

## **Graduates Attributes of History (Major) Programme**

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that is important in the study of human society. The attributes expected from the graduates of B.A. History Programme are:

GA1. Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence, and recent past.

GA2. Familiarity with the History and the process of development in other parts of the world as well as certain other societies, during the same era.

GA3. Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyzes the same.

GA4. 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.

GA5. Sensitivity to different socio-cultural issues and their acquaintance with historical developments.

GA6. Respect for National ethos, human values, and ideals constitutional values.

GA7. Capability to assume leadership roles and apply the above-mentioned analytical abilities in various other non-familiar contexts.

GA8. Develop respect for our Heritage and culture and understand the strength of diversity of our country.

## **Programme Learning Outcomes (Pos) in B.A (Major) in History**

Students enrolled in the programme, complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

Plo-I. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

Plo-II. To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

Plo-III. The ability to use bibliographical tools for the advanced study of history.

Plo-IV. To understand & evaluate different historical ideas, various arguments, and points of view.

Plo-V. To develop an appreciation of themselves & of others through the study of the past in local, regional, national, and global context.

Plo-VI. It instills an appreciation of the uniqueness of visual evidence and cultivates the skill of using visual evidence to understand human activity of the recent and distant past.

### Core Course for B.A History (Hons)

Sl	Pos	DSCC 1	DSCC 2	IDC	SEC- 1	SEC- 2
1	Historical knowledge of a specific area and time	✓	✓	✓	✓	✓
2	Factual and contextual knowledge across time, space & culture	✓	✓		✓	✓
3	Knowledge and usage of bibliographical tools	✓	✓			
4	Understanding of different viewpoints and debates	✓	✓	✓	✓	✓
5	Appreciation and understanding of past in local as well as global context	✓	✓	✓	✓	✓
6	Appreciation and usage of visual evidence	✓	✓		✓	✓

## Course learning outcomes

After completing this programme, student is expected to-

### 1. Construct historical narratives.

- Describe significant developments within historical contexts, covered in the syllabus.
- Identify and analyze the significance of historical changes that take place within a society or culture.
- Explain the patterns of such transitions.
- Assess patterns of continuities within such historical contexts.

### 2. Formulate arguments based on a historiographical engagement.

- Formulate, sustain, and justify a historical argument.
- Support and establish such arguments with historical evidence drawn mainly from secondary sources.
- Situate historical arguments within a larger scholarly narrative.
- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretation of past.
- Exhibit a familiarity with 'the historian's craft'- methods and rigors of the discipline.

### 3. Engage with scholarly writings and presentations.

- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History.
- Comprehend and explain the structure of arguments and claims made in such writings.
- Note the empirical evidence used to establish such claims.

### 4. Participate in historical debates and discussion based on evidence and interpretations.

- Synthesize arguments and facts culled from scholarly writings.
- Articulate a persuasive, well-structured historical arguments based on such

synthesis.

- Employ multiple forms of evidence in this historical argument.
- Formulate relevant and meaningful historical questions.
- Write clear, cogent, and well- researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism.
- Use proper citations and footnotes within formal written assignments.
- Deliver presentations based on such well- researched material orally as well.
- Participate in debates and other forms of verbal historical discussions.

## 5. Work Collaboratively

- Participate in discussion and ask thoughtful questions
- Provide formal feedback to peers in the course of such discussions
- Learn the formal protocol of academic engagements in a seminar and conference.

### Core Course for B.A History (Hons)

Sl No.	COs	DSCC 1	DSCC 2	IDC	SEC- 1	SEC- 2
1	Construct historical narratives	✓	✓	✓	✓	✓
2	Formulate arguments based on a historiographical engagement.	✓	✓	✓	✓	✓
3	Engage with scholarly writings and presentations	✓	✓	✓	✓	✓
4	Participation in historical debates and discussion based on evidence and interpretations	✓	✓	✓	✓	✓
5	Work Collaboratively	✓	✓	✓	✓	✓

**Course Learning Outcome (CLO)**

**Discipline Specific Core Course**

**History of India from the Earliest Time to C 300 BCE**

**Credits:4 (Theory-3 & Tutorial 1)**

Ancient Indian History enables a student to have a better grasp of our Cultural heritage and to define our identity in each phase of human civilization from remote past. The course will enable the students to

1. Learn ancient literature which always acted as the mirror of our society. Through the writings of different authors, they come to know about our glorious past as well as positive and negative aspects of the then period, thus having an idea of our ancient life.
2. Understand the ancient Indian history which take them to the cradle of Indian civilization .it marks the beginning of the urban civilization in this sub-continent which was centred in the Indus River and its tributaries. That period onwards the journey of humankind in India started and took different shapes in different transitional phase and made the landmarks.
3. learn that prior to urban civilization there was food gathering and food hunting stage which symbolizes the earliest phase of mankind pointing out the stone age culture.
4. articulate the knowledge of Vedas and Upanishads which are poignant and essential texts for Indian tradition. They provide an insight into the Hindu philosophy and rituals.
5. comprehend the background of the emergence of statehood after the Janapadas and Majanapadas and the rise of Second Urbanization along with the two-protestant religion Buddhism and Jainism.

**Course Learning Outcome (CLO)**

**Discipline Specific Core Course**

**Social Formations and Cultural Patterns of the Ancient World other than India**

**Credits:4 (Theory-3 & Tutorial 1)**

The evolution of humankind throughout the world also the civilizations beyond India are essential readings for the students of history. This course will enable the students to

1. understand the different periods of Stone Age Culture as well as the role of kinship social institutions in the development of early societies.
2. learn the beginning of agriculture, different modes of production and cattle rearing in different parts of world.
3. learn about the bronze age of the old civilizations like Egypt and China.
4. know about the advent of iron and its significance in socio economic field.
5. learn about the polity, society, agrarian economy, urbanization and trade of ancient Greece and Rome.
6. Learn about cultural aspect of Greece, its drama, art and architecture, thereby giving them a comprehensive knowledge about these two great civilizations of the world.

## **Inter Disciplinary/Course (IDC)**

### **Making of Contemporary India (1919-1964)**

#### **Credits-3( 2 theories + 1 Tutorial)**

This course focuses on the major national movements that led on to India's independence in 1947. It also discusses the impact of Partition on society and culture and finally the evolution of Parliamentary democracy and Indian foreign policy during its' early days. The course will enable the students to:

1. Learn in detail about Gandhian movements and their impact on our freedom struggle thereby understanding the philosophy of Gandhian struggle.
2. Know about movements and struggles outside Gandhian fold. Gain knowledge about revolutionary principles and struggles of Netaji and other revolutionary organizations.
3. Learn about communal politics and birth of Pakistan that will help them understand the political rifts between India and Pakistan.
4. Learn about various constitutional plans formulated by the British government realizing the importance of India's freedom struggle to handover power.
5. Learn about India's journey from 1947 under the leadership of Pandit Jawaharlal Nehru and establishment of Parliamentary democracy.



**Skill Enhancement Course-1 (SEC)**  
**Museums and Archives**  
**Credits: 4 (2 Theories + 2 Tutorials)**

This Course will help the students to

1. Gain knowledge about the institutions that house and maintain documentaries, visual and material remains of the past.
2. Explain the significance of Museums and archives and how they function in academic activities as well as constructing history.
3. Undertake activities like collection, documentation, and exhibition of important materials in their localities and colleges.
4. Gain firsthand experience through visiting National Archives and National Museums as an integral part of their study.

**Skill Enhancement Course-2 (SEC)**  
**Understanding Cultural heritage and Tourism**  
**Credits: 4 (2 Theories + 2 Tutorials)**

This course will help the students to

1. Explore the various aspects of cultural heritage and cultural diversity from various historical perspectives.
2. Discuss numerous cultural practices that have evolved over centuries in different parts of India.
3. Address the questions of legalities and institutional frameworks for heritage preservations.
4. Understand the importance of heritage tourism which will encourage the caretakers of heritage sites to maintain and preserve the treasure of the country.