

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS),MANDYA

DEPARTMENT OF HISTORY

B.A - HISTORY – Programme (Common to all HEK, HEG, HEP, HES, HEE, HSP & HEPHil)

Academic Year-2020-21

(Revised CBCS Scheme 2018-19 Onwards)

Criterion –II- Teaching - Learning and Evaluation

2.6 Teaching – Learning Process

2.6. Student Performance and Learning Outcomes

2.6.1 Programme outcomes, programme Specific outcomes and Course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide web link)

Objectives of B. A Programme

- Being the first paper of the History course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India's ancient past – from prehistoric times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

Department of HISTORY

B A Programme : Course Objective and Course Outcomes

CBCS Scheme with effective from 2018-19

HISTORY (UG)					
Sl. No.	Semester	Course Code	Course Title	Course Objective	Course Outcomes
1.	I	DSC-1A Core	History of India upto 1206 C.E	<p>➤ This course is designed to make the students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the ‘early medieval period’ (c. A.D. 750 – A.D. 1206) of Indian history. With its focus on the multiple approaches to the various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.</p>	<ul style="list-style-type: none"> • Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India. • Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes. • 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.
2.	II	DSC-1B Core	History of India from 1206 to 1761 C.E	<p>➤ This course seeks to engage students in an analytical understanding of the varied perspectives from which</p>	<ul style="list-style-type: none"> • Familiar with the different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.

				<p>historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and sociocultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.</p>	<ul style="list-style-type: none"> • Able to critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study. • Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.
3.	III	DSC-1C Core	History of South India upto 1336 C.E	<p>➤ This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and sociocultural processes of the time especially with reference to Rajput polities,</p>	<ul style="list-style-type: none"> • Familiar with the different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries. • Able to critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study. • Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy

				<p>Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti ‘movement’ are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.</p>	<p>by certain women shaped the times.</p>
5.	IV	DSC-1D Core	<p>History of South India with Special Reference to Karnataka from 1336 to 1800 C.E</p>	<p>➤ This paper provides a historical overview of the India from the 18th century to the making of the republic in 1800. It examines the nature of the 18th century economy, polity, society and culture, and proceeds to discuss the establishment of colonial rule in India. Apart from tracing the varied impacts of colonial rule, the paper also discusses examples of social and political mobilizations on questions of socio-cultural and religious practices and discriminating traditions/structures in colonial India. It also examines the eventual growth of anti-colonial struggles, the emergence of</p>	<ul style="list-style-type: none"> • Outline important features of the 18th century in India. • Explain how the colonial state established its control and the debates on the nature of colonial exploitation

				formal nationalist platforms and pan-Indian mass agitations. The paper concludes with an overview of the growth of communal politics in the late colonial period, the consequent partition of India.	
6.	V	DSE-1A	History of Modern India upto 1885 C.E	<ul style="list-style-type: none"> ➤ To create awareness among the students about their role in nation building. ➤ To provide role models to the students and to instill value based leadership. ➤ To help the student to understand the struggles and sacrifices involved in building up India. 	<ul style="list-style-type: none"> • The student shall understand and appreciate the struggles and sacrifices involved in building up India. • The student shall analyse and examine the perspectives of Indian Intellectuals.
7.		DSE-2A	History of Karnataka from 1800 to 1975 C.E	<ul style="list-style-type: none"> ➤ Developments that took place in Mysore state after restoration. ➤ Significant contributions of Wodeyar rulers and prominent Dewans. ➤ Administrative reforms of commissioners. ➤ Political Socio-Cultural Movements in Modern Mysore (Karnataka) state. 	<ul style="list-style-type: none"> • To enable the student to understand and analyse the restoration of Mysore state, prominent rulers of Mysore, prominent Dewans, administrative reforms, political and socio-cultural developments in modern Mysore state.

8.		DSE-3A	Modern Europe from 1789 – 1950 C.E	<p>➤ One Objectives of this course will be to gain a basic understanding of, and appreciation for, modern European history. The period from the late eighteenth to mid-twentieth century is arguably that which has seen the most rapid change in European history; many of the changes experienced during this time continue to affect our own experience and our attitudes towards it. The course, in fulfillment of the core history requirement, also aims to help you develop widely applicable skill sets: 1) the analysis of evidence, 2) the assessment of conflicting interpretations of evidence, and 3) the ability to evaluate the significance of change and continuity. Class assignments--written responses to primary and secondary sources, readings, and discussions--are designed to help you build these skills.</p>	<ul style="list-style-type: none"> • The course will enable students to know the role of Europe in the world during this very volatile period. Through the evaluation process, including tests, assignments and presentations, their knowledge regarding European history will be perfected and more importantly the learner would be able to establish the connections with events involving Europe.
10.		GE-1	History of Modern	<p>➤ Developments that took place in</p>	<ul style="list-style-type: none"> • To enable the student to understand and analyse the restoration of Mysore state,

			Karnataka from 1800 to 1956 C.E	<p>Mysore state after restoration.</p> <ul style="list-style-type: none"> ➤ Significant contributions of Wodeyar rulers and prominent Dewans. ➤ Administrative reforms of commissioners. ➤ Political Socio-Cultural Movements in Modern Mysore (Karnataka) state. 	<p>prominent rulers of Mysore, prominent Dewans, administrative reforms, political and socio-cultural developments in modern Mysore state.</p>
11.	VI	DSE-1B	Indian National Movement from 1885 to 1947 C.E	<ul style="list-style-type: none"> ➤ Rise and growth of national consciousness. ➤ The contributions of freedom fighters and their techniques ➤ Achievement of freedom, growth of communalism and partition of country 	<ul style="list-style-type: none"> • The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its contextuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.
		DSE-2B	Modern Asia Since 1800 C.E	<ul style="list-style-type: none"> ➤ Developments that took place in China ➤ Rise of Modern Japan and Japan between two world wars ➤ Developments in Turkey and 	<ul style="list-style-type: none"> • To enable student to understand and analyse the prominent events and developments that took place in Asia since 1800 CE.

			<p>Iran</p> <ul style="list-style-type: none"> ➤ The nature of Arab nationalism and creation of Israel. 	
12.	DSE-3B	<p>India and the Contemporary World since 1950 C.E</p>	<ul style="list-style-type: none"> ➤ Establishment of Indian republic, problems and developments of free India ➤ India's relation with International organizations and contemporary world ➤ Modern developments in Asia and struggle against apartheid and Nationalist struggle in Africa and Latin America. 	<ul style="list-style-type: none"> • To enable the student to understand and analyse the political developments in free India, developments in Asia, Africa and Latin America.
14.	GE-2	<p>Indian National Movement -1885-1947 A.D.</p>	<ul style="list-style-type: none"> ➤ Rise and growth of national consciousness. ➤ The contributions of freedom fighters and their techniques. ➤ Achievement of freedom, growth of communalism and partition of country. 	<ul style="list-style-type: none"> • To enable the student to understand the national movement in India, contribution of freedom fighters and events of freedom movement.