



SLC (University of Delhi)

Shyam Lal College



Programme Specific Outcomes and Course Outcomes

BA Programme in History

Programme Specific Outcomes:

Programme	Programme Specific Outcomes	Teaching Learning Process
<p>BA Programme in History</p>	<p>PSO-1: 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-2: 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-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</p>	<p>1) Lectures (of one hour each) constitutes the core of the teaching-learning process.</p> <p>2) Tutorials, class is customized to the specific needs of the individual students. Tutorial discussions is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the ideal atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may keep an eye over the social dynamics among the students and ensure that nobody feels marginalized or side-lined in the class due to gender, region, class or any other reason.</p> <p>3) Use of audio-video based technological devices (e.g. Power Point) to make presentations more</p>

	<p>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 multi cultural society and interact with diverse groups.</p>	<p>effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.</p>
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Course Outcomes:**Core Subject - Semester 1:**

Course Name	Learning Outcomes	Teaching Learning Process
History of India from the earliest times up to c. 300 CE	<p>CO-1: Delineate changing perceptions on ‘Ancient/early’ India.</p> <p>CO-2: Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.</p> <p>CO-3: Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.</p> <p>CO-4: Outline the key features of the first ever empire under the Mauryas.</p> <p>CO-5: Locate the shift of historical focus from Gangetic belt to newer areas.</p> <p>CO-6: Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.</p>	<ul style="list-style-type: none"> - Classroom teaching - Group discussions - Group presentations - Adequate emphasis on what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. - Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods - Revision of issues outlined in the lectures. - Use of supporting audio-visual aids like documentaries and power point presentations. - Field-visit where necessary.

Core Subject - Semester 2:

Course Name	Learning Outcomes	Teaching Learning Process
History of India, c. 300 to 1200	CO-1: Identify the historical importance of the accelerated practice of land grants issued by	<ul style="list-style-type: none"> - Classroom teaching - Group discussions - Group presentations

	<p>ruling houses.</p> <p>CO-2: Delineate changes in the realm of polity and culture; <i>puranic</i> religion; the growth of vernacular languages and newer forms of art and architecture.</p> <p>CO-3: Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.</p>	<ul style="list-style-type: none"> - Emphasis on what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. - Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods - Revision of issues outlined in the lectures. - Use of supporting audio-visual aids like documentaries and power point presentations. - Field-visit where necessary.
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Core Subject - Semester 3:

Course Name	Learning Outcomes	Teaching Learning Process
<p>History of India, c. 1200-1700</p>	<p>CO-1: Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art.</p> <p>CO-2: architecture, bhakti movement and Sufi movement. Discuss the economic history of the period under study in India especially, where agrarian.</p>	<ul style="list-style-type: none"> - Classroom teaching - Discussions on important readings shall be the format. - Use of supporting audio-visual aids like documentaries - Power point presentations where necessary. - Focus on tracing

	<p>CO-3: production and its implications are concerned. Delineate the development of trade and urban complexes during this period.</p>	<p>broad historical trends so that the students develop an overview of the Indian subcontinent during the time period under study.</p> <ul style="list-style-type: none"> - Emphasize what is meant by the historical approach and delineate the contributions/importance of historical analysis. - Expanding exposure to historical view points. - Imbibe among student an interdisciplinary approach.
<p>English/ Hindi/MIL-II In Lieu of MIL: Histories of Inequalities</p>	<p>CO-1: Outline how hierarchies and inequalities are a part of their histories and everyday experiences.</p> <p>CO-2: Explain the contexts that produce these inequalities.</p> <p>CO-3: Identify the importance of social justice.</p> <p>CO-4: They learn the difficulty in studying the impoverished and the disadvantaged.</p> <p>CO-5: Delineate the problems associated with the hegemonic historical narratives which are circulated by the elites.</p>	<ul style="list-style-type: none"> - Classroom teaching - Group discussions - Group presentations on specific themes/readings. - Emphasis to be given to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena. - Interactive sessions through group discussions or group presentations to enable un-learning of prevailing misconceptions about historical developments and time periods.

		<ul style="list-style-type: none"> - Revision of issues outlined in the lectures. - Use of supporting audio-visual aids like documentaries and power point presentations. - Appropriate field-visit where necessary.
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Core Subject - Semester 4:

Course Name	Learning Outcomes	Teaching Learning Process
History of India, c.1700-1950	<p>CO-1: Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century.</p> <p>CO-2: Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialization of agricultural production, trade policies and deindustrialization.</p> <p>CO-3: Delineate and explain the ideological, institutional, and political formations of the anti- anti-colonial nationalist movement.</p> <p>CO-4: Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.</p>	<ul style="list-style-type: none"> - Classroom teaching - Group discussions - Group presentations on specific themes/readings. - Emphasis to be given to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena. - Interactive sessions through group discussions or group presentations to enable un-learning of prevailing misconceptions about historical developments and time periods. - Revision of issues outlined in the lectures.

		<ul style="list-style-type: none"> - Use of supporting audio-visual aids like documentaries and power point presentations. - Appropriate field-visit where necessary.
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DSE Semester 5

Course Name	Learning Outcomes	Teaching Learning Process
Issues in Twentieth Century World History-I (the 20th Century)	<p>CO-1: Define world history and explain the evolving polities.</p> <p>CO-2: Categorise the economies and cultures of the twentieth century world.</p> <p>CO-3: Define the making of the geopolitical order and North-South' distinctions.</p> <p>CO-4: Delineate the complex character of modernity and its differences.</p> <p>CO-5: Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.</p>	<ul style="list-style-type: none"> - Classroom teaching on key concepts and discussions on important readings. - Use of supporting audio-visual aids like documentaries, maps and power point presentations - Focus on providing a broad historical overview of the period and region under study. - Delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. - Enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian

		subcontinent.
Issues in Twentieth Century World History-II	<p>CO-1: Define world history.</p> <p>CO-2: Discuss and explain the evolving polities, economies and cultures of the twentieth century world.</p> <p>CO-3: Analyze the interconnectedness in world history.</p> <p>CO-4: Demonstrate critical skills to discuss diverse social movements and cultural trends.</p>	<ul style="list-style-type: none"> - Classroom teaching on key concepts and discussions on important readings. - Use of supporting audio-visual aids like documentaries, maps and power point presentations - Focus on providing a broad historical overview of the period and region under study. - Delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. - Enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Generic Elective – Semester 5 &6

Course Name	Learning Outcomes	Teaching Learning Process
Women in Indian History	<p>CO-1: Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.</p> <p>CO-2: Explore women's</p>	<ul style="list-style-type: none"> - Classroom teaching on key concepts and discussions on important readings. - Use of supporting audio-visual aids like

	<p>experiences within specific contexts at specific historical moments.</p> <p>CO-3: Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.</p> <p>CO-4: To discuss the material basis of women's experiences with reference to specific issues like ownership of property.</p>	<p>documentaries, maps and power point presentations</p> <ul style="list-style-type: none"> - Focus on providing a broad historical overview of the period and region under study. - Delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. - Enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.
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SEC Semester 3/4/5/6

Course Name	Learning Outcomes	Teaching Learning Process
Heritage and Tourism	<p>CO-1: Enhance his/her ability to discern the nature of the cultural heritage of the nation.</p> <p>CO-2: Contextualise his/her country's history of heritage representation, to effectively comprehend the present.</p> <p>CO-3: Draw inference from different aspects of tourism, its varieties and be sensitive to the impact of overkill tourism in different geographical areas with specific local sensibilities, thus making a case for sustainable tourism.</p> <p>CO-4: Equip himself /herself with theoretical knowledge of heritage and tourism.</p>	<ul style="list-style-type: none"> - Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. - Group discussions on specific readings - Presentations stemming from field work. - Linking essential theoretical assessments with active practical work, i.e. the

		<p>practical/application aspect of historical analysis.</p> <ul style="list-style-type: none"> - Provide basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.
Archives and Museum	<p>CO-1: Examine these two repositories of history from close quarters.</p> <p>CO-2: Contextualise how the heritage is preserved and kept alive here and the difficulties faced in the process.</p> <p>CO-3: Demonstrate the way in which museums are organized and managed.</p> <p>CO-4: Examine the considerations which govern the way exhibitions in museums are managed.</p> <p>CO-5: Assessment will be based on assignments and projects involving visits to the archives and museums, which is an essential component of this course.</p>	<ul style="list-style-type: none"> - Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. - Group discussions on specific readings - Presentations stemming from field work. - Linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. - Provide basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.
Popular Culture	CO-1: Engage with a range of theoretical perspectives in an	<ul style="list-style-type: none"> - Classroom lectures on the

	<p>attempt to define popular culture.</p> <p>CO-2: Describe the methodological issues involved in a historical study of popular culture.</p> <p>CO-3: Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it.</p> <p>CO-4: Interpret the above theoretical concerns to actual historical studies, through a case study.</p> <p>CO-5: Estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices.</p> <p>CO-6: Examine the role of orality and memory in popular literary traditions.</p> <p>CO-7: Demonstrate the evolution of theatre and dance within the popular performative traditions.</p> <p>CO-8: Analyse the role of technology in the transformation of music from elite to popular forms.</p> <p>CO-9: Examine the relationship between recipes/recipe books and the construction of national/regional identities.</p> <p>CO-10: Identify the history of the</p>	<p>key concepts, case studies and important arguments/debates reflected in the course readings.</p> <ul style="list-style-type: none"> - Group discussions on specific readings - Presentations stemming from field work. - Linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. - Provide basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.
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	<p>cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.</p> <p>CO-11: Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema.</p>	
<p>Radio and Cinema in India: A Social History</p>	<p>CO-1: Delineate the historical context within which the beginnings of cinema and radio might be understood.</p> <p>CO-2: Analyse the state's attempt to control and deploy radio as a medium that carried forward the state agenda.</p> <p>CO-3: Explain how cinema reflected and engaged with the larger ideological and material tensions of society even as it was also subject to technological changes that helped mediate these developments.</p> <p>CO-4: Identify how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence.</p>	<ul style="list-style-type: none"> - Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. - Group discussions on specific readings - Presentations stemming from field work. - Linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. - Provide basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

