

## **Department of History**

### **Course Outcomes:**

### **Honours Core Courses:**

### **Semester IV:**

#### **Course Code: CC Paper VIII**

#### **Course Title: Rise of Modern West-II (17<sup>th</sup> and 18<sup>th</sup> Centuries)**

##### Course outcome:

1. The student will learn about the 17<sup>th</sup> century European crisis in all its dimensions – economic, social and political
2. Will learn about the English Revolution – the political and ideological currents and the debates among historians about the nature of the English Revolution
3. Will learn about the rise of modern science in Europe from the Renaissance to the 17<sup>th</sup> century and how science and scientificity shaped mentalities and influenced intellectual currents
4. Will learn about European economics in the 17<sup>th</sup> and 18<sup>th</sup> centuries with particular emphasis on mercantilism.
5. Will learn about 18<sup>th</sup> century European politics – the various forms of governance from absolutism to parliamentary monarchy.
6. Will learn how the stage was set for the industrial revolution to take place in Europe.

##### Learning outcome:

In this paper the student will learn how the predominance of Europe in terms of economic strength, military dominance, political systems of governance and scientific and technological progress, set the stage for both the industrial revolution in Europe and also for setting colonies worldwide. This paper shows the processes that went into the rise of the modern West as a colonial power and also as a predominating force in international affairs in the 18<sup>th</sup>-19<sup>th</sup> century.

#### **Course Code CC Paper IX**

#### **Course Title: History of India V (1758-1857)**

##### Course outcome:

1. The student will learn about the early conflicts between the Dutch, French and British East India Company, about the Bengal Nawabs and Battles of Plassey, Buxar, grant of Diwani.
2. Will learn about the relations of the EIC with the states of Mysore, Marathas, Sikhs, the Subsidiary Alliance and Doctrine of Lapse, i.e. how the foundations of the British rule in India were laid during this period.

3. Will learn about the various Acts that stabilized the EIC rule in India during this time as also the various internal administrative, military, police and educational reforms that they carried out during this time to consolidate their control in their Indian territories.
4. The student learns about the various experiments of the EIC to maximize their land revenue earnings like the Permanent Settlement, Ryotwari and Mahalwari, introduction of commercialization in agriculture and rural indebtedness and famines.
5. The student learns about de-industrialisation of India under British rule, Drain of Wealth, the financial policy of the British and also the growth of industry in some sectors.
6. Expected to learn about the Bengal Renaissance and the socio-religious reforms and reformers of this period – Rammohan Roy, Vidyasagar and others and also the British educational policy.
7. The student is also expected to learn about the people's resistance to British rule in various parts of India like the Santhal Revolt, Sanyasi Revolt, Kol Bhumij revolt, and also the Revolt of 1857, their causes and nature.

Learning outcome:

In this paper the student will learn about the early period of British rule in India under the East India Company, how they established their supremacy among the other European powers who were contenders for dominance in India and then established their supremacy among all the contending Indian powers, defeating the Bengal Nawabi, Mysore, the Marathas, and lastly the Sikh kingdom. The student will also learn the processes through which colonialism was expressed in India, not only in terms of political and military dominance, but through economic de-industrialisation, impoverishment of the vast majority of the Indian people, imposition of European education in India and the motives behind introduction of Western education by Macaulay and others. The varied responses of Indians to colonialism can also be studied – culminating in revolts in some areas and collaborations in some culminating in the 1857 Revolt. The Bengal Renaissance and reform movement also flowers in the backdrop of colonialism. This paper would try to inculcate a nuanced understanding of this complex period.

**Course Code: CC Paper X**

**Course Title: History of India VI (1858-1964)**

Course Outcome:

1. The student learns about the aftermath of the 1857 Revolt and the passing of India to the British Crown – the various developments in this period like the Indigo and other revolts, growth of middle class and associations, Aligarh movement, Arya Samaj etc.
2. The student is introduced to the historiography of the Indian freedom movement, the Indian National Congress and debates within it, the Bengal Partition and Swadeshi movement, Muslim League, Morley-Minto reforms, the revolutionaries and the Lucknow Pact.

3. The student studies the Gandhian phase of the freedom movement – from the Rowlatt Satyagraha and Non-Cooperation to Civil Disobedience and the Quit India movement.
4. The student learns the developments from 1935 to 1947 – Govt. of India Act, the peasants and workers movements, Subash Bose and INA, Tebhaga, Telengana movements etc.
5. The developments of the Muslim League demand for Pakistan, countered by the Hindu Mahasabha, RSS, Akali Dal etc. Partition and its consequences are also discussed in this course.
6. The student learns about domestic developments between 1947 to 1964 – movements for social justice, new constitution, integration of princely states, parliamentary democracy, five year plans, foreign policy – non-alignment and relations with neighbours, etc.

**Learning Outcome:**

The student is expected to understand the period from the 1857 Revolt to the attainment of Independence and the Nehruvian era. The various strands of the freedom movement including both armed and peaceful struggle, the various internal debates between Moderates and Extremists will be understood from this paper. The social developments like growth of various bodies, associations etc are also discussed as well as the separatism of the Muslim League and the Pakistan demand. Hindu organizations like the Hindu Mahasabha and the RSS are also sought to be studied especially in the backdrop of the Partition demand. The ultimate consequences of Partition should be understood by the student which are still continuing till this day. The developments in the run-up to Independence and Partition are discussed in detail as also the debates in the Constituent Assembly and the policies of a newly Independent India in the Nehruvian period. This paper sought to provide a broad understanding of the making of modern India.

**Semester V**

**Hons Core Course:**

**Course Code: CC Paper XI**

**Course Title: History of Modern Europe II (1789-1870)**

**Course Outcome:**

1. The student learns about the crisis of the Old Regime in France and the various causes of the French Revolution. The events leading up to the Revolution, the Reign of Terror and its aftermath.
2. The student learns about the events leading to the rise of Napoleon in France and his internal administration and reforms and also external wars in Europe. The student is familiarized with the debates regarding the impact of the French Revolution, Napoleon, and its impact.
3. The student is expected to learn about the post-Napoleon restoration in Europe, the Metternich system and the revolutions of 1830 and 1848 and their impact.

4. The student learns about the Industrial Revolution and its impact, and industrialization in Britain, France, Germany and Russia. The emergence of working class, its movements and early utopian socialist thought is also discussed in this paper.
5. The student learns about the Italian and German unifications. their administrative reorganization, the Second Empire in France.
6. The developments of the Crimean War and Balkan nationalism etc are also discussed in this paper.

Learning Outcome: In this paper the student is sought to be familiarized with the post-French Revolution developments in Europe and how Europe in this period transformed itself into a colonial power dominating world systems in terms of politics, economy, military, science and technology etc. The pre-industrial social and economic landscape of Europe and the changes brought about with industrialization is also sought to be understood by the learner. Since the rest of the world has also followed the European trajectory with regard to industrialization, the changes brought about in other non-European societies and many of which are still undergoing can be understood better when the changes in European society in this period are studied.

**Course Code: CC Paper XII**

**Course Title Studying History Writing: Indian & Western**

Course Outcome:

1. The student learns about notions of time and space in history.
2. The learner understands the importance of sources of all types in history writing and their classifications
3. The learner is familiarized with the various aspects of philosophy and theory of history – with regard to facts and interpretation, hypothesis, objectivity/subjectivity, etc and the various points of view regarding these.
4. The learner learns about the various ways of history writing – from pre-colonial forms in India to the various modern schools of Indian historiography. Familiarity with the various schools of Western historiography from the Rationalist and Romantist to Marxist and Annales school is also an outcome of this course.
5. The learner is expected to understand the relationship between history and other disciplines like science, anthropology, literature, etc.
6. The learner is sought to be familiarized with the different stages and steps in doing research in history.

Learning Outcome: This paper aims to familiarize the learner with the various schools of history, the debates in historiography and historical methodology. The learner starts with simple concepts like time and space and moves on to more complex concepts like hypothesis, objectivity, etc, interdisciplinary approaches and learns about the process of historical research. The paper expects the learner to inculcate an understanding of the historical research process and prepares them for research in future.

**Semester VI**

**Hons Core Course:**

**Course Code: Paper CC XIII**

**Course Title: History of Modern Europe II (1871-1945)**

Course outcome:

1. The learner studies the imperial expansion of Germany in the post-unification period under Bismarck and others.
2. The First World War and its impact – the Russian Revolutions and the post-War developments are studied.
3. The post-War European order and its crisis are sought to be studied and understood. The rise of Fascism in Italy, Nazism in Germany and Communism in the Soviet Union are discussed and understood.
4. The learner knows about the developments leading to the Second World War – German aggression, the Rome-Berlin-Tokyo axis
5. Events leading to the outbreak of the World War II and its impact
6. Formation of the UNO and its functions are sought to be learnt in this course.

Learning outcome: The learner is sought to be familiarized with some of the key events of modern world history, including the two World Wars and the ideologies of Fascism, Nazism and Communism. The learner understands the events leading upto both the World Wars, the moves by the various leaders, their motives and intentions and ultimate impact. The impact of the wars and the post-war peace efforts in the form of the League of Nations after the World War I and the United Nations after World War II is also sought to be understood in their full contexts.

**Course Code: Paper CC XIV**

**Course Title: Making of the Contemporary World (1946-2000)**

Course Outcome:

1. The learner is sought to be familiarized with post-World War II developments and the clash between the two super powers. The intensification of the Cold War and the various defence treaties and alliances – NATO, SEATO, Cominform, Warsaw Pact, etc.
2. The learner understands the various events of the Cold War – the Truman Doctrine, Marshall Plan, the Berlin Blockade upto the eventual reunification of Berlin and Germany and the fall of the Berlin Wall.
3. The learner understands the process of decolonization in Asia and Africa, the movements for freedom, emergence of the Third World and Non-Alignment, formation of organizations like OPEC, ASEAN, SAARC etc.
4. The learner learns about the process of spread of the Cold War throughout the world – Korean war, Cuban missile crisis and Vietnam war; the Palestine issue and Arab-Israel wars, Suez crisis, Iran-Iraq war, Gulf war and Afghanistan issue. The ideological and also power issues at play in all these conflicts is sought to be understood.
5. The economic developments like globalization, liberalization of the Indian economy and its impact, the Information Revolution, are discussed in the course.
6. The cultural transformation trends along with globalization, its impact in media, on consumption, etc. are also sought to be understood.
7. The learner is familiarized with the events like the collapse of the Soviet Union, emergence of American unipolarism, and current threats to world peace like ethnic and other clashes, terrorism etc.

Learning outcome: The learner is familiarized with the contemporary world by understanding the events and processes that have shaped today's world right from the aftermath of the World War II, the Cold War that divided the entire world into two camps till a few decades ago, the issues of decolonization and development in the Third World, the current economic doctrines of globalization and liberalization and debates surrounding their impact, are sought to be understood and evaluated. This gives the learner an idea of the nature of the ideological debates in the contemporary world and also the challenges of today.

**Discipline Specific Elective:**

**Semester V**

**Course Code: DSE I**

**Course Title: Life and Culture in Pre-Colonial Bengal: Prehistoric Times to mid-18<sup>th</sup> Century**

Course outcome:

1. The learner understands the historical geography of Bengal through the ages and the ancient and medieval divisions of the region.
2. The demography and ethnology of Bengal is discussed along with the different castes, communities, life of the people, etc.
3. The learner is familiarized with the political developments of Bengal – from ancient times to the Gupta period, the Pala –Sena period, the Muslim invasion and Islamic rule upto the Bengal Nawabi.
4. The learner also learns about the economic life of the region including agriculture, crafts and industries; trade and commerce, role of Murshidabad, Calcutta, etc.
5. The learner learns about the developments in religion and art in Bengal including the developments in Vaishnavism, Buddhism and Jainism and Srichaitanya and the Bhakti movement. The rise of Islam and Sufism is also discussed in the course.
6. The learner is familiarized with architecture, sculpture and other art, monastic and temple architecture of Paharpur, Bishnupur, etc and terracotta art.
7. The learner also learns about the literary developments in Bengal – the Sanskrit kavyas, Jayadev, Dhoyi, etc. Then the developments in Bengali language and literature including Charyapada, Krittivasa, Kashiram Das, Mangalkavyas, etc. as also the folk traditions of Bengal.

Learning outcome: The student is expected to gain a thorough knowledge of the region of Bengal after completing this course. They are expected to be familiar with the region and its geography and people, political developments from the ancient to the Nawabi period, its religious developments, arts and literature, as also the economy of the region and its trade and crafts. Thus, thorough familiarity with the pre-colonial history of the region in all its aspects is the outcome expected from this course.

**Course Code: DSE II**

**Course Title: Life and Culture in Colonial Bengal: (1757-1947)**

Course outcome:

1. The learner learns about the process of establishment of East Indian Company's rule in Bengal – Battle of Plassey, grant of Diwani etc.

2. The learner knows about the experiments of the EIC in revenue administration and the Permanent Settlement and its impact.
3. The learner is familiarized with the socio-economic changes that accompanied British rule in Bengal – breaking of the old village community, decline of old urban centres and growth of Calcutta etc.
4. The resistance to British rule like the various uprisings and revolts are also discussed and sought to be understood.
5. The learner is familiarized with the impact of the Company rule in the spheres of education – introduction of Western education, economy – de-industrialisation, etc.
6. The learner is familiarized with the socio-religious reform movements of the Bengal Renaissance – Rammohun Vidyasagar, Vivekananda, etc., other groups like Muslims, non-Bengalis, etc.
7. The learner is expected to know about the cultural developments in Bengal in the 19<sup>th</sup> century including literature and press, arts, folk religious sects, science, technology, etc.
8. The learner is familiarized with the rise of nationalism from the Swadeshi movement to the rise of extremism, the Gandhian movements etc. along with influence of nationalism in literature, popular culture etc.
9. The learner is also familiarized with the vision of writers like Rabindranath, Nazrul, Sarat Chandra, etc.
10. Partition and its impact and the changing role of women in society is also discussed in this course.

Learning outcome: This course seeks to familiarize the learner with colonial Bengal in all its aspects like politics, economy, culture, religious reforms and developments, science, technology, medicine, etc. The course facilitates in understanding the role of Bengal as the premier province of British India as also the fountain head of nationalism and socio-religious reforms, as also arts and literature. The learner is expected to familiarize themselves with the ethos of the region in modern times and also understand the impact of the tragic events of Partition on the region.

## **Semester VI**

### **Course Code: DSE III**

### **Course Title: History of Modern East Asia-1 (1840-1919)**

Course outcome:

1. The learner is familiarized with the pre-colonial Chinese society including its nature and structure, its economy and the Confucian value system.
2. The student learns the developments in Anglo-Chinese relations till the Opium Wars – the result of the wars.
3. The student learns about the various rebellions and movements – the Boxer Uprising and also the Revolution of 1911 – its nature, formation of the Republic and rise of Kuomintang.
4. The learner learns about pre-Meiji Japan and the Shogunate – the society, economy and government, Shintoism, encounter with the West and the crisis and fall of the Shogunate.
5. The learner is familiarized with the Meiji Restoration and Meiji Constitution, the transformation of Japan.

6. The learner is expected to know about the expansion of Japan upto the First World War, the various wars and the involvement of Japan in World War I.

Learning outcome: The student learns about the encounter of two traditional Asiatic societies, China and Japan, with the West when Europe embarks on its colonial mission. The way this encounter changes and impacts the two traditional societies, its society, economy, religions and administrative systems forms the subject matter of this course which the learner is expected to understand. This also forms a template for the interaction of traditional societies with the West in the modern period elsewhere too and familiarity with these processes provide the learner an insight into the nature of both traditional Asiatic societies as also modern European colonialism.

**Course Code: DSE IV**

**Course Title: History of China and Japan (1919-1939)**

Course Outcome:

1. The learner is familiarized with the process of the emergence of the Republic and Kuomintang in China – the crisis in 1920s and the Kuomintang-Communist conflict
2. The learner knows about the history of the Chinese Communist Party and Mao Tse-Tung, the Red Army, Long March and the Communist Revolution of 1949.
3. The learner is familiarized with the rise of modern Japan – the process of modernization and industrialization.
4. The learner knows the events of Japan's involvement in World War I and also post-War developments in Japan. The Manchurian crisis and the rise of militarism in Japan from the 1930s onwards is also discussed here.
5. The events leading upto Japan's involvement in World War II, its defeat and post-War Japan under Gen. Douglas MacArthur are also expected to be known from this course.

Learning outcome: The learner understands the processes within the two East Asian nations, China and Japan in the first half of the 20<sup>th</sup> century, leading to a Communist Revolution in one and a military defeat at the hands of the USA in another. These events and processes are also important in understanding today's world, especially the transformation of Japanese economy and politics in the post-World War II period and also the economic and military rise of China in the last few decades. The background of these contemporary events lie in the events in these two countries that gathered steam from the 1930s onwards and effected a complete transformation in the 1940s. This process is sought to be understood from this course.

**Generic Elective Papers**

**Semester IV**

**Course Code: GEIV**

**Course Title: History of India from 1707-1950**

Course Outcome:

1. The learner understands the political situation of India at the death of Aurangzeb. The regional powers like the Bengal Nawabs, Marathas, Mysore, Sikh kingdom and the rise of the East India Company.
2. The learner knows the measures taken by the Company like Permanent Settlement etc and also the various revolts against British rule in this period.



3. The learner understands the nuances of the socio-religious movements like Brahma Samaj, etc at this time and the growth of the middle class.
4. The learner is familiarized with the 1857 Revolt, its causes, and the debates in historiography regarding its nature.
5. The learner knows about the various associations that grew in this period and the Indian National Congress, the debates within it, the Swadeshi movement, rise of Gandhi and Gandhian movements, Subhash Chandra Bose and the INA.
6. The learner also knows about the developments that led to the Partition of India, from the Govt of India Act to the Cripps Mission, Wavell Plan, Cabinet Mission, the Muslim League, etc. They are familiarized with the debates surrounding the Partition and its consequences.
7. The learner knows about the workings of the Constituent Assembly and the birth of the Republic.

Learning Outcome: The learner will get an idea of this vast period from the death of Aurangzeb to the birth of the Republic in 1950. They will be expected to be familiar with the major developments of this period, which saw the birth of modern India and with the debates in historiography surrounding this period. They are also expected to be familiar with the ideological debates within the Congress and also within the freedom struggle regarding armed vs unarmed struggle, extremists vs moderates, economic and cultural viewpoints, and also the separatist politics of the Muslim League.

### **History General Core Courses:**

#### **Semester IV**

#### **Course Code: Paper 1D**

#### **Course Title: History of India from 1707-1950**

Course Outcome:

8. The learner understands the political situation of India at the death of Aurangzeb. The regional powers like the Bengal Nawabs, Marathas, Mysore, Sikh kingdom and the rise of the East India Company.
9. The learner knows the measures taken by the Company like Permanent Settlement etc and also the various revolts against British rule in this period.
10. The learner understands the nuances of the socio-religious movements like Brahma Samaj, etc at this time and the growth of the middle class.
11. The learner is familiarized with the 1857 Revolt, its causes, and the debates in historiography regarding its nature.
12. The learner knows about the various associations that grew in this period and the Indian National Congress, the debates within it, the Swadeshi movement, rise of Gandhi and Gandhian movements, Subhash Chandra Bose and the INA.
13. The learner also knows about the developments that led to the Partition of India, from the Govt of India Act to the Cripps Mission, Wavell Plan, Cabinet Mission, the Muslim League, etc. They are familiarized with the debates surrounding the Partition and its consequences.
14. The learner knows about the workings of the Constituent Assembly and the birth of the Republic.

Learning Outcome: The learner will get an idea of this vast period from the death of Aurangzeb to the birth of the Republic in 1950. They will be expected to be familiar with the major developments of this period, which saw the birth of modern India and with the debates in historiography surrounding this period. They are also expected to be familiar with the ideological debates within the Congress and also within the freedom struggle regarding armed vs unarmed struggle, extremists vs moderates, economic and cultural viewpoints, and also the separatist politics of the Muslim League.

## **Semester V**

### **Discipline Specific Elective**

**Course Code: DSE IA**

**Course Title: Some Aspects of Society of Economy of Modern Europe: 15-18 Centuries**

Course Outcome:

1. The learner understands feudalism in Europe, its origins, nature, regional variations and crisis and also the debates regarding its decline.
2. The learner is familiar with the Renaissance, its origins and impact.
3. The learner is familiar with the European Reformation, its background, nature and impact.
4. The learner understands the process of expansion of the European economy, the Price Revolution, Agriculture Revolution and rise of new merchants.
5. The learner understands the Scientific Revolution and the process of European Enlightenment.
6. The learner understands the debates centering around the nature of capitalism, Industrial Revolution and the transition from feudalism to capitalism.

Learning Outcome: The learner understands the process of transition of Europe from a feudal economy to the predominating power in the world in terms of economy, politics, science and technology. The economic, social, religious and cultural changes in Europe in this crucial period are studied and sought to be understood as the process which changed the world fundamentally and shaped the world of today.

## **Semester VI**

### **Discipline Specific Elective**

**Course Code: DSE1B**

**Course Title: Some Aspects of European History (1789-1945)**

Course Outcome:

1. The learner learns about the political, socio-economic and intellectual developments in France that lead up to the French Revolution. They are also familiarized with the events of the Revolution, the Reign of Terror and the impact of the Revolution on Europe.
2. The learner knows about the rise of Napoleon, his administrative reforms and wars in Europe; his fall and the post-Napoleonic order.
3. The learner knows about the causes and impact of the Revolutions of 1830 and 1848.

4. The learner knows about the events of the Crimean War, the French Second Empire and the unification of Italy and Germany.
5. The learner is familiarized with the events in Europe between 1914 to 1939, World War I, the Spanish Civil War, Russo-German Pact, Fascism in Italy and Nazism in Germany.
6. The learner knows about the events leading upto the World War II and the debates surrounding the responsibility of Hitler for the war.

Learning Outcome: The learner is familiarized with a vast period of European history from the French Revolution to World War II. This period is crucial for an understanding of not only European history but also for world history as this was the period when European colonialism reached its high noon and Europe was considered the metropolis of the world. The two wars in Europe became world wars in which many countries and populations across the globe were affected. Thus, understanding the political changes in Europe in this period is crucial to an understanding of the process of colonialism and the shaping of the modern world.

### **Semester V**

#### **Generic Elective Paper**

**Course Code: GE-I**

**Course Title: Women's Studies in India**

Course Outcome:

1. The learner learns the concepts and theories like gender and patriarchy.
2. The learner is familiarized with the emergence of women studies in India from the 1980s and academic connect with activism.
3. The learner knows about debates in gender and social history regarding family and marriage and women's movements in colonial and post-colonial India.
4. The learner knows about gender and politics and also laws against violence on women.
5. Issues of gender with regard to development, access to resources and gender audit are also discussed in the course.
6. The learner knows about the relationship between culture and gender, interrogating gender through culture and regional cultures and gender in India.

Learning Outcome: The learner knows about the concepts and theories of gender and patriarchy, the history and origins of women's studies and also the women's movements in India. The learner also understands gender issues in relationship with politics, law, development and culture, and is also familiarized with some of the debates on the issue.

### **Semester VI**

#### **Generic Elective Paper**

**Course Code: GE-II**

**Course Title: Gender and Education in India**

1. The learner knows about the historiographical trends in women's education, pre-colonial, colonial and post-colonial. The status of women's education in ancient and medieval period and regional trends, etc.

2. The learner is also familiarized with the changes in the colonial period and the socio-religious reforms in this period. The founding of girls' schools and colleges in this period and technical and vocational education for women.
3. The learner is also familiarized with the developments in women's literacy in post-Independence India, the government policies, schemes and disparities, and also the present scenario with regard to women's education.

Learning Outcome: The learner knows about the history of women's education in India from the ancient period to the medieval and then the colonial times. The status of women's education in Independent India is also discussed. The learner would understand the challenges and obstacles to women's education both historically and at present and the linkage of women's education to empowerment.

### **Skill Enhancement Courses**

#### **Semester IV**

**Course Code: SECI**

**Course Title: Understanding Heritage**

Course Outcome:

1. The learner learns the terms like heritage, antiquity, tangible and intangible heritage etc.
2. The learner learns the evolution of heritage legislation and the institutional framework, the conventions, Acts, role of governments etc.
3. The learner understands the challenges facing both tangible and intangible heritage and also the link between heritage and travel.

Learning outcome: This course will enable learners to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India and the challenges facing it. The learner is also familiarized with the interface between heritage and history.

### **Skill Enhancement Courses**

#### **Semester V**

**Course Code: SEC III**

**Course Title: Understanding Popular Culture**

Course Outcome:

1. The learner is familiarized with the concepts of elite and popular culture, their differences and the changing cultural traditions.
2. The learner understands the visual and audio-visual modes of presentation of popular culture and the various forms of expression.
3. The learner is familiarized with the various forms of performance, their themes and regional variations.
4. The learner also understands the impact of the internet and audio-visual media today in a globalised world on popular culture.

Learning Outcome: The learner understands what is popular culture and how it is distinct from elite culture. They understand the various modes and dimensions of popular culture, how it has been impacted over the ages, both the forms of expression which have survived over a period of time and which have developed in the

modern/contemporary period. They also understand how modern technology and other developments have shaped and are shaping popular culture.

### **Skill Enhancement Courses**

#### **Semester VI**

**Course Code: SEC IV**

**Course Title: Art Appreciation: An Understanding of Indian Art**

Course Outcome:

1. The learner is familiarized with the features of Indian art from 600 BCE onwards including developments in stupa, cave and temple art and architecture, sculpture, numismatic art, mural painting traditions and illustrated manuscripts, bronzes and metal icons, etc.
2. The learner is also introduced to Indian art and architecture in the medieval period including Sultanate and Mughal architecture, the miniature painting traditions etc.
3. The learner is also familiarized with Indian art and architecture in the modern and contemporary period, the art movements like Bengal School, major artists and their works, folk art traditions etc.

Learning Outcome: The learner is introduced to Indian art from ancient to contemporary times and gains an understanding of its richness and diversity. The course will equip students with abilities to understand art as a medium of cultural expression and gives students direct exposure to Indian art through visuals and visits.

### **PROGRAMME OUTCOME:**

The programme familiarizes the student with the course of history in the modern period both Indian and other civilizations particularly the rise of modern Europe. They are introduced to the various epoch-making events and movements and also the progression of the course of history in the modern and contemporary times. They are exposed to the sources of history, the various views and debates in history and are encouraged to come to their own logical conclusions through study and reasoning.