

Learning Outcomes

BA (Hons) and M.A. in History

Learning and teaching are processes that are necessarily and have always been about aims, objectives and outcomes. *No outcome essentially means no learning has taken place.* However, the nature of outcome of a certain programme of study has, in the past, remained hazy. Presently in order to improve the quality of higher education the order has been reversed in that, hoped for outcomes decide the nature and scope of curriculum. The learning outcome oriented approach sets the goal for both the taught and the teachers bringing a certain transparency in academics, where outcomes can be more properly quantified and measured.

As the syllabi are designed with certain objectives and expected outcomes an outline of the syllabus of both BA (Hons.) and M.A. in History is provided specifying the learning outcomes that are achieved for specific papers and the total programme.

BA (Hons.)

BA (Hons.) course in History is a three year programme. The outcomes that are looked for in a graduate of History is to be seen in a demonstrated achievement of knowledge and understanding of the subject, skills, attitudes and values and academic standards expected of a graduate of this programme This programme consists of eight papers, having annual university examinations as also classroom tests (though not carrying any weightage marks wise). The paper wise distribution is as follows:-

BA (Hons.) Part 1: Paper I History of India up to 1200; Paper II the Rise of Modern West

History of India up to 1200

The major topics of study are in this paper are Sources for the study of ancient and early medieval Indian history , Harappan Culture , Vedic Age, Mauryan and Gupta Empires , Emergence of Buddhism and Jainism, Emergence of Regional Kingdoms , Muslim invasions of India as also Social, Economic and Cultural-Intellectual developments during this period.

Course Outcome:-

1. Students learn about the kinds of sources for constructing history and understand how scientifically they have been analyzed.
2. They learn about the earliest Indian culture and the coming of the Aryans also Emergence of first territorial empires in India, how they rise and fall.
3. They understand the causes that gave rise to the emergence of religions that challenged the existing social order.
4. They understand how centrifugal forces emerged witnessed in the birth of regional kingdoms.
5. They learn about the social, economic and cultural –intellectual evolution of the country till 1200 – which includes country,'s rich literary and philosophical tradition and its glorious art and architecture.

The Rise of Modern West

This paper includes topics such as Renaissance, Religious Reformation, geographical discoveries and the establishment of first colonial empires by Portugal and Spain. It also includes study of emergence of state systems in Europe as also economic and commercial developments in Europe, including the transition from feudalism to capitalism.

Course Outcome:

1. The students learn in detail about the above mentioned topics.
2. They come to understand how power of reason came to triumph over blind faith and unleashed forces of change and the spirit of adventure resulting in geographical discoveries.
3. The learners understand how changes in one domain lead to changes in other domains for instance Discoveries leading to creation of colonial empires.
4. In all, students understand the process through which modern western world came into existence.

Part 2:- Paper III History of India (1200-1526); Paper IV History of Modern Asia (1839-2000)

History of India (1200-1526)

The paper includes the study of beginning and consolidation and extension of Turkish rule in India highlighting the roles of Qutubuddin Aibak, Iltutmish, Razia, Balban, Alauddin Khilji, Md. bin Tughlaq. The story of its disintegration and rise of regional states like Vijaynagar form part of the study as do the polity, economy and society of the period. Lastly cultural developments in fields of art and architecture, language and literature and growth of Bhakti and Sufi movements are studied.

Course Outcome:-

1. Apart from a detailed knowledge of the history of the period the learners are further familiarized with the scientific selection and use of historical sources.
2. They are familiarized with the factors, including the inner weaknesses in the body-politic of the country that led to the establishment and consolidation of the Turkish rule.
3. They again gain insight as to how and why great empires decline.
4. They learn to understand how encounters with a foreign power can result in many noble developments.
5. They are better ready to understand the history of Mughal Empire.

History of Modern Asia (1839-2000)

The paper includes the topics of colonial intervention and expansion in Asia from about mid nineteenth century (opium wars, opening of China and Japan, colonialism in South-East Asia and West Asia and the resurgence of China (nationalist and communist movements) and Japan (modernization and militarization). Rise and growth of nationalism in South East Asia and awakening of West Asia and decline of imperialism there are also studied.

Course Outcome:-

1. The students develop a familiarity with the modern history of other parts of Asia.
2. They come to realize those trajectories of colonial intervention and the resultant modernization and anti-colonial movements align the history of other Asian nations with that of our own country.

3. The students better understand the roots of some cotemporary burning problems of the world such as that of Palestine and Korea

Part 3: Paper V- History of India (1526-1750); Paper VI- History of India (1757-1947); Paper VII- History of Modern World (1726-2000); Paper VIII - Contemporary India (1947-2000)

History of India (1526-1750)

The paper looks at the establishment of the Mughal empire and its consolidation from Akbar to Aurangzeb ,the polity (administrative and revenue systems) ,society ,economy and culture (art and architecture prominently) under their rule and finally the downfall of the empire.

Course Outcome:-

1. The students get a solid grounding in the history of the period.
2. They realize how internal divisions within a country pave the way for the conquest by a foreign power.
3. They better appreciate the roots of evolution of an assimilative and syncretism culture in the country.
4. They develop an understanding of the process of continuity and change as many institutions and practices of the past were continued and modified and were later to be taken over by the British and modified.

History of India (1757-1947)

The main topics in this paper are rise and growth a British power in India (Battles of Plassey and Buxar ; control over Mysore and Maratha) ;its consolidation from under Warren Hastings to Dalhousie ; constitutional changes from Regulating Act to Government of India Act,1935 ; socio-economic changes (socio-religious reform movements, coming of modern education , plight of rural economy and introduction of modern industries) and lastly growth of Indian nationalism (Revolt of 1857 to Quit India Movement and attainment of independence).

Course Outcome:-

1. The students are acquainted with the process of British colonial conquest of India and reasons thereof and constitutional history of the country.
2. They understand the exploitative nature of the colonial rule and the process of coming to terms with it manifested in many socio-religious reform movements.
3. They gather a detailed knowledge of the nationalist freedom movement and learn the ways such movements can be undertaken (Mahatma Gandhi's use of weapons of truth, non-violence and satygraha.)
4. They are better prepared to understand the process of colonial conquest of different parts of the world and the ways this is resisted and fought against.

History of Modern World (1726-2000)

This paper looks at the major revolutions of modern world i.e. American Revolution ,French Revolution (1789) and Russian Revolution (1917) ,studies the history of Napoleon Bonaparte and looks at the unification movements in Germany and Italy. The two world wars , their causes and results (Nazism and Fascism ,treaty settlements ,creation of League of Nations and the UNO

and post-war developments such as the growth of - cold war ,non-aligned movement and globalization are also studied.

Course outcome:-

1. Learners acquire familiarity with the main historical events and developments of the modern world.
2. They see their linkage from the history of the rise of modern west(studied in first year) .
3. The history of revolutions with their combined message of the principles of liberty and equality enable them to make sense of the many political and constitutional developments in different parts of the world, including our own country.
4. The students understand how extreme nationalism can lead to major wars and they also develop an understanding of some contemporary problems.

Contemporary India (1947-2000)

This paper is devoted to the study of the process of nation building since Independence (making of the Indian constitution, integration of princely states, early foreign policy) and major movements such as Sarvodaya, J.P. and Naxalite ones. Social issues and economic developments such as Women Empowerment ,Dalit Upliftment and others as advancements in the field of education , Five Year plans, industrial development and lastly challenges such as of illiteracy, communalism ,unemployment are also topics of study.

Course Outcome:-

1. The students get a grasp of the historical development of the country since 1947 till 2000.
2. They develop an insight into the social and economic issues facing the country.
3. They understand the roots of the various movements which sought to change challenge or modify the existing socio-economic order.
4. They better appreciate the trajectory of Indian foreign policy

On the successful completion of the programme the students show a demonstrated achievement of knowledge and understanding of the subject , skills, attitudes and values and academic standards expected of a graduate of this programme.

Graduate Attributes:

- a. Disciplinary knowledge: The students achieve knowledge of the history of India from earliest times to the contemporary period, in all dimensions –political, social, economic and cultural. They also learn about the modern history of western world and modern Asia.
- b. Communication skills: They develop the ability to express their thoughts and ideas effectively in writing and orally.
- c. Critical thinking: they develop the ability to critically analyze the given information, claims and beliefs. They emerge into true rational beings.
- d. Problem solving: They learn to use their knowledge of history to study and understand other branches of knowledge.
- e. Research-related skills: They develop a sense of inquiry and capability for asking appropriate questions. They develop research related skills.
- f. Team work: They learn to work in cooperation with others.
- g. Moral awareness: They learn to embrace moral and ethical values from the lessons they learn from history. They learn to see events from multiple perspectives and take a sound ideological position.
- h. Digital literacy: they learn to make use of digital resources in their studies.

Programme outcome:

The learning outcome achieved at the end is as follows

1. Students have a basic grounding of the evolution –political, social, economic, and cultural-intellectual- of our country through the ages.
2. From the beginning of urban Harrapan culture to the coming of the Aryans, composition of Vedas and highly philosophical Upanishads to the emergence of heterodox religions such as Buddhism and Jainism they are familiarized with the voices of protest against an unjust social order.
3. They also come to realize the assimilative spirit of the country and its people following the contact with Islam, manifested in the birth of Bhakti and Sufi movements.
4. The subjugation of the country by Britain sensitized them to the dangers of having internal divisions in the country
5. The history of the European and other Asian countries inculcated in them a respect for scientific and rational thinking and taught them to work for the creation of a more just world.