



SLC (University of Delhi)
Shyam Lal College



Programme Specific Outcomes and Course Outcomes
B.A. (H) History

Programme Specific Outcomes:

Programme	Programme Specific Outcomes	Course Teaching-Learning Process
<p>B.A. (H) History</p>	<p>PSO-1: Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.</p> <p>PSO-2: Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.</p> <p>PSO-3: Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same.</p> <p>PSO-4: Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.</p> <p>PSO-5: Greater ability to distinguish between that which is historical -- that is time-place context driven, hence changeable and challengeable -- from that which is not.</p> <p>PSO-6: Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues.</p> <p>PSO-7: Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values.</p> <p>PSO-8: Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development.</p> <p>PSO-9: Capability to assume leadership roles and apply the above-mentioned analytical abilities in various other non-familiar contexts.</p> <p>PSO-10: Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multicultural society and interact with diverse groups.</p>	<ol style="list-style-type: none"> 1. Lectures 2. Tutorials 3. Use of audio-video based technological devices (e.g. Power Point) to make presentations more effective. 4. Documentaries, cinema 5. Field and archival work 6. Visits to museums 7. Class reports 8. Discussions 9. Project work

Course Outcomes

Core Subject - Semester 1:

Course Name	Learning Outcomes	Teaching Learning Process
<p>History of India- I (From the beginning to fourth century BCE)</p>	<p>CO-1: Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.</p> <p>CO-2: Describe main features of prehistoric and proto-historic cultures.</p> <p>CO-3: List the sources and evidence for reconstructing the history of Ancient India.</p> <p>CO-4: Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.</p> <p>CO-5: List the main tools made by prehistoric and proto- historic humans in India along with their find spots.</p> <p>CO-6: Interpret the prehistoric art and mortuary practices.</p> <p>CO-7: Discuss the beginning and the significance of food production.</p> <p>CO-8: Analyse the factors responsible for the origins and decline of Harappan Civilization.</p> <p>CO-9: Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.</p> <p>CO-10: Describe the main features of the megalithic cultures of the Central India, Deccan and South India.</p>	<ol style="list-style-type: none"> 1. Classroom lecture and discussion. 2. Problem solving method, question answer method, group discussion method. 3. Tutorial 4. Presentations on important themes covered in the class lectures, or around specific readings. 5. Supporting audio-visual aids like documentaries and power point presentations. 6. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. 7. Underline the ways in which various macro and micro-level developments/phenomena can be historicised.
<p>Social Formations and Cultural Patterns of the Ancient World-I</p>	<p>CO-1: Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.</p> <p>CO-2: Discuss that human history is the consequence of choices made in ecological and biological contexts, and</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student Presentations 4. Tutorials 5. Encourage students to Participate in talks/seminar

	<p>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.</p> <p>CO-3: Delineate the significance of early food production and the beginning of social complexity.</p> <p>CO-4: Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.</p> <p>CO-5: 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.</p>	<p>presentations by specialists in the field.</p> <p>6. Background introductory lectures and discussions.</p> <p>7. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.</p>
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DSE Subjects – Semester 1:

Course Name	Learning Outcomes	Teaching Learning Process
<p align="center">History of the USA: Independence to Civil War</p>	<p>CO-1: Explain the evolving and changing contours of USA and its position in world politics.</p> <p>CO-2: Examine the limits of American democracy in its formative stages.</p> <p>CO-3: Analyse the character of early capitalism in USA and resultant inequities.</p> <p>CO-4: Describe the economics of slavery in USA along with details of slave life and culture.</p> <p>CO-5: Explain the main issues related with the Civil War in USA and its various interpretations.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials. 5. Use of supporting audio-visual aids like documentaries, maps and power point presentations. 6. Students should be encouraged to participate in talks/seminar presentations by specialists in the field. 7. Adequate attention to be given to background introductory lectures and discussions. 8. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Core Subjects – Semester 2:

Course Name	Learning Outcomes	Teaching Learning Process
<p>History of India- II c.300 CE - 750 CE</p>	<p>CO-1: Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.</p> <p>CO-2: Analyse the processes and the</p>	<ol style="list-style-type: none"> 1. Classroom lecture method 2. Group discussion 3. Student presentations in class

	<p>stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.</p> <p>CO-3: Discuss the ways in which historians have questioned the characterization of the Mauryan state.</p> <p>CO-4: Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.</p> <p>CO-5: Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.</p> <p>CO-6: Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.</p> <p>CO-7: Analyse critically the changes in the <i>varna</i>/caste systems and changing nature of gender relations and property rights.</p> <p>CO-8: Write and undertake projects related to literature, science, art and architecture.</p>	<ol style="list-style-type: none"> 4. Tutorials 5. Assignments. 6. Supporting audio-visual aids like documentaries 7. Power point presentations 8. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/ region under study. 9. Underline how various macro and micro-level developments/phenomena can be historicised.
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<p>Social Formations and Cultural Patterns of the Ancient and Medieval World-II</p>	<p>CO-1: Identify the main historical developments in Ancient Greece and Rome.</p> <p>CO-2: Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.</p> <p>CO-3: Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.</p> <p>CO-4: Explain the trends in the medieval economy.</p> <p>CO-5: Analyse the rise of Islam and the move towards state formation in West Asia.</p> <p>CO-6: Understand the role of religion and other cultural practices in community organisation.</p>	<ol style="list-style-type: none"> 1. Classroom lecture method 2. Group discussion 3. Student presentations 4. Tutorials 5. Assignments. 6. Supporting audio-visual aids like documentaries 7. Power point presentations 8. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/ region under study. 9. Underline how various macro and micro-level developments/phenomn a can be historicised.
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DSE Subjects – Semester 2:

Course Name	Learning Outcomes	Teaching Learning Process
<p>History of the USA: Reconstruction to New Age Politics</p>	<p>CO-1: Explain the reasons for the implementation of ‘Reconstruction’ and the causes for its limited success.</p> <p>CO-2: Analyse the growth of capitalism in USA especially in terms of big business, Monopolosim, etc.</p> <p>CO-3: Examine the features of Labour Union movements.</p> <p>CO-4: Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.</p> <p>CO-5: Describe the nature of Women’s Liberation movement and also explain the ‘Pastoralization’ of Housework.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials. 5. Presentations 6. Use of supporting audio-visual aids like documentaries, maps and power point presentations. 7. Students should be encouraged to participate in talks/seminar

	<p>CO-6: Illustrate the significance of Civil Rights Movements and Martin Luther King Jr.</p>	<p>presentations by specialists in the field.</p> <p>8. Adequate attention to be given to background introductory lectures and discussions.</p> <p>9. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.</p>
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Core Subjects – Semester 3:

Course Name	Learning Outcomes	Teaching Learning Process
<p>History of India III (c. 750-1200 CE)</p>	<p>CO-1: Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.</p> <p>CO-2: Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.</p> <p>CO-3: 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.</p>	<ol style="list-style-type: none"> 1. Classroom lecture method 2. Group discussion 3. Student presentations in class 4. Tutorials 5. Assignments. 6. Supporting audio-visual aids like documentaries 7. power point presentations 8. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/ region under study. 9. Underline how various macro and micro-level 10. Developments/phenomena can be historicised.

<p>Rise of the Modern West – I</p>	<p>CO-1: Outline important changes that took place in Europe from the medieval period.</p> <p>CO-2: Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.</p> <p>CO-3: 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.</p> <p>CO-4: Critically analyse linkages between Europe’s state system and trade and empire.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations in class 4. Tutorials. 5. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. 6. Use of supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. 7. Encourage students to participate in talks/seminar presentations by specialists in the field. 8. An overview of the feudal background to be provided to students. 9. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/ region under study.
<p>History of India – IV (c. 1200-1500)</p>	<p>CO-1: Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.</p> <p>CO-2: Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.</p> <p>CO-3: Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.</p>	<ol style="list-style-type: none"> 1. Classroom teaching, 2. Classroom discussions 3. Student presentations in class 4. Tutorials 5. Presentations shall focusing on important themes covered in the class lectures, or on specific readings. 6. Use of supporting audio-visual aids like documentaries and power point presentations where necessary. 7. Emphasise the interconnectedness of

		<p>themes within the different rubrics to build a holistic view of the time period/region under study.</p> <p>8. Underline how various macro and micro-level developments/ phenomena can be historicised.</p>
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Core Subjects – Semester 4:

Course Name	Learning Outcomes	Teaching Learning Process
Rise of the Modern West – II	<p>CO-1: Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.</p> <p>CO-2: Contextualize elements of modernity in these realms.</p> <p>CO-3: Discuss the features of Europe's economy and origins of the Industrial Revolution.</p> <p>CO-4: Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials 5. Presentations focusing on important themes covered in the class lectures, or on specific readings. 6. Use of audio-visual aids like documentaries, maps and power point presentations. 7. Encourage students to participate in talks/seminar presentations by specialists in the field. 8. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

<p>History of India V (c. 1500-1600)</p>	<p>CO-1: Critically evaluate major sources available in Persian and vernacular languages for the period under study.</p> <p>CO-2: Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.</p> <p>CO-3: Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions</p> <p>CO-4: Discuss how different means such as visual culture was used to articulate authority by the rulers.</p> <p>CO-5: Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations in class 4. Tutorials 5. Presentations focusing on important themes covered in the class lectures, or on specific readings. 6. Use of supporting audio-visual aids like documentaries and power point presentations where necessary. 7. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. 8. Underline how various macro and micro-level developments/phenomena can be historicised.
<p>History of India-VI (c. 1750-1857)</p>	<p>CO-1: Outline key developments of the 18th century in the Indian subcontinent.</p> <p>CO-2: Explain the establishment of Company rule and important features of the early colonial regime.</p> <p>CO-3: Explain the peculiarities of evolving colonial institutions and their impact.</p> <p>CO-4: Elucidate the impact of colonial rule on the economy</p> <p>CO-5: Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.</p> <p>CO-6: Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.</p>	<ol style="list-style-type: none"> 1. Classroom teaching, 2. Classroom discussions 3. Student presentations in class 4. Tutorials 5. Presentations should focus on important themes covered in the class lectures, or on specific readings. 6. Use of supporting audio-visual aids like documentaries and power point presentations where necessary. 7. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under

		<p>study.</p> <p>8. Underline how various macro and micro-level developments/phenomena can be historicised.</p>
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Core Subjects – Semester 5:

Course Name	Learning Outcomes	Teaching Learning Process
<p>History of Modern Europe – I</p>	<p>CO-1: Identify what is meant by the French Revolution.</p> <p>CO-2: Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.</p> <p>CO-3: Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.</p> <p>CO-4: Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.</p> <p>CO-5: Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials. 5. Presentations 6. Use of supporting audio-visual aids like documentaries, maps and power point presentations. 7. Students should be encouraged to Participate in talks/seminar presentations by specialists in the field. 8. Adequate attention on background introductory lectures and discussions. 9. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

<p>History of India – VII (c.1600-1750)</p>	<p>CO-1: Critically evaluate the gamut of contemporaneous literature available in Persian and non-Persian languages for the period under study.</p> <p>CO-2: Describe the major social, economic, political and cultural developments of the times.</p> <p>CO-3: Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.</p> <p>CO-4: Discern the larger motives behind the Imperial patronage of art and architecture.</p> <p>CO-5: Appreciate and express the continued expansion and dynamism of agriculture, crafts and maritime trade in India.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials. 5. Presentations on important themes covered in the class lectures, or on specific readings. 6. Use of supporting audio-visual aids like documentaries and Power point Presentations where necessary. 7. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. 8. Underline how various macro and micro-level developments/ phenomena can be historicised.
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DSE Subjects – Semester 5:

Course Name	Learning Outcomes	Teaching Learning Process
<p>History of the USA: Independence to Civil War</p>	<p>CO-1: Explain the evolving and changing contours of USA and its position in world politics.</p> <p>CO-2: Examine the limits of American democracy in its formative stages.</p> <p>CO-3: Analyse the character of early capitalism in USA and resultant inequities.</p> <p>CO-4: Describe the economics of slavery in USA along with details of slave life and culture.</p> <p>CO-5: Explain the main issues related with the Civil War in USA and its various interpretations.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussion 3. Student Presentations 4. Student presentations 5. Tutorials. 6. Presentations 7. Use of supporting audio-visual aids like

		<p>documentaries, maps and power point presentations.</p> <p>8. Students should be encouraged to participate in talks/seminar presentations by specialists in the field.</p> <p>9. Adequate attention to be given to background introductory lectures and discussions.</p> <p>10. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.</p>
<p>History of the USSR: From Revolution to World War. 1917- 1945</p>	<p>CO-1: Demonstrate a nuanced understanding of the major issues in the History of the USSR between 1917 to 1945.</p> <p>CO-2: Explain how USSR emerged out of Imperial Russia.</p> <p>CO-3: Summarize the steps in the consolidation of Bolshevik power.</p> <p>CO-4: Explain the new organization of production in the fields and in the factory.</p> <p>CO-5: Identify linkages between ideology, purges and propaganda.</p> <p>CO-6: Examine Soviet policies for the period of the course in relation to nationalities and gender questions and literature and art forms.</p> <p>CO-7: Outline Soviet foreign policy issues.</p>	<p>1. Classroom teaching</p> <p>2. Classroom discussions</p> <p>3. Student presentations</p> <p>4. Tutorials.</p> <p>5. Presentations</p> <p>6. Use of supporting audio-visual aids like documentaries, maps and power point presentations.</p> <p>7. Students should be encouraged to Participate in talks/seminar presentations by specialists in the field.</p>

		<p>8. Adequate attention shall be given to background introductory lectures and discussions.</p> <p>9. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.</p>
<p>History of Modern China (c. 1840-1950s)</p>	<p>CO-1: 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.</p> <p>CO-2: To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.</p> <p>CO-3: Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism.</p> <p>CO-4: Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.</p> <p>CO-5: Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.</p> <p>CO-6: Locate the rise of China and Japan in the spheres of Asian and world politics respectively.</p>	<p>1. Classroom teaching</p> <p>2. Discussions</p> <p>3. Presentations</p> <p>4. Tutorials. Presentations shall focus either on important themes covered in class lectures, or on specific readings.</p> <p>5. Emphasis the interconnectedness of issues within the different rubrics to build a holistic view of the time period.</p>
<p>Global Ecological Histories</p>	<p>CO-1: Critique an understanding of environmental concerns based on a narrow scientific/ technological perspective.</p> <p>CO-2: Discuss environmental issues within a social- political framework.</p>	<p>1. Classroom Teaching</p> <p>2. classroom discussions</p> <p>3. Student presentations</p>

	<p>CO-3: Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local.</p> <p>CO-4: Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights.</p> <p>CO-5: Locate solutions to environmental problems within a framework of greater democratisation of resource use.</p> <p>CO-6: Problematise (or <i>critique?</i>) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.</p>	<ol style="list-style-type: none"> 4. Tutorials. 5. Presentations 6. Use of supporting audio-visual aids like documentaries, maps and power point presentations. 7. Students should be encouraged to participate in talks/seminar presentations by specialists in the field. 8. Adequate attention to be given to background introductory lectures and discussions. 9. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.
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Core Subjects – Semester 6:

Course Name	Learning Outcomes	Teaching Learning Process
<p>History of India VIII (c.1857-1950)</p>	<p>CO-1: Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.</p> <p>CO-2: Outline the social and economic facets of colonial India and their influence on the national movement.</p> <p>CO-3: Explain the various trends of anti-colonial struggles in colonial India.</p> <p>CO-4: Analyse the complex developments leading to communal violence and Partition.</p> <p>CO-5: Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials is the main teaching method. 5. Presentations should focus either on important themes covered in the class lectures, or on specific readings 6. Use of Supporting audio-visual aids like documentaries and Power point presentations where necessary. 7. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. 8. Underline how various macro and micro-level developments/phenomena can be historicised.

<p>History of Modern Europe-II</p>	<p>CO-1: Trace varieties of nationalists and the processes by which new nation-states were carved out.</p> <p>CO-2: Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.</p> <p>CO-3: Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.</p> <p>CO-4: Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.</p> <p>CO-5: Contextualise major currents in the intellectual sphere and arts.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials. 5. Presentations 6. Use of supporting audio-visual aids like documentaries, maps and power point presentations. 7. Students should be encouraged to participate in talks/seminar presentations by specialists in the field. 8. Adequate attention to be given to background introductory lectures and discussions. 9. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.
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DSE Subjects – Semester 6:

Course Name	Learning Outcomes	Teaching Learning Process
<p>History of the USA: Reconstruction to New Age Politics</p>	<p>CO-1: Explain the reasons for the implementation of 'Reconstruction' and the causes for its limited success.</p> <p>CO-2: Analyse the growth of capitalism in USA especially in terms of big business, Monopolosim, etc.</p> <p>CO-3: Examine the features of Labour Union movements.</p> <p>CO-4: Discern the history of Populist and Progressive movements along with</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials. 5. Presentations 6. Use of supporting audio-visual aids like documentaries, maps and power

	<p>introduction of New Deal in response to the Great Depression.</p> <p>CO-5: Describe the nature of Women's Liberation movement and also explain the 'Pastoralization' of Housework.</p> <p>CO-6: Illustrate the significance of Civil Rights Movements and Martin Luther King Jr.</p>	<p>point presentations.</p> <p>7. Students should be encouraged to participate in talks/seminar presentations by specialists in the field.</p> <p>8. Adequate attention shall be given to background introductory lectures and discussions.</p> <p>9. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.</p>
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<p>History of the USSR: The Soviet Experience (c. 1945-1991)</p>	<p>CO-1: Outline and explain key developments in the history of the USSR between 1945 and 1991.</p> <p>CO-2: Critically analyse the Soviet political system and its global impact.</p> <p>CO-3: Co-relate the various developments to culture and literary growth.</p> <p>CO-4: Explain the origins, developments and the end of the Cold War.</p> <p>CO-5: Analyse the factors leading to economic slowdown, disintegration of the Soviet Union and the formation of Confederation of Independent States.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials. 5. Presentations 6. Use of supporting audio-visual aids like documentaries, maps and power point presentations. 7. Students should be encouraged to participate in talks/seminar presentations by specialists in the field. 8. Adequate attention shall be given to background introductory lectures and discussions. 9. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.
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<p>History of Modern Japan (c. 1868-1950s)</p>	<p>CO-1: Explain Japan’s attempts to create new institutional structures and recast traditions to encounter challenges of the west.</p> <p>CO-2: Analyse historiographical shifts in Japanese history in the context of global politics.</p> <p>CO-3: Examine the divergent pathways to modernity followed by Japan.</p> <p>CO-4: Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts.</p> <p>CO-5: Conceptualise how these distinct histories can be rooted in common cultural traditions.</p> <p>CO-6: Locate and contextualise the history of Japan in world politics.</p> <p>CO-7: Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussions 3. Student presentations 4. Tutorials. 5. Presentations 6. Use of supporting audio-visual aids like documentaries, maps and power point presentations. 7. Students should be encouraged to participate in talks/seminar presentations by specialists in the field. 8. Adequate attention shall be given to background introductory lectures and discussions. 9. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.
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<p>The Making of Contemporary India (c. 1950-1990s)</p>	<p>CO-1: 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.</p> <p>CO-2: Examine critically issues of economic development in the early years of Independence, particularly the problems of development.</p> <p>CO-3: Summarize critical issues pertaining to the history of Non-Alignment and Panchsheel</p> <p>CO-4: Trace the significant developments in the history of India, since 1947, including the history of the Congress party, the Naxalbari and the JP Movement, as well as political developments in the regional context.</p> <p>CO-5: Examine issues of critical relevance in the history of India from 1970s to 1990s, with special emphasis on caste assertion and mobilisation in politics and right-wing nationalism.</p> <p>CO-6: Outline and examine the major developments in the history of social reform around the question of ‘Women and law’.</p> <p>CO-7: Evaluate the history of Environmental movements in India since Independence.</p> <p>CO-8: Examine the formation of a ‘civil society’ and the emergence of popular movements in North East India.</p> <p>CO-9: Trace the history of Judiciary in Independent India with special focus on Public Interest Litigation.</p> <p>CO-10: Construct a history of Media in modern India, a history of Modern Indian Art and one of Sports as well as evaluate the</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Classroom discussion Student presentations 3. Tutorials. 4. Presentations 5. Use of supporting audio-visual aids like documentaries, maps and power point presentations. 6. Students should be encouraged to participate in talks/seminar presentations by specialists in the field. 7. Adequate attention shall be given to Background introductory lectures and discussions. 8. Emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.
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	significance of these in the making of a Modern Nation.	
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Generic Elective – Semester 1/2/3/4:

Course Name	Learning Outcomes	Teaching Learning Process
<p>Delhi through the Ages: The Making of its Early Modern History</p>	<p>CO-1: Analyse different kinds of sources archaeological, architectural and a variety of textual materials.</p> <p>CO-2: Use these materials and correlate their sometimes-discordant information.</p> <p>CO-3: Analyse processes of urbanization and state formation.</p> <p>CO-4: Describe the difficulties in appropriating narratives of the state with the history of particular localities.</p>	<ol style="list-style-type: none"> 1. Classroom teaching 2. Group discussions 3. Group presentations on specific themes/readings. 4. Explain what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 5. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. 6. Use of supporting audio-visual aids like documentaries and power point presentations, field-visit where necessary.
<p>Delhi through the Ages: From Colonial to Contemporary Times</p>	<p>CO-1: Contextualize contemporary questions with regard to the city in the light of its colonial past and lived present.</p> <p>CO-2: Analyse the political developments and their legacy for the shaping of the city.</p> <p>CO-3: Discern importance of</p>	<ol style="list-style-type: none"> 9. Classroom teaching 10. Group discussions 11. Group presentations on specific themes/readings. 12. Explain what is broadly meant by the historical approach and the importance of

	<p>‘local’ social, ecological and cultural processes that shape and reshape the city.</p> <p>CO-4: Explain the historical roots of the problems of sustainable urbanization with regards to Delhi.</p>	<p>historicising various macro and micro-level developments/ phenomena.</p> <p>13. Interactive sessions through group discussions or group presentations shall be used to enable unlearning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures.</p> <p>14. Use of supporting audio-visual aids like documentaries and power point presentations, field-visit where necessary.</p>
<p>Politics of Nature</p>	<p>CO-1: Critique an understanding of environmental concerns based on a narrow scientific/ technological perspective.</p> <p>CO-2: Discuss environmental issues within a social and political (or <i>social scientific?</i>) framework.</p> <p>CO-3: Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand the environmental crisis of the world - from the global to the local.</p> <p>CO-4: Examine the complexities of resource distribution and inequalities of resource use, locating</p>	<p>1. Classroom teaching</p> <p>2. Group discussions</p> <p>3. Group presentations on specific themes/ readings.</p> <p>4. Explain what is broadly meant by the historical approach and the importance of historicizing various macro and micro-level developments/ phenomena.</p> <p>5. Interactive sessions through group discussions or group presentations shall be used to enable unlearning of prevailing misconceptions about historical developments and time periods, as</p>

	<p>these within specific social contexts, with reference to case studies regarding water rights and forest rights.</p> <p>CO-5: Locate solutions to environmental problems within a framework of greater democratization of resource use.</p> <p>CO-6: Problematise (or <i>critique?</i>) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.</p>	<p>well as to facilitate revision of issues outlined in the lectures.</p> <p>6. Use of supporting audio-visual aids like documentaries and power point presentations, field-visit where necessary.</p>
<p>Inequality and Difference</p>	<p>CO-1: Critique the prevalent dominant understanding of Caste, Gender, and Tribe.</p> <p>CO-2: Discuss the complex relations between differences and inequalities.</p> <p>CO-3: Examine the inherent politics in the creation of inequalities and differences.</p> <p>CO-4: Outline various initiatives taken by government to prohibit caste-gender atrocities and uplift of deprived sections of society and its limitations.</p>	<p>1. Classroom teaching</p> <p>2. Group discussions specific themes/readings.</p> <p>3. Explain what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena.</p> <p>4. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures.</p> <p>5. Use of supporting audio-visual aids like documentaries and power point presentations, field-visit where necessary.</p>

SEC – Semester 2/3/4:

Course Name	Learning Outcomes	Teaching Learning Process
Understanding Heritage	<p>CO-1: Explain the complex character of heritage.</p> <p>CO-2: Analyse the historical processes which result into the making of heritage.</p> <p>CO-3: Describe the significance of cultural diversity in the creation of heritage.</p> <p>CO-4: Illustrate how heritage can be a medium to generate revenue</p> <p>CO-5: Discern the nuances of heritage and will appreciate its importance.</p>	<ol style="list-style-type: none"> 1. Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. 2. Group discussions on specific readings 3. Presentations stemming from field work. 4. Linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. 5. Point out the advantages of an interdisciplinary approach as students come in contact with field work and step into the shoes of critical observers of the remnants of the past and Complex present conditions.
Indian Art and Architecture	<p>CO-1: 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</p>	<ol style="list-style-type: none"> 1. Classroom lectures on the key concepts, case studies and important arguments/debates

	<p>various manifestations.</p> <p>CO-2: Through specific examples the student will be able to identify the historical context, socio-economic processes that went in the formation of art and architectural forms.</p> <p>CO-3: Differentiate between high/courtly art, popular art/folk, and tribal art.</p> <p>CO-4: Point out the continuity in patterns and regional variations.</p> <p>CO-5: Identify The stylistic features of different genres of Indian art.</p> <p>CO-6: Discuss the iconography of different art forms.</p> <p>CO-7: Elaborate patronage patterns, artist-patron relations and representation of gender.</p>	<p>reflected in the course readings.</p> <ol style="list-style-type: none"> 2. Group discussions on specific readings 3. Presentations stemming from field work. 4. Linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. 5. Point out the advantages of an interdisciplinary approach as students come in contact with field work and step into the shoes of critical observers of the remnants of the past and complex present conditions.
<p>Reading the Archive</p>	<p>CO-1: To expose students to a wide variety of archives used in historical work.</p> <p>CO-2: To introduce students to scholarship that has critically and creatively used different kinds of primary sources.</p> <p>CO-3: To develop skills to access, contextualize, and analyze primary sources and carry out research.</p> <p>CO-4: A student having studied this course will be skilled in culture and tourism based</p>	<ol style="list-style-type: none"> 1. Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. 2. Group discussions on specific readings 3. Presentations stemming from visit to archive. 4. Linking essential theoretical assessments with

	<p>industries: possible employment includes tour guides, archaeology assistants, archivist, jobs in art galleries, museums, auction houses, researchers in NGOs</p>	<p>active Project work, i.e. the practical knowledge of archives.</p> <p>5. Point out the advantages of an interdisciplinary approach as students come in contact with archive and learn how the archives are important for different field of knowledge</p>
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VAC – Semester 1/2

Course Name	Learning Outcomes	Teaching Learning Process
<p>Ethics and Values in Ancient Indian Traditions</p>	<p>CO-1: Students will develop an overview of indigenous philosophies.</p> <p>CO-2: Understanding the richness of Indian heritage leading to greater sensitivity.</p> <p>CO-3: Inspiration from history to deal with contemporary issues.</p> <p>CO-4: Appreciate the traditions of diversity, discussions, debates and knowledge transmission.</p>	<ol style="list-style-type: none"> 1. Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. 2. Group discussions on specific readings 3. Presentations. 4. Linking essential theoretical assessments with modern day discourses on aspect of historical analysis. 5. Engage Students in analysing and discussing the values,

		<p>encouraging them to apply ethical principles derived from ancient Indian Texts.</p> <p>6. Encourage students for class presentations to foster communication skills.</p>
Ethics and Culture	<p>CO-1: Explore perspectives on ethics in thoughts, words and actions</p> <p>CO-2: Evolve ethical decision making practises</p> <p>CO-3: Understand the need for an ethical society and culture</p> <p>CO-4: Introspect, become conscious of and assess one's stance in life</p> <p>CO-5: Cultivate empathy, tolerance and compassion</p> <p>CO-6: Apply the values learnt in the course to everyday life</p>	<p>1. Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings.</p> <p>2. Group discussions on specific topic</p> <p>3. Some class room activities on different aspect of ethics</p> <p>4. Student activities to sensitize themselves on different social issues</p>