**COURSE OUTCOMES**

**Department of History: M.A.**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | M.A I-Sem | **Principles of History** **MAH6101T**  | CO 1 | Describe the history and relationship of other social sciences and science. |
| CO2 | Students Identify various types of History. |
| CO3 | Recognize the fundamentals of History |
| CO4 | Recite of Idea of progress in History and the importance of History in the current senerio |
| 02 | M.A I-Sem | **Ancient World** **MAH6102T** | CO 1 | Recognize the development of human society and various cultures from the Stone Age to the Iron Age, a worldwide phenomenon |
| CO2 | Describe the major cultural Structures, events, and shaping the world context. |
| CO3 | Explain the different sources particularly archaeological overseas |
| CO4 | State the concept of the decline of different civilization and the concept of the relation of civilizations to each other |
| CO5 | **:** Discuss the logical arguments substantiated with historical aspects. |
| 03 | M.A I-Sem | **Medieval World** **MAH6103T**  | CO 1 | Students Identify about feudalism, the church, and the transition irom Ancient to medieyal society |
| CO2 | Students Describe medieval Europe feathers religious and cultural history  |
| CO3 | Students can explain about Islam in Arab and Umayyad or Abbasid Dynasty. |
| CO4 | Students recognoize their knowledge about the structure of the medieval state under the sultanate and Mughals. |
| 04 | M.A I-Sem | **Modern World** **MAH6104T**  | CO 1 | . Students are able to identify the emergence of mercantilism and the beginning of capitalism  |
| CO2 | Describe the popular political revolutions in the modern world and their impact on contemporary world polity. |
| CO3 | Recognize the emergence of imperialism in modern world |
| CO4 | Indicate few points the World War first and World War second |
| CO5 | Able to apply basic concepts of matterwaves for developing mathematical andAnalytical abilities in wave mechanics. |
| 05 | M.A I-Sem | **History of U.S.A. (1820-1973A.D.)** **MAH6105T**  | CO 1 | Students are able to recognize the emergence of mercantilism  |
| CO2 | Describe the popular political revolutions in the modern world and their impact on contemporary world polity. |
| CO3 | Explain the emergence of imperialism in modern worl |
| CO4 | Identify the beginning of capitalism |
| CO5 | Able to apply basic concepts of matterwaves for developing mathematical andAnalytical abilities in wave mechanics. |
| 06 | M.A II-Sem | **Archive and History** **MAH6201T** | CO 1 | History students can learn to apply historical methods to evaluate the past and how historians have interpreted it. They can also learn to use archives, libraries, databases, and oral histories as sources of historical evidence.  |
| CO2 | Archival students can learn about archival management, including its history, intent, challenges, and issues. They can also learn to preserve, organize, and create access for historic records. |
| CO3 | Understand the fundamentals of History. |
| CO4 | Study of Idea of progress in History and the importance of History in the current senerio |
| 07 | M.A II-Sem | **Environmental History** **MAH6202T** | CO 1 | Environmental injustice: Historic patterns of environmental injustice  |
| CO2 | Unsustainable resource exploitation: The consequences of unsustainable resource exploitation  |
| CO3 | .Environmental stewardship: The importance of environmental stewardship  |
| CO4 | Adaptation and resilience: The importance of adaptation and resilience  |
| CO5 | Policy making: The consequences of policy making for good and ill  |
| 07 | M.A II-Sem | **Diaspora in Colonial India**  **MAH6203**T  | CO 1 | Students evaluate diaspora its concept, origin, categories, and caste division |
| CO2 | Students understand the different stages of colonial migration in a different continent. |
| CO3 | Critically evaluate about the migration In the 20th century in different nation |
| CO4 | Students understand about the Indians policy her diaspora. |
| 08 | M.A II-Sem | **History of Rajasthan**  **MAH6204T** | CO 1 | Identify the key historical features of Rajasthan. |
| CO2 | Explain the emergence of ancient, medieval and modern polities and feudal institutions. |
| CO3 | Explain the trends in the late medieval and modern economy and their impact on social, cultural and religious life. |
| CO4 | Analyse the rise and the transition to state formation in Rajasthan |
| CO5 | Discuss the development of various spiritual, literary and broader urban traditions. |
| 09 | M.A II-Sem | **Theories and Historical Explanation** **MAH6205T**   | CO 1 | . Students evaluate the concept of state and nation |
| CO2 | Students understand the different stages of the emergence od nation and nationalism in modern world. |
| CO3 | Critically evaluate about the different theories of nationalism |
| CO4 | Students will understand the different approaches of nationalism in modern Indian |

**COURSE OUTCOMES**

**Department of History: B.A.**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | B.A I-Sem | **History of India, From Earliest times to 750 CE** **HIS5101T** | CO 1 | Students should be able to Explain the cultural and societal transformations from the Palaeolithic to the Neolithic periods and how these shaped early civilizations. |
| CO2 | They should able to get Recall and identify the key sources of ancient Indian history, including literary, archaeological, and ceramic evidence . |
| CO3 | They should able to get Analyze the role of iron ploughs and the emergence of new classes in the rise of Jainism and Buddhism during the period of religious movements. |
| CO4 | Apply the knowledge of artistic and architectural developments. |
| 02 | B.A I-Sem | **Indian Society: A Historical Perspective** HIS5102T  | CO 1 | students will be proficient in: Developing a critical understanding of the historical context of institutions such as varna, jati, caste, kinship, and marriage relations, as well as early religious thought, is essential for grasping their evolution and impact. |
| CO2 | Students will explore the inherent politics and contradictions within the medieval religious milieu, including how various religious currents and subaltern voices contributed to the period's dynamic social landscape. Additionally, the course will address contemporary issues and challenges, providing a deeper insight into how historical processes continue to shape modern Indian society. |
| CO3 | This involves examining the intricate interactions between diverse social groups, from hunter-gatherer societies to medieval trading and artisan communities.  |
| 03 | B.A II-Sem | **Understanding Indian Heritage****HIS5202T** | CO 1 | Students should be able to understanding of the complex nature of heritage, emphasizing its multifaceted character shaped by historical, cultural, and social factors Students will analyze the historical processes that contribute to the formation of heritage, exploring how different eras and events shape its development. |
| CO2 | They will describe the role of cultural diversity in enriching and creating heritage, recognizing that multiple traditions and perspectives intertwine to form a cohesive cultural identity.  |
| CO3 | The course will also address critical issues related to the ownership and legislation necessary to safeguard heritage from loss.  |
| 04 | B.A II-Sem | **History of India, From 750 CE TO 1707 CE** **HIS5201T** | CO 1 | Students should be able to Explain the cultural and societal transformations from the Palaeolithic to the Neolithic periods and how these shaped early civilizations. |
| CO2 | They should able to get Recall and identify the key sources of ancient Indian history, including literary, archaeological, and ceramic evidence . |
| CO3 | They should able to get Analyze the role of iron ploughs and the emergence of new classes in the rise of Jainism and Buddhism during the period of religious movements. |
| CO4 | Apply the knowledge of artistic and architectural developments |
| 05 | B.A III-Sem | **History of India, c. 1200-1700****HIS5003T** | CO 1 | Students will be able to identify key rulers, administrative systems like the Iqta and Mansabdari, and their impact on medieval Indian polity. |
| CO2 | Students will be able to nalyze the role of figures like Kabir, Mira Bai, and Nizamuddin Auliya, as well as economic trends such as banking, trade, and non-agrarian production. |
| CO3 | Students will examine the impact of Vijayanagara’s art and architecture (Hampi) and Gujarat’s trade networks in the broader context of medieval India. |
| CO4 | Students will compare and contrast architectural marvels like Fatehpur Sikri and the Qutb Complex, along with the impact of maritime trade and commercial practices. |
| 06 | B.A III-Sem | **Religious Traditions in the Indian Subcontinent** HIS5302T | CO 1 | An understanding to describe the fundamental chronological, spatial, and substantive aspects of various religious traditions in the Indian subcontinent, along with the intellectual currents that have questioned them..  |
| CO2 | They will be able to analyze and articulate the long-term changes each tradition experiences as it interacts dynamically with its historical context, non- religious elements, and other religious traditions additionally, students will identify and describe the formation of religious identities and explore the liminal spaces between them. |
| CO3 | They will also appreciate and critically engage with debates on how the modern Indian state and its constitution address the plurality of religious beliefs and practices. |
| 07 | B.A IV-Sem | **Women in Indian History****HIS5402T** | CO 1 | Students should be able Outline the concept of gender and understand patriarchy system of power. |
| CO2 | They will explore and analyze women's experiences within specific historical as a historically constituted context, examining how these experiences have been shaped by their particular circumstances  |
| CO3 |  students will discuss the material basis of women 'S experiences, focusing on specific issues such as property ownership, and how these factors have influenced their roles andstatus in society |
| 08 | B.A IV-Sem | **History of India, c. 1700-1950** **HIS5004T** | CO 1 | Students should be able to know to get freedom movement in India.  |
| CO2 | They should able to get knowledge of Indian economic, social, policies situation in British period. |
| CO3 | They should able to get knowledge of development education policy, science technology |
| 09 | B.A V-Sem | **Issues in World History- I (The 20th Century**)(**BA-DSE-512**) | CO 1 | Students will be able to recall fundamental definitions and explain their relevance in shaping modern history. |
| CO2 | Students will be able to analyze the global impact of WWI and assess how the peace settlements and the mandate system influenced international relations. |
| CO3 | Students will apply historical perspectives to evaluate the transformation of Russia and its global implications. |
| CO4 | Students will compare and contrast fascist ideologies and examine their role in leading up to the Second World War. |
| 10 | B.A V-Sem | **Women in Indian History****BA-GE-512** | CO 1 | Students will explain the concepts of gender and patriarchy and analyze their manifestations in historical and contemporary Indian society. |
| CO2 | Students will apply the knowledge of Brahmanical patriarchy, women's property rights, and work in ancient India to critically analyze women's socio-economic roles in Tamilakam and similar historical contexts.  |
| CO3 | Students will apply the historical understanding of 19th-century social reforms, Gandhi’s role, and women’s participation in nationalism to evaluate the achievements and limitations of these movements. |
| CO4 | Students will examine the influence of political processes on women’s lives during medieval India, including the role of the harem and imperial women |
| 11 | B.A V-Sem | **Crafts and Artisans: Living Traditions BA-SEC-512**  | CO 1 | .Recall and identify the traditional art forms, such as stone carvings in Mahabalipuram and Rajasthan, Madhubani and Worli paintings, and various textile traditions like Banarasi and Patola weaving. |
| CO2 | explain the significance of traditional crafts, including stone carving, metalwork and woodwork from Northeastern India, in the context of cultural heritage and artistic expression. |
| CO3 | describe the regional variations in jewelry making, ivory carving, and textile design, with an emphasis on cultural, social, and historical contexts. |
| CO4 | : analyze and compare the aesthetic and functional aspects of traditional crafts, including their evolution and role in contemporary markets, to appreciate their relevance and sustainability. |
| 12 | B.A VI-Sem | **Issues in World History- II (the 20th Century)**(**BA-DSE-612**) | CO 1 | Students will be able to understand the causes and consequences of colonialism, the rise of nationalist movements, and the global impact of the Second World War. |
| CO2 | Students will be able to analyze the political, economic, and social transformations that led to decolonization and the emergence of new nations post-World War II. |
| CO3 | Students will gain an understanding of the social and political transformations in both Western and Communist states after World War II, especially within the context of the Cold War |
| CO4 | Students will analyze the long-term effects of globalization on cultural, economic, and social systems around the world, considering both its positive and negative implications. |
| 13 | B.A VI-Sem | **Delhi through the Ages BA-GE-612**  | CO 1 | Student Identify key historical landmarks in Delhi, including Ashokan edicts, the Mehrauli iron pillar, and Anangpur, and their significance in the transition to the historical period. |
| CO2 | Student Identify the key events in Delhi before 1857, such as the relationship between the Company and the Mughal Court, and their influence on literary culture. |
| CO3 | Student Explain the cultural and political impact of settlements like Lal Kot and Delhi Kuhna during the 11th to 16th centuries on the development of Delhi. |
| CO4 | Student Describe the architectural significance of Humayun's Tomb, Nizamuddin, and Shahjahanabad, focusing on the relationship between the tomb, garden, and river. |
| 14 | B.A VI-Sem | **Indian Epigraphy and Numismatics** (**BA/SEC/612**) | CO 1 | Student will be able to Explain the methods of exploration, excavation, and dating antiquities, and analyze their significance in understanding human history. |
| CO2 | Student will be able to Classify different types of inscriptions and coins, and explain their contribution to historical narratives and cultural evolution. |
| CO3 | Student will be able to Examine epigraphic and numismatic evidence to reconstruct historical events and evaluate their socio-political context. |
| CO4 | Student will be able to Discuss the strategic importance, types, and administration of forts, with a focus on their role in Maratha history. |