

## **B.A.H.History**

PAPER	COURSE LEARNING OUTCOMES
History of India- I	<p>After completing the course the students will be able to:</p> <ul style="list-style-type: none"><li>• Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.</li><li>• Describe main features of prehistoric and proto-historic cultures.</li><li>• List the sources and evidence for reconstructing the history of Ancient India</li><li>• 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.</li><li>• List the main tools made by prehistoric and proto- historic humans in India along with their find spots.</li><li>• Interpret the prehistoric art and mortuary practices.</li><li>• Discuss the beginning and the significance of food production.</li><li>• Analyse the factors responsible for the origins and decline of Harappan Civilization.</li><li>• Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.</li><li>• Describe the main features of the megalithic cultures of the Central India, Deccan and South India</li></ul>
Social Formations and Cultural Patterns of the Ancient World-I (GE)	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"><li>• Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.</li><li>• Discuss that human history is the consequence of choices made in ecological and biological contexts, and 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.</li><li>• Delineate the significance of early food production and the beginning of social complexity.</li><li>• Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.</li><li>• 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</li></ul>

<p>Delhi through the Ages: The Making of its Early Modern History (GE)</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.</li> <li>• Use these materials and correlate their sometimes discordant information.</li> <li>• Analyse processes of urbanization and state formation.</li> <li>• Describe the difficulties in appropriating narratives of the state with the history of particular localities.</li> </ul>
<p>History of India II</p>	<p>After completing the course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.</li> <li>• Describe main features of prehistoric and proto-historic cultures.</li> <li>• List the sources and evidence for reconstructing the history of Ancient India</li> <li>• 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.</li> <li>• List the main tools made by prehistoric and proto-historic humans in India along with their find spots.</li> <li>• Interpret the prehistoric art and mortuary practices.</li> <li>• Discuss the beginning and the significance of food production.</li> <li>• Analyse the factors responsible for the origins and decline of Harappan Civilization.</li> <li>• Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.</li> <li>• Describe the main features of the megalithic cultures of the Central India, Deccan and South India.</li> </ul>
<p>Social Formations and Cultural Patterns of Medieval World Civilizations</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.</li> <li>• Discuss that human history is the consequence of choices made in ecological and biological contexts, and 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.</li> <li>• Delineate the significance of early food production and the beginning of social complexity.</li> <li>• Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.</li> <li>• 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.</li> </ul>

	<p>Delhi through the Ages: The Making of its Early Modern History</p> <p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.</li> <li>• Use these materials and correlate their sometimes discordant information.</li> <li>• Analyse processes of urbanization and state formation.</li> <li>• Describe the difficulties in appropriating narratives of the state with the history of particular localities.</li> </ul> <p>Science, Technologies and Humans: Contested Histories</p> <p>After completing this course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critique the prevalent dominant understanding of science and technology.</li> <li>• Discuss the complex relations between science, technology and society.</li> <li>• Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy.</li> <li>• Examine the character of 'dual use' technologies.</li> <li>• Define various initiatives taken by government for promotion of science and technology.</li> </ul>	
<p>History of India- III (c. 750-1200)</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.</li> <li>• Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.</li> <li>• 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.</li> </ul>	

<p>History of India- IV (c. 1200–1500)</p>	<p>On completion of this course, the students shall be able to:</p> <ul style="list-style-type: none"> <li>• Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.</li> <li>• Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.</li> <li>• Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.</li> </ul>
<p>The Making of Contemporary India (1950-1990s)</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism</li> <li>• Analyse the impact of the European presence on local society</li> <li>• Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.</li> <li>• Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.</li> <li>• Describe the historiographical trends to study history of Southeast Asia</li> </ul>
<p>Understanding Heritage (SEC)</p>	<p>Understanding Heritage Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Explain the complex character of heritage.</li> <li>• Analyse the historical processes which result into the making of heritage.</li> <li>• Describe the significance of cultural diversity in the creation of heritage.</li> <li>• Illustrate how heritage can be a medium to generate revenue</li> <li>• Discern the nuances of heritage and will appreciate its importance.</li> </ul>
<p>History of India- V (c. 1500-1600)</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Critically evaluate major sources available in Persian and vernacular languages for the period under study</li> <li>• Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.</li> <li>• Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions</li> <li>• Discuss how different means such as visual culture was used to articulate authority by the rulers</li> <li>• Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.</li> </ul>

<p>History of India- VI (c. 1750-1857)</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Outline key developments of the 18th century in the Indian subcontinent.</li> <li>• Explain the establishment of Company rule and important features of the early colonial regime.</li> <li>• Explain the peculiarities of evolving colonial institutions and their impact.</li> <li>• Elucidate the impact of colonial rule on the economy.</li> <li>• Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.</li> <li>• Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj. Ri</li> </ul>
<p>Rise of the Modern West- II</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.</li> <li>• Contextualize elements of modernity in these realms.</li> <li>• Discuss the features of Europe's economy and origins of the Industrial Revolution.</li> <li>• Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate. I</li> </ul>

<p>Indian Art and Architecture</p>	<p>At the end of the course, the student should be able to:</p> <ul style="list-style-type: none"> <li>• 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 various manifestations.</li> <li>• Through specific examples the student will be able to identify the historical context, socioeconomic processes that went in the formation of art and architectural forms.</li> <li>• Identify the stylistic features of different genres of art.</li> <li>• Discuss the iconography of art forms.</li> <li>• Differentiate between high/courtly art, popular art/folk, and tribal art.</li> <li>• Point out the continuity in patterns and regional variations.</li> <li>• Elaborate patronage patterns, artist-patron relations and representation of gender.</li> </ul>
<p>History of India- VIII (c. 1857-1950)</p>	<p>After successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.</li> <li>• Outline the social and economic facets of colonial India and their influence on the national movement.</li> <li>• Explain the various trends of anti-colonial struggles in colonial India.</li> <li>• Analyse the complex developments leading to communal violence and Partition.</li> <li>• Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence</li> </ul>
<p>History of the USA: Reconstruction to New Age Politics</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Explain the reasons for the implementation of ‘Reconstruction’ and the causes for its limited success.</li> <li>• Analyse the growth of capitalism in USA especially in terms of big business, Monopolosim, etc.</li> <li>• Examine the features of Labour Union movements.</li> <li>• Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.</li> <li>• Describe the nature of Women’s Liberation movement and also explain the ‘Pastoralization’ of Housework</li> <li>• Illustrate the significance of Civil Rights Movements and</li> </ul>

	Martin Luther King Jr.
History of Modern China (1840-1960)	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.</li> <li>• Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism.</li> <li>• 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.</li> <li>• Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.</li> <li>• Locate the rise of China and Japan in the spheres of Asian and world politics respectively.</li> </ul>
History of India- VII (c. 1600-1750)	<p>On completion of this course, the students shall be able to:</p> <ul style="list-style-type: none"> <li>• Critically evaluate the gamut of contemporaneous literature available in Persian and non-Persian languages for the period under study</li> <li>• Describe the major social, economic, political and cultural developments of the times</li> <li>• Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.</li> <li>• Discern the larger motives behind the Imperial patronage of art and architecture</li> <li>• Appreciate and express the continued expansion and dynamism of agriculture, crafts and maritime trade in India</li> </ul>

<p>History of India- VIII (c. 1857-1950)</p>	<p>After successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.</li> <li>• Outline the social and economic facets of colonial India and their influence on the national movement</li> <li>• Explain the various trends of anti-colonial struggles in colonial India. <ul style="list-style-type: none"> <li>• Analyse the complex developments leading to communal violence and Partition.</li> </ul> </li> <li>• Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence</li> </ul>
<p>History of Modern Europe- II</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Trace varieties of nationalists and the processes by which new nation-states were carved out.</li> <li>• Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.</li> <li>• Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.</li> <li>• Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.</li> <li>• Contextualise major currents in the intellectual sphere and arts.</li> </ul>

<p>History of the USA: Reconstruction to New Age Politics</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Explain the reasons for the implementation of ‘Reconstruction’ and the causes for its limited success.</li> <li>• Analyse the growth of capitalism in USA especially in terms of big business, Monopolosim, etc.</li> <li>• Examine the features of Labour Union movements. <ul style="list-style-type: none"> <li>• Discern the history of Populist and Progressive movements along with introduction of NewDeal in response to the Great Depression.</li> </ul> </li> <li>• Describe the nature of Women’s Liberation movement and also explain the ‘Pastoralization’ of Housework</li> <li>• Illustrate the significance of Civil Rights Movements and Martin Luther King Jr</li> </ul>
<p>HISTORY OF MODERN JAPAN (c. 1868-1950s)</p>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Explain Japan’s attempts to create new institutional structures and recast traditions to encounter challenges of the west.</li> <li>• Analyse historiographical shifts in Japanese history in the context of global politics.</li> <li>• Examine the divergent pathways to modernity followed by Japan.</li> <li>• Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts. <ul style="list-style-type: none"> <li>• Conceptualise how these distinct histories can be rooted in common cultural traditions.</li> </ul> </li> <li>• Locate and contextualise the history of Japan in world politics.</li> <li>• Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.</li> </ul>

<p>History of India From the Earliest Times Upto 300 CE</p>	<p>On successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Delineate changing perceptions on ‘Ancient/early’ India.</li> <li>• Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.</li> <li>• Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.</li> <li>• Outline the key features of the first ever empire under the Mauryas.</li> <li>• Locate the shift of historical focus from Gangetic belt to newer areas.</li> <li>• Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.</li> </ul>
<p>Communicating Cultures : Telling, Representations and Leisure (MIL)</p>	<p>After the successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Identify significant features of India’s intangible cultural heritage.</li> <li>• Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.</li> <li>• Identify how culture is communicated through narrative strategies and performative acts.</li> <li>• Appreciate that textuality and performance are not binary opposites and are mutually interactive.</li> <li>• Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.</li> </ul>
<p>History of India (300 CE to 1200 CE)</p>	<p>: On successful completion of this Course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the historical importance of the accelerated practice of land grants issued by ruling houses.</li> <li>• Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.</li> <li>• 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.</li> </ul>

<p>History of India C.1200-1700</p>	<p>After the successful completion of this Course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century.</li> <li>• Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement.</li> <li>• Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.</li> <li>• Delineate the development of trade and urban complexes during this period.</li> </ul>
<p>Heritage and Tourism (SEC)</p>	<p>Upon successful completion of course students will have knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• Enhance his/her ability to discern the nature of the cultural heritage of the nation.</li> <li>• Contextualise his/her country's history of heritage representation, to effectively comprehend the present.</li> <li>• 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.</li> <li>• Equip himself / herself with theoretical knowledge of heritage and tourism</li> </ul>

<p>History of India 1700-1950</p>	<p>After the successful completion of the course, the students will be able to</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify the key historiographical debates around the colonial colonial, economic policies including the land revenue collection, commercialization of agricultural production, trade policies and deindustrialization.</li> <li>• Delineate and explain the ideological, institutional and political formations of the anti-colonial nationalist movement.</li> <li>• Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.</li> </ul>
<p>History and Archaeology (SEC)</p>	<p>Upon successful completion of the course students will be able to</p> <ul style="list-style-type: none"> <li>• describe different stages of archaeological discipline, methods of excavation, dating methods etc. it would enable them an understanding of past objects and its exploration and excavation methods.</li> <li>• understand different aspects of past societies, specific features and cultural patterns.</li> </ul>
<p>Issues in twentieth century World History-I</p>	<p>On completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Define world history and explain the evolving polities.</li> <li>• Categorise the economies and cultures of the twentieth century world. <ul style="list-style-type: none"> <li>• Define the making of the geopolitical order and ‘North-South’ distinctions.</li> <li>• Delineate the complex character of modernity and its differences.</li> </ul> </li> <li>• Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.</li> </ul>

<p>Women In Indian History (GE)</p>	<p>After successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.</li> <li>• Explore women’s experiences within specific contexts at specific historical moments.</li> <li>• Appreciate the contradictions that marked the ‘rise’ of powerful and ‘exceptional’ women like Razia, Nur Jahan or Mirabai. •</li> </ul> <p>To discuss the material basis of women’s experiences with reference to specific issues like ownership of property.</p>
<p>Popular Culture (SEC)</p>	<p>Upon successful completion of course students will be able to:</p> <ul style="list-style-type: none"> <li>• Engage with a range of theoretical perspectives in an attempt to define popular culture,</li> <li>• Describe the methodological issues involved in a historical study of popular culture,</li> <li>• 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,</li> <li>• Interpret the above theoretical concerns to actual historical studies, through a case study,</li> <li>• 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,</li> <li>• Examine the role of orality and memory in popular literary traditions,</li> <li>• Demonstrate the evolution of theatre and dance within the popular performative traditions,</li> <li>• Analyse the role of technology in the transformation of music from elite to popular forms,</li> <li>• Examine the relationship between recipes/recipe books and the const</li> </ul>