

# UNIVERSITY DEPARTMENT OF HISTORY

## L. N. MITHILA UNIVERSITY

Kameshwaranagar, Darbhanga – 846 008, Bihar (India)



Ref. No. Hist. 2975/22

Date 08/03/2022

To

The Coordinator

IQAC

L.N.M.U. D.B.G.

Sub: Regarding submission of Mentor Mentee list and learning outcome of Postgraduate programme in History

Sir,

I am hereby sending the Mentor-Mentee list and learning outcome of Post Graduate programme in History duly approved by department Council.

*m. Azam*  
08.03.2022  
Prof. Nayyaz Khan  
L. N. Mithila University  
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## Learning Outcomes for Postgraduate Programme in History

The learning outcome based MA programme in History of L. N. Mithila University, Darbhanga as mandated under the LOCF scheme of the UGC marks a paradigm shift in the way higher education is to be imparted to the students. The learning outcomes put more simply – what kind of knowledge of the subject they are to achieve at the completion of a course or programme, what values, skills and capabilities they are expected to possess (of writing, speaking and communicating properly; of thinking rationally, imaginatively and scientifically; of pursuing research) – all of which is to be evaluated on a scientific, objective and quantifiable basis, are brought to the knowledge of the students as also of the teachers. The goals are chosen beforehand and the way forward to it is to be decided. The learners are given primacy under this scheme and a certain clarity and associated with it a definite improvement in the quality of education becomes visible.

### Aims and Objectives of MA Programme in History:-

1. The first aim of this programme is to produce individuals with an advanced knowledge of various branches of Indian history and grounding in world history, historiography and theories of history.
2. This degree provides a great option for those looking to further study world's major events and movements, personalities, and time periods. It helps expedite a successful and profitable career as a teacher, professor, museum curator, archivist, historian, researcher or any number of related positions in civil services.
3. This programme helps students further develop their critical thinking, independent researching and writing and speaking skills.
4. It aims to instill in them ethical values, the value of leading a disciplined life, and the need to follow the proper social norms. It wants learners to be knowledgeable and able to communicate properly, to think scientifically and imaginatively and to pursue quality research. It is a two year programme consisting of four semesters. The outcomes that are looked for in a post graduate of History are

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knowledge and understanding of the subject, skills, attitudes and values and academic standards expected of a postgraduate of this programme. This programme consists of 14 core courses, two Elective courses, two ability enhancing compulsory courses, one ability enhancing course and one GE or DSE. Students are evaluated through CIE (Continuous Internal Assessment) and ESE (End Semester Examination). The paper wise distribution is as follows:-

Semester I

It has four Core Courses and one AECC. A brief outline of these is provided to better appreciate the expected learning outcomes.

CC – 1- Historiography

The paper looks at the meaning, scope, uses and misuses of history. It also examines issue of historical facts, interpretations and different popular theories such as nationalist and Marxist ones. Students are also introduced to new approaches such as Annales, Structuralism Post Modernism.

Course Outcome:-

1. The students get a deeper understanding of what History is.
2. They learn the way to choose facts from a range of evidences and sources and to interpret them.
3. They are made aware of how history has been written in the past and what kinds of paradigm shifts have taken place in the discipline.
4. They are made ready to turn historians themselves.

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## CC-2 –History of Early Civilizations and Medieval World

This paper takes a look at three early civilizations of Egypt, Mesopotamia and Harappa, their geographical background, an overview of their history. It also looks at the history of medieval Europe and medieval Islam.

### Course Outcome:-

- 1 It gives a background of the earliest civilizations of the world.
- 2 It also introduces the students to the medieval history of Europe, discussing the topics of feudalism, crusade etc. and the rise of Islam and its development in subsequent centuries.
- 3 It enables the student to better understand the coming of the modern age.
- 4 It also enables them to better understand some of the problems of the contemporary world.

## CC-3 - Early Medieval India

This paper examines the history of Har

shavardhana, origin of the Rajputs and political history of some Rajput kingdoms. It also looks at the political history, economy, society and culture of Pallavas, Rashtrakutas and Cholas as also cultural contribution of Palas. It looks at the political and cultural contact between India and the Arabs and regional styles of Art and Architecture.

### Course Outcome:-

1. Students are further familiarized with the process India transitioned from ancient to early medieval period.
2. A discussion of this transition of India politically, socially economically and culturally sensitizes them to better appreciate the notions of continuity and change.

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CC-4 –Science and Technology in India

This paper looks at the achievements of India in the fields of science and technology right from the ancient times to the modern (both colonial and post-independence) period, discussing in the process the contributions of major Indian scientists and mathematicians.

Course Outcome:-

1. It familiarizes the students to a relatively new branch of history.
2. The aim is also to make them aware of India's great achievements in this field.
3. It also motivates them to develop a scientific temper.

AECC -1

Environmental Sustainability and Swachhh Bharat Abhiyan Activities

The paper inculcates in the students the awareness of maintaining and improving the environmental and ecological health of the world and the significance of the cleanliness mission and its importance not only in improving the environment of the country but also for the general well being of the people and their economic prosperity.

Semester II

It has five core courses and one ability enhancing course. A brief outline of these courses and their learning outcomes are presented below.

CC -5: History of Ideas

The paper traces the evolution of essentially political and social ideas from ancient to modern period by examining certain themes associated with some prominent thinkers. Thus it looks at theories of state of Plato to Kautilya and some others. Modern ideas such as of Hobbes, Locke, Rousseau, of 'Utilitarians' (Bentham and J.S. Mill) and 'Dialecticals' (Hegel and Marx) and Indian ideas i.e. Gandhi's idea of state and B.R. Ambedkar's idea of social justice also form topics of study.

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Course outcomes:-

1. The students are familiarized with the evolution of political and social ideas from ancient to modern period.
2. The change in the formulation of these ideas makes them aware of the fact that changing political and socio-economic landscapes engender new forms of ideas.

CC-6: History of Europe and Modern World  
1919-2000

The units in this paper cover topics such as Paris Peace Settlement, formation of the League of Nations, Great Depression, emergence of Hitler and Mussolini and their ideologies, history of Russia under Lenin and Stalin, causes and impact of Second World War, formation of U.N.O., and lastly origins and trajectories of Cold War and Non-Aligned Movement, and break up of U.S.S.R.

Course outcomes:-

1. The students develop a comprehensive understanding of the major political developments following the First World War.
2. They start appreciating the causes that lead to the emergence of totalitarian regimes and ideologies as also major wars.
3. The history of this period instills in them the merits of pursuing prudent policies.

CC-7 : History of Bihar

(From the Earliest Time to 1947 A.D.)

The paper looks at the history of Bihar from the ancient to the modern period, including the course of national movement from Veer Kunwar Singh to the Gandhian era. Topics provide an insight to the ancient kingdoms of Magadh, Mithila and Vajjis as also Palas. Nature of Sultanate and Mughal rule, Bhakti and Sufi movements also form subjects of study. In modern period, progress of modern

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education, caste and reform movements are studied as also creation of Bihar as a separate province. Revolt of 1857 and role of Veer Kunwar Singh, and national movement are also studied. Select personalities from Kautilya, Vidyapati to Rajendra Prasad are discussed.

Course outcomes:-

1. Students get to study regional history of Bihar, a new field of study for them.
2. It introduces them to a more micro-level of historical study.
3. It instills in them a sense of genuine pride through developing a proper knowledge about the great personalities of Bihar.

CC- 8: Society and Economy in Indian History

The units in this paper look at the society ( focusing on the history of shudras ,women ,artisan class ) ,art and architecture ,trade and commerce (history of currency and banking) ,agrarian structure and industrial development through the whole course of Indian history.

Course outcomes:-

1. It deepens the knowledge of the students of social, economic and cultural history of India
2. It prepares them to take up selected themes for pursuing research.

CC-9: Contemporary India

Starting with the interpretations of Partition and making of the Indian Constitution this paper covers topics such as Linguistic State Reorganization and regional movements .it further examines social and political dynamics of Democracy and also discusses feminist movements and women's search for political power. Lastly agricultural and industrial development of India since 1947 is also looked at.

Course outcomes:-

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1. Through this course the students learn to understand the process through which the country has come to be what it is today.
2. They come to understand the process through which India became a democracy, was integrated into a whole and through timely policy interventions managed to remain a unified democratic nation state.
3. They understand the roots of ethnic and regional movements as also Dalit politics.

This course familiarizes the students in their chosen field of study such as environmental law and policy and others.

This semester has five Core courses and one AECC. A brief outline of these is presented below with their learning outcomes.

This paper looks at the contribution of prominent historians from ancient period to the modern times. Thus early historians such as Kalhana and Barani and nationalist historians like K.P. Jayaswal and Jadunath Sarkar are discussed. Next to them historians termed 'Liberals' such as R.C. Majumdar and K.K. Datta and Marxists such as R.P. Datta, D.D. Kosambi, R.S. Sharma and Bipan Chandra are discussed. Lastly Feminists like Vina Majumdar also find a place.

1. The students through this course are familiarized with the works of major Indian historians.
2. This also enables them to understand the different approaches of history writing.
3. They also learn to develop a systematic critique of their works.
4. This facilitates future research work.

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This course is structured to enable the students to understand the contemporary history of the entire south Asian region. It starts by looking at the political process of all states of the region i.e. India, Pakistan, Bangladesh, Nepal and Sri Lanka. It looks at the history of SAARC. Also ethno-nationalist conflicts in the region and the impact of globalization on the society and economy of south Asian countries form part of the syllabus. A history of Indian Diaspora is also included.

Course outcomes:-

1. The students are familiarized with the history of the entire south Asian region since the end of colonial rule.
2. The students are sensitized to the shared history of the region.
3. They also begin to understand the roots of many regional and intra-nation issues and problems.

CC -12 : USA-1860-1990

The course enters the history of USA by looking into the causes and impact of the American Civil War and follows it with the study of post civil war period-like reconstruction. Then emergence of USA as a world power, its role in the First World War and Paris Peace Conference are studied. The last two units deal with the Great Depression and its role in the Second World War and people's movements there. Role of some presidents like Lincoln, Woodrow Wilson and F.D. Roosevelt are also discussed.

Course outcomes:-

1. The students are familiarized with the modern history of USA.
2. They get a wider perspective on the evolution of present world as the teaching of history of USA is relatively a new thing.
3. Students get an insight into the process of emergence of the strongest world power of the present era.

CC -13: National Movement in India

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This course takes a detailed look at the beginning and whole trajectory of the national movement. It thus looks at the different phases of this movement such as Moderate and Extremist ones, Santhal, Wahabi and Swadeshi movements. It then examines Gandhian ideology and Gandhian movements (Non-Co-operation to Quit India). Revolutionary and Left Wing movements are also studied. Constitutional Changes and Nationalist Response, and Communal Politics and Partition make the last two units of the course.

Course outcomes:-

1. The students acquire a deeper understanding of the whole course of national movement.
2. They learn to appreciate the ruptures and to better understand the transitions effected by the leaders.
3. In the process of learning they start better understanding the role of major leaders.

## CC-14: Revolution and Revolutionary Movements

The five units in this course are dedicated to the study of different aspects of the following revolutions  
a. English Revolution (Civil War to Glorious Revolution to Bill of Rights) ,b. American Revolution (Constitution making and other themes) c. Russian Revolution (Class and State ,Revolution)d. Chinese Revolution ( New Democracy , Cultural Revolution ) and lastly e. Gandhian Ideology (Ahimsa ,Satyagraha etc. ).

Course outcomes:

1. The students are familiarized with the revolutionary phenomena in different parts of the world in modern times.
2. They learn to discern the similarities and the specifics of these revolutions.
3. They also learn to understand that revolutionary changes may be brought about by non-violent methods exemplified by Gandhi.

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### Ability Enhancement Compulsory Course

This course discusses Human Values and Professional Ethics as also Gender Sensitization

Course outcomes:

As is obvious students learn to understand the importance of human values and maintaining ethical standards of their chosen field of work. They also learn to understand to follow the proper social norms in dealing with girls and women.

### Semester IV

This semester has three courses - two Elective Courses from the subject and one Discipline Specific Elective Course or one Generic Elective Course. A brief outline is given below.

#### Elective Course I: Popular Movements

It has four groups: - A. Tribal Movements, B. Dalit Movements, C. Gender Movements in India D. Environmental Movements .

#### Elective course II: History of Expressions

This course has four groups: - A. Indian Theatre, B. Indian Cinema, C. Media, D. Human Rights.

Course outcomes:-

The students have to choose a theme from these units for detailed study. They would develop a certain kind of expertise in their chosen fields and become ready for pursuing further research in that field.

Similarly in DSE or GE they develop further knowledge in their choice of subject.

Postgraduate Attributes:

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- a. Disciplinary knowledge: The students achieve knowledge of historiography and history of ideas. They achieve a detailed knowledge of Indian, regional history of Bihar as also modern history of Europe and world and also south Asia.
- b. Communication skills: They develop the ability to write and speak about the past in good language, showing an awareness of History as a literary discipline and a developing sense of literary style. They will also have effective skills in oral communication to specialist and non-specialist audiences.
- c. Critical thinking: They develop the ability to critically analyse the given information, claims and beliefs. They also develop ability to reflect deeply on historical knowledge and to demonstrate an awareness of current historical debates, the ability to use a wide range of bibliographical tools (on paper and in electronic form) to locate and critically evaluate appropriate sources and materials for the advanced study of history.
- d. Research related skills: They develop the ability to locate and critically evaluate archival, printed or electronic source material for the investigation of specific historical questions. They also develop the ability to formulate and sustain independent historical arguments, to provide appropriate evidence to support them, including quantitative and visual evidence, and to reference the sources of the evidence used. The ability to identify an area of historical enquiry and engage in independent historical research and to engage in independent and extended research within a defined area of historical enquiry, to construct and sustain a logical and where possible original argument based on information collected, and to present the findings in dissertation form, with a recognized historical apparatus is also achieved.
- e. Time management and team work skill : They develop skills in effective time management, including the ability to work productively alone. However they also learn to work in cooperation with others.

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- f. ICT skill: They develop familiarity with a variety of ICT skills including electronic sources for research.
- g. Problem solving: They learn to use their knowledge of history to study and understand other branches of knowledge.
- h. Social and Moral awareness: They learn to imbibe moral and ethical values from the lessons they learn from history. They learn to see historical events from multiple perspectives and take a sound ideological position. At the same time by learning about the need to improve our environment they develop a sense of social responsibility.

Programme outcome:

The learning outcome achieved at the end of the programme is as follows

1. The students get a deeper understanding of what History is and get a background of the earliest civilizations of the world. They are introduced to the medieval history of Europe, discussing the topics of feudalism, crusade etc. and the rise of Islam and its development in subsequent centuries
- 2.. Students develop detailed knowledge of the course of Indian history from ancient to the contemporary period politically, socially economically and culturally and in the field of science and technology and a study of the process and details through which India transitioned from ancient to modern times sensitizes them to better appreciate the notions of continuity and change.
- 3 .The history of the subjugation of the country by Britain sensitize them to the dangers of having internal divisions in the country
4. The history of the European and other Asian countries including the history of two world wars and emergence of totalitarian regimes inculcates in them the urgent need for scientific and rational thinking and teach them to work for the creation of a more just world.