as the Cold War, the end of the U.S.S.R and decolonization. • Getting introduced to concepts like apartheid and feminism | <ul style="list-style-type: none"> • analyse the cold war and the system of alliances between different states. • conceptualise the difference between conflicting ideologies of socialism and capitalism and how they played an important role in world politics. • understand how the major powers sought world domination. • Get a concept of how the Third World developed and played a major role in world politics. • understand how the feminist movement developed all over the world and how women could fight for equal rights. |
| <p>DSE A-3</p> | <p>History of Bengal (c.1905-</p> | <p>6</p> | <ul style="list-style-type: none"> • Trace the growth of the national | <ul style="list-style-type: none"> • comprehend how nationalism developed in Bengal which gave |

| | | | | |
|----------------|---|---|---|--|
| | 1947) | | <p>movement during the period in its diverse forms- Swadeshi movement, Gandhian movements, revolutionary nationalism, Subhash Chandra Bose and the INA.</p> <ul style="list-style-type: none"> • Understand the rise of communal politics. • Comprehend the political rise of different social groups – | <p>leadership to the nationalist movement in India.</p> <ul style="list-style-type: none"> • get a clear idea about how Gandhiji influenced Bengal national movement. • understand how Bengali nationalism was marred by communal ideology. • comprehend the reasons behind the rise of Subhas Bose and the INA. • understand the reasons behind the caste movements in Bengal |
| DSE B-3 | History of Modern East Asia – II Japan (c.1868 – 1945) | 6 | <ul style="list-style-type: none"> • Trace the decline of feudalism and the rise of capitalism. • Appreciate the political and military reforms. • Analysing the Meiji Revolution and Restoration of Imperial Rule. • Comprehend the Meiji | <ul style="list-style-type: none"> • understand the factors behind the rise of Japan as a world power. • conceptualise the nationalist movement in Japan and how it led to democracy in Japan. • comprehend how Japan transformed from a primitive country to a world power. • understand how USA |

| | | | | |
|---------|---|---|--|---|
| | | | <p>Constitution and financial and education reforms in the 'Meiji era'.</p> <ul style="list-style-type: none"> • Trace the rise of Japan as a colonial power in South East Asia. • Analyse the rise of the democratic parties.. • American occupation during and after the Second World War. <p>Determine the political changes in the post Second World War period</p> | <p>sought to dominate Japan after the Second World War</p> |
| DSE-B-2 | <p>Some aspects of Society and Economy of Modern Europe: 15th-18th Century</p> | 6 | <ul style="list-style-type: none"> • Develop an understanding of historiographical trends for feudal crisis and development of Renaissance and Reformation • To analyse the motives behind colonization and development of Plantation labour and | <ul style="list-style-type: none"> • understand how Europe transformed from a medieval to a modern society. • analyse the religious and societal changes in Europe. • understand the ideology of how feudalism declined with the rise of |

| | | | | |
|---------|--|---|--|---|
| | | | <p>slavery.</p> <ul style="list-style-type: none"> To develop an understanding of the reasons and debates on the transition from feudalism to capitalism in Europe and how that contributed to the Industrial Revolution in England. | <p>industrialization in India.</p> <ul style="list-style-type: none"> analyse how Industrial Revolution led to far-reaching changes not only in the economy but also in the society of Europe. |
| SEC-B-2 | Orality and Oral Culture in India | 2 | <ul style="list-style-type: none"> To acquire an understanding of what is meant by orality and oral traditions. To employ a comprehension of ethnographic histories and the ethical research methodology. To develop the ability to visually and verbally document history. | <ul style="list-style-type: none"> understand the important of oral sources in writing History. comprehend how oral sources can give us a clear ideal about society and culture. know how to undertake research using oral sources |