

**BACHELOR'S DEGREE PROGRAMME (4 YEAR PROGRAMME) WITH  
RESEARCH**

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**Course Outcome (CO)**

After completing the course contents students are able to developed in the following respects:

**History of India from the Earliest Times up to 300 CE**

- To study the Ideas of Early Indian Past
- To know the process of Human evolution and development
- Develop critical thinking towards sources of ancient Indian History
- Cultural Transition from lineage to State formation, their interaction and innovation
- Identify early maps

**History of India from 300 to 1200 CE**

- Understand the Emerging regional configuration in North and South India and their struggle
- To know about the process of changes that have taken place in social, political, cultural technological and so on
- In the process of continuity and change establishment of new power center.

**History of India from C. 1200 - 1707 CE**

- **Study the** Foundation, Expansion & consolidation of the new Theocratic Governance, disturbance that led to the emergence of various provincial kingdoms
- Identifying Cultural synthesis
- Identifying geographical features and regional maps - important centres in Delhi Sultanate, Mughal Empire under Akbar and Aurangzeb
- Analyze the economic and administration under the above-mentioned regime.

## **History of India from 1707- 1950 CE**

- Evaluate consolidation of English Power in India
- Analyze social cultural and religious consciousness in India
- Comparison of Nationalist movements- Pre-Gandhian and Post- Gandhian Era
- Identify Modern Indian Maps- sites of mutiny of 1857, Princely States in 1858, major sites of National congress sessions, major sites in Civil Disobedience Movement Ahmadabad, Dandi, Midnapur, Peshwar.
- Delineate the key features of and broad trends within the national liberation movement.

## **European History: C.1780-1939**

- Discusses and explains the evolving polities, economies and cultures of the Eighteenth -twentieth century world.
- To comprehend interconnected in world history and to discuss and analyze diverse social movements and cultural trends.
- Identify world maps- Oceanic Explorations, Europe in 1815, important stages of World War, and Important centers of international trade
- Delineate new ideology of socialism and Communalism

## **National and idea of Freedom in 20th Century World.**

- To understand the theory and practices of Nationalism
- Implications of Capitalist developments and their socio-economic impacts in china, Nigeria, Congo and so.
- Comprehends the nature of imperialist expansion and exploitation of weaker nations and its impact in various colonies
- Classification and development of Democracy
- Acquire knowledge about 20th century world

## **Skill Course-**

### **An Introduction to Archaeology**

- Promote the education of the public in archaeology
- Advance and assist archaeological research

- Identify and contextualize the past objects found during explorations and excavations of sites
- Analyse the role of institutions and individuals in the development of Indian archaeology
- Encourage widespread participation in archaeology throughout society, identifying and addressing barriers to inclusivity.

### **Historical Tourism: Theory & Practice**

- Enhance his/her ability to understand and take pride in the cultural heritage of the nation.
- Be aware of his/her country's history of heritage representation, to effectively comprehend the present.
- Understand 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, the need of the hour
- Equip them with theoretical knowledge of heritage and tourism.
- **Developed opportunities in** technical aspects of tourism industry that covers both governmental and non-governmental organizations

### **Additional Course**

#### **Museums & Archives in India**

- Enable to know these two repositories of history from close quarters.
- To know how the heritage is preserved and kept alive and the difficulties faced in the process.
- Assessment will be based on assignments and projects involving visits to the archives and museum, which is an essential component
- To enhance the knowledge of regional, national and international historical perspective

### **Visual Culture Of India**

- To delineate the historical context within which the beginnings of Visual culture be understood
- They will be able to analyse the state's attempt to control and deploy documentation as a medium that carried forward the state agenda.
- To 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

### **Vocational/Entrepreneurship Skill**

#### **Heritage Studies**

- Enable students to grasp significant aspects of popular culture in the Indian context.
- To understand differences in cultural types as well as would be able to assess the impact of types of cultural expressions on society
- By identifying themes and characters belonging to the various cultural forms and by visiting an exhibition/fair/festival,
- To understand the histories and politics of languages, especially vis-à-vis the formation of regional, communal and national pride and identities
- Discuss the complex relations between differences and inequalities. Examine the inherent politics in the creation of inequalities and differences.
- Discuss environmental issues within a social- political framework
- 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

#### **Elective-I**

##### **Gender and Education in India**

- Historically discuss the women education and political development in India
- Understand how the education as a tool for women empowerment and development
- Discuss how these social reform movement led their position change

##### **Traditional Knowledge System in India**

- To understand the Indian literature, languages, philosophy and education through historical sources.

- To understand the medicinal practices, agriculture and science and technology of ancient India.

### **Major Paper-I**

#### **Society and Culture of Ancient India**

CO 1 Knowledge about continuous process of social formation and cultural development (from primitive stage to feudal societies) in ancient India with continuity and change.

CO 2 stress on the major themes and debates in Indian History during the period covered in it.

CO 3 in-depth study of the problems and the different answers proposed, equipped to attack similar problems in this and other period(s) of Indian history

### **Major Paper-II**

#### **Tribal and Peasant History of India ( 1757-2000 CE)**

- Understand the sources for reconstruction of Tribal History from Ancient to Modern times.
- Examine the concept, discourse and tradition of oral history in Historical perspectives and for Historiographical understanding.
- Explain the changing socio-economic, political status of Tribal society and its constitutional safeguards.

#### **Society and Culture in Medieval and Modern India (From 1200 to 1947 CE)**

- Understand the changes in society and culture that shaped regions, social groups and individual careers in the period of transition from Mughal to Modern times.
- Stresses the philosophy practice of various orders Bhakti culture in Medieval India, Understand vitreous style and forms of art. and architecture, language and literature in medieval India and colonial period
- Reading the English translations of some of the Persian, early Urdu, and translations of texts of these period will be a compulsory part of assignment writings.
- Analyse critically and comprehensively and its objective to understand about the

various academic debates

- Understand the new ideas evolved by western writers about Indian society and culture studied by orientalist and various reforms policy during the period of study.

### **History and Culture of Uttarakhand**

- Acquainted with the Historical Sources and understands the importance of these sources in Historical Research of Uttarakhand
- Develop their historical perspective on socio- economic life, religious life and development of arts and architecture, language and literature (folk culture) of Uttarakhand
- **Identify** the complex nature of relationship between the everyday life and society in large.
- Understand that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized
- To introduce interdisciplinary approach that has become indispensable in reading culture in any given society.
- In stimulating further inquiry and develop ability to analyze culture through multiple frames of reference.

### **Programme Outcomes (POs) :**

The course provides important knowledge for integrating evidence into policies, social, cultural, economics and religion, region support tools and summaries that provide support for excellence in Historical understanding.

- Construct the idea of historical change within society and culture, their transition, pattern of continuity and change in historical contexts
- Formulate and comprehend historical discourse from secondary sources and developed the idea of critical interpretation of the past
- Comprehend and Analyze historical writings understand the empirical evidence used to establish such claims
- Articulate, Synthesize and emulate the historical argument through research paper, presentation, communication and other verbal historical discussion.

- Understand tools of research writing such as Use proper citations and footnotes within formal written assignments; write appropriate academic papers with avoiding plagiarism
- Listen, participate and learn to work collaboratively and engage with healthy discussion with thought provoking ideas.
- Engage ethically with social issues like sensitivity of gender and inequities and inculcate the value of belief and practices to live in multi cultural and diverse groups.
- Apply the above mentioned attributes in various familiar and non familiar contexts

### **Programme Specific Outcomes (PSOs):**

- Understand background of our religion, customs institutions, administration and so on.
- Understand the present existing social, political, religious and economic conditions of the people.
- Analyze relationship between the past and the present is lively presented in the history.
- Develop practical skills helpful in the study and understanding of historical events.
  - (a) Draw historical maps, charts, diagrams etc.
  - (b) Prepare historical models, tools
- Develop interests in the study of history and activities relating to history.
  - (a) Collect ancient arts, old coins and other historical materials;
  - (b) Participate in historical drama and historical occasions;
  - (c) Visit places of historical interests, archaeological sites, museums and archives;
  - (d) Read historical documents, maps, charts etc.
  - (e) Play active roles in activities of the historical organizations and associations; and
  - (f) Write articles on historical topics.
- The study of history helps to impart moral education.
- History installs the feeling of patriotism in the hearts of the pupils
- Understand the approach, methods and techniques of data collection, its verifications and interpretations, principles and theories and various schools of history writing.
- Specific specialized courses of Ancient / Medieval / Modern history of India have been offered to acquire specific and detail knowledge, which will helpful to do

- Research and writing work and teaching in his/her specialized group of history.
- The studies of women in India, ecology and environment in history, tourism in history, development of science and technologies and Indian Diaspora are useful to developed professional skill and attitude among the students.
- Develop the understanding towards Cast, Gender, Race, Faith and practices of different society lives in different spaces in logical approaches.
- To enable the students to choose a career in academic writing, research and learning and teaching and other social work jobs.