

**DEPARTMENT OF HISTORY
ADITI MAHAVIDYALAYA
UNIVERSITY OF DELHI**

B.A. HISTORY PROGRAMME

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF)

· INTRODUCTION

History is a discipline which instructs students on how to read and process information on people, societies, cultures, events and places that are far removed in time and space from our own experience.

The History curriculum under LOCF is designed in a way to give students holistic view about the different aspects of historical past involving societal, cultural, political, geographical and economic changes based on the available sources.

The course involves students to trace the course of time from past to present and establish the skill of drawing parallels and looking out for differences in the course of the study.

The core course covers the history of India from ancient to modern period.

The optional courses include World history and European History. To make the subject more interactive and to include practical aspects to the course, skill enhancement and generic courses like Historical heritage and tourism, Museums and archives, popular culture and other similar courses are included as a part of the curriculum.

· LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK

The B.A. History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific Electives and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes.

· STRUCTURE OF B.A.HISTORY PROGRAMME

The programme consists of six and four credit courses. The six credit courses will comprise of theory classes (five credits) and tutorials (one credit). The four credit courses will comprise solely of theory classes. Each credit is equivalent to one hour of class-room instruction per week.

To acquire a degree in B.A. Programme with History, a student must study twelve Core Courses (CC), of which four are in the discipline of History. The four Core Courses in History are spread over semester 1, 2, 3 and 4; with one Core Course offered in each of the four semesters. The Core Courses are six credits each.

The students also need to take two Discipline Specific Elective Courses (DSE) in History. DSE papers are elective and out of the six such papers offered by the History Department, students have to select any two – one each in semesters 5 and 6. DSE courses are of six credits each.

Students are also required to take two interdisciplinary Generic Electives (GE) courses. GE papers are elective, and students can opt for any two such Generic Elective Courses offered disciplines by the different departments in their college. They have to opt for one such Generic Elective Course in semester 5 and another Generic Elective Course in semester 6. The Department of History offers six Generic Elective Courses of six credits each. From these students can opt for two Generic Elective Courses.

Students are expected to take four discipline centred Skill Enhancement Courses (SEC), of which two Skill Enhancement Courses can be in History. Skill Enhancement Courses are offered in semester 3, 4, 5 and 6. There are eight Skill Enhancement Courses offered by the Department of History over these four semesters and students can opt for any two. The Skill Enhancement Courses are of four credits each.

Additionally they must also take two Ability Enhancement Compulsory Courses (AECC), one each in semesters 1 and 2. The AECC papers are of four credits each. Please note that AECC papers are not in History. The two courses are: AECC 1, English/ Hindi/ Urdu Communication, and AECC 2, Environmental Sciences.

BA Programme students of non-history stream and students of B.Com Programme can also opt for the History courses specifically designed in lieu of M.I.L. These courses are of six credits and are offered in the first/second and third/fourth Semester.

The credit distribution of the course is as follows:

CORE COURSES		
Semester	Name of the Course	Credits
1	History of India from earliest times up to c. 300 CE.	5 + 1
2	History of India c. 300-1200	5 + 1
3	History of India c. 1200-1700	5 + 1
4	History of India c. 1700-1950	5 + 1

DSE Papers		
Semester	Name of the Course	Credits
5	Issues in twentieth Century World History I	5 + 1
6	Issues in twentieth Century World History II	5 + 1

SEC Papers		
Semester	Name of the Course	Credits
3	Heritage and Tourism	4
4	History and Archaeology	4
5	Popular Culture	4
6	Understanding Texts, Rituals and Orality in Indian History	4

NATURE AND EXTENT OF THE PROGRAMME

The duration of the BA History Programme is three academic years. Each year is divided into two

NAAC
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

Redhi
I.Q.A.C.
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

Mamta Sharma
प्रोफेसर रमिता-शर्मा/Professor Mamta Sharma
प्रोफेसर-प्रधान/Professor-Principal
अदिति महाविद्यालय/Aditi Mahavidyalaya
दिल्ली विश्वविद्यालय/University of Delhi
बबाना, दिल्ली-110039/Bawana, Delhi-110039

semesters. The B.A. History Programme therefore spans six semesters. Each semester is for the duration of sixteen weeks.

The teaching and learning modalities in the B.A. History Programme will involve theory classes (lectures) of one hour each and tutorial classes. The curriculum will be taught through formal lectures with the aid, wherever the teacher feels the need, of power-point presentations, audio and video tools. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums, class reports, discussions and project work. These are built into the teaching and assessment of many courses.

· AIMS OF BACHELOR DEGREE PROGRAMME IN BA HISTORY PROGRAMME

At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. In the B.A. Programme these details are carefully parsed so that students can follow the narrative within particular papers and themes without feeling over-burdened. The care in framing these courses is evident in that the objective of guiding students into the foundations of the discipline remains undiluted. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions written assignments, class room presentations, field-work projects, consolidate their ability to analyse, research and process information.

· PROGRAMME LEARNING OUTCOMES FOR GRADUATES IN BA HISTORY PROGRAMME

B.A. Programme graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to History. This will establish a platform over which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive and meaningful lives.

· JOB OPPORTUNITIES

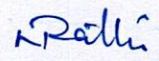
The list below provides a synoptic overview of possible career paths provided by an undergraduate training in history:

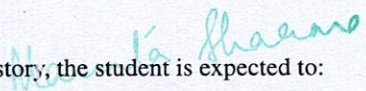
- ❖ Historian. To focus on some of the specific areas of history and their specializations
- ❖ Archaeologist
- ❖ Museologist
- ❖ History Educator
- ❖ Research
- ❖ Administration and Policy Making
- ❖ Civil Services
- ❖ Content Writer
- ❖ Journalist

· COURSE LEARNING OUTCOMES

After completing the undergraduate programme in B.A. Programme with History, the student is expected to:


NAAC
 Cordinator
 Aditi Mahavidyala
 Bawana, Delhi-110039


I.Q.A.C.
 Cordinator
 Aditi Mahavidyala
 Bawana, Delhi-110039


 प्रोफेसर ममता शर्मा/Professor Mamta Sharma
 प्रोफेसर-प्रधान/Professor-Principal
 अदिति महाविद्यालय/Aditi Mahavidyalaya
 दिल्ली विश्वविद्यालय/University of Delhi
 बवाना, दिल्ली-110039/Bawana, Delhi-110039

A. Construct historical narratives

- Describe significant developments within the historical contexts, covered in the syllabus · Identify and analyse the significance of historical changes that take place within a society or culture · Explain the patterns of such transitions
- Assess patterns of continuities within such historical contexts

B. Formulate arguments based on a historiographical engagement

- Formulate, sustain, and justify a historical argument,
- Support and establish such arguments with historical evidence drawn mainly from secondary sources · Situate historical arguments within a larger scholarly narrative
- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretations of the past,
- Exhibit a familiarity with 'the historian's craft' – methods and rigours of the discipline. **C.**

Engage with scholarly writings and presentations

- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History · Comprehend, and explain the structure of arguments and claims made in such Writings **D.**

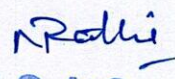
Answer questions, write essays and research papers


- Synthesize arguments and facts culled from scholarly writings
- Articulate a persuasive and well-structured historical argument on the basis of such Synthesis · Employ multiple forms of evidence in this historical argument
- Formulate relevant and meaningful historical questions,
- Write clear, cogent, and well – researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism
- Use proper citations and footnotes within formal written assignments,
- Note the empirical evidence used to establish such claims.

E. Work collaboratively

- Make presentations,
- Listen attentively to presentations made by peers,


NAAC
Cordinator
 Aditi Mahavidyala
 Bawana, Delhi-110039


I.Q.A.C.
Cordinator
 Aditi Mahavidyala
 Bawana, Delhi-110039


 प्रोफेसर ममता शर्मा / Professor Mamta Sharma
 प्राध्यापिका-प्रधान / Professor-Principal
 अदिति महाविद्यालय / Aditi Mahavidyalaya
 दिल्ली विश्वविद्यालय / University of Delhi
 बवाना, दिल्ली-110039 / Bawana, Delhi-110039

- Participate in discussion and ask thoughtful questions,
- Provide formal feedback to peers in the course of such discussion,
- Learn the formal protocol of academic engagement in a seminar and conference.
- **Course Teaching-Learning Process**

The pedagogic methods adopted for the B.A. History Programme involves direct lectures, tutorial discussions, as well as technology-supported presentations. We believe that education is interactive and all sessions between students and teachers are based upon reciprocity and respect.

1) The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

2) For tutorials, the class is divided up into smaller groups of twenty to twenty five students who interact with the respective teacher once every week for each course. Teaching in the tutorial sessions is customized to the specific needs of the individual students, where the latter can raise a series of questions ranging from what s/he could not follow in the class, the everyday implications of what the teacher said in the lectures or what the student read in a prescribed reading, and so forth. Indeed, tutorial discussions are a crucial and indispensable part of the teaching learning process of B.A. History Programme offered in colleges. This is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the idea atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may keep an eye over the social dynamics among the students and ensure that nobody feels marginalized or side-lined in the class due to gender, region, class or any other reason.

3) Wherever needed, teachers use audio-video based technological devices (e.g. Power Point) to make their presentations more effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.

· COURSE AND PAPER OUTCOME

Programme Outcome

The three year undergraduate History Programme offered by the Department of History aims to familiarise students with significant developments in the history of South Asia and certain other parts of the world, through different time periods. While the primary focus remains on the Indian subcontinent, students also study about other parts of the world, European as well as non-European. The course aims to make the students challenge the idea of history as seamless, or historical knowledge as fixed/finished product that the textbooks at the school level create. It seeks to expose the students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past. The purpose is to sensitise students to the existence and desirability of multiple perspectives through which knowledge about past is constructed. Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyze different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the major strands of historical scholarship in the field, available in secondary texts. By the end of the three years of the B.A. programme, students would have obtained a fundamental grounding in some of the important issues that crop up in a historian's reading and interpretation of primary sources. Certain thematic courses like those on gender and environment are designed to sensitise students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources. In the course of their engagement with historical material, we also aim to equip students with an 'appropriate' vocabulary of the discipline, such that they may be able to articulate their own complex ideas regarding various themes in

NAAC
Coordinator
Aditi Mahavidyala
Bawana, Delhi-110039

N.Rath
I.Q.A.C.
Coordinator
Aditi Mahavidyala
Bawana, Delhi-110039

प्रोफेसर ममता शर्मा/Professor Mamta Sharma
प्रोफेसर-प्रधान/Professor-Principal
अदिति महाविद्यालय/Aditi Mahavidyalaya
दिल्ली विश्वविद्यालय/University of Delhi
बवाना, दिल्ली-110039/Bawana, Delhi-110039

History. It is our attempt that students achieve this objective through systematic reading and class lectures and through feedback on their written work – essays, project/research papers, etc. as well as in the oral form – presentations, debates, discussions, etc. It is our intention to train students to formulate cogent arguments, presenting the necessary evidence to establish these, all based on a training in the rigorous methods of the discipline of History.

Besides these objectives regarding the intellectual development of the pupil, the larger goals of this programme are those that are common to any other educational programme, particularly in the field of humanities and social sciences. These are goals such as developing a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at the same time.

Graduates of the B.A. Programme do branch out to different spheres of knowledge, and domains of professional work, besides pursuing higher studies within the discipline. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live rich, productive and meaningful lives.

Core Course I

Paper Name- History of India from the earliest times up to c. 300 CE

Paper Code- 62311103

Course Objectives:

This course explores various stages and processes of Indian history from prehistoric period to early historic centuries. It examines the historiographical shifts pertaining to what is termed as 'Ancient/early' India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. The varied experiences in the Indian subcontinent can be seen in archaeological cultures and questions concerning literacy, nature of state formation and attendant cultural growth.

Learning Outcomes:

On successful completion of this course, students will be able to:

- Delineate changing perceptions on 'Ancient/early' India.
- Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.
- Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.
- Outline the key features of the first ever empire under the Mauryas.
- Locate the shift of historical focus from Gangetic belt to newer areas.
- Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.

Core Course II

Paper Name- History of India, c. 300 to 1200

Paper Code-62311204

Course Objectives:

This course broadly covers from the last phase of early historic centuries to the early medieval. Considered as a watershed, Gupta period was known for beginnings of some historical changes that were likely to

NAAC
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

Ratna
I.Q.A.C.
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

Mamta Sharma
प्रोफेसर ममता शर्मा/Professor Mamta Sharma
प्रोफेसर-प्रधान/Professor-Principal
अदिति महाविद्यालय/Aditi Mahavidyalaya
दिल्ली विश्वविद्यालय/University of Delhi
बावना, दिल्ली-110039/Bawana, Delhi-110039

dominate the next five-six centuries. This course aims to underline and analyze how these changes in the all Indian provide important bases understanding transition to medieval period. This period of transition, called 'early medieval' seeks to examine regional manifestations.

Learning Outcomes:

On successful completion of this Course, the students will be able to:

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.
- 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.

Core Course III

Paper Name-History of India, c. 1200-1700

Paper Code-62314360

Course Objective:

This course provides an analytical study of the history of India from 1200 to 1700 CE. It introduces students to a thematic study of the main aspects of the period, delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the interconnectedness of the subcontinental region in its transition to the Early Modern period.

Learning Outcomes:

After the successful completion of this Course, the students will be able to:

- Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

Core Course IV

Paper Name-History of India, c. 1700-1950

Paper Code-62314402

Course Objectives:

This paper provides a thematically arranged overview of the history of India from the beginning of the eighteenth-century to the making of the republic in 1950. The first two units examine the British colonial expansion in the eighteenth-century and proceed to discuss the consolidation of the colonial state power in the political settings of nineteenth-century India. The third unit critically situates the links between land revenue administration, export-oriented commercialisation of agricultural production and deindustrialisation and the rampant famine in colonial India. With a long-term perspective on the ideological, institutional and political formations, the last four units introduce the major tendencies in the anti-colonial nationalist and popular movements in colonial and immediate post-colonial India.

NAAC
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

Rati
I.Q.A.C.
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

प्रोफेसर ममता शर्मा / Professor Mamta Sharma
प्रोफेसर-प्राचार्य / Professor-Principal
अदिति महाविद्यालय / Aditi Mahavidyalaya
दिल्ली विश्वविद्यालय / University of Delhi
बवाना, दिल्ली-110039 / Bawana, Delhi-110039

Learning Outcomes:

After the successful completion of this Course, the students will be able to:

- 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.
- Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialisation of agricultural production, trade policies and deindustrialisation.
- Delineate and explain the ideological, institutional, and political formations of the anticolonial nationalist movement.
- Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.

Discipline Specific Elective(DSE)**DSE III**

Paper Name-Issues in Twentieth Century World History-I (the 20th Century)

Paper Code-62317520

Course Objectives:

This course aims to provide an understanding of 20th century world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first half of the twentieth century, from the World Wars to new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organisation such as the United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

On completion of this course, the student will be able to:

- Define world history and explain the evolving polities.
- Categorise the economies and cultures of the twentieth century world.
- Define the making of the geopolitical order and 'North-South' distinctions.
- Delineate the complex character of modernity and its differences.
- Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

DSE VI

Paper Name- Issues in Twentieth Century World History-II

Paper Code-62317641


Course Objectives:

This course aims to provide an understanding of 20th century world history not as history of parts, individual nations but as interconnected world history. Through events focus is on how the world evolved from the Wars of Nations to new radical and social movements. World ridden with conflict and violence also witness growing desires for Peace by forming United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

- Define world history.
- Discuss and explain the evolving polities, economies and cultures of the twentieth century world.

Mamta Sharma


NAAC
Coordinator
Aditi Mahavidyala
Bawana, Delhi-110039

Rathi
I.Q.A.C.
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

प्रोफेसर ममता शर्मा/Professor Mamta Sharma
प्रोफेसर-प्राचार्य /Professor-Principal
अदिति महाविद्यालय/ Aditi Mahavidyalaya
दिल्ली विश्वविद्यालय /University of Delhi
बवाना, दिल्ली-110039/ Bawana, Delhi-110039

- Analyze the interconnectedness in world history.
- Demonstrate critical skills to discuss diverse social movements and cultural trends.

Skill Enhancement Courses (SEC)

SEC I

Paper Name-Heritage and Tourism
Paper Code-62313364

Course Objectives:

The objective of this course is to enable the students to understand the social, historic, scientific, aesthetic and economic values that are inherent in a cultural heritage. The template is set with practices of visual representation in colonial India and the institutionalizing of colonial archaeology. In the last quarter of the 19th century, Indian artefacts get museumized with the coming of exhibitions, fairs, collections, setting up of museums and botanical gardens. This making of Indian heritage through the rhetoric of spectacle in the colonial period forms part of the first unit. Moving to the contemporary times, to make the course more conducive to employment opportunities, present day practices of marketing heritage are explored in the next unit. Religious tourism, commercialization of nature tourism, nostalgia tourism and the lived experience of heritage walks as cultural representations are studied here. While there are obvious advantages of Tourism as being economically viable, the last unit deals with the impact of overkill tourism practices. Case studies of three different socio-ecological spaces, as also issues of conservation of heritage sites, making a case for sustainable tourism, are studied in the last unit. The objective of the course, strengthened with project work and field trips, is to equip the students to appreciate the nature of industries associated with heritage and tourism.

Learning Outcomes:

- Upon successful completion of course students will have knowledge and skills to:
- Enhance his/her ability to discern the nature of the cultural heritage of the nation.
 - Contextualise his/her country's history of heritage representation, to effectively comprehend the present.
 - 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.
 - Equip himself / herself with theoretical knowledge of heritage and tourism.

SEC III

Paper Name- History and Archaeology
Paper Code- 62313465

Course Objectives

This course is about acquainting students with some basic concepts and methods of archaeological research such as excavation, survey, analysis of artefacts and various dating methods. This course will also make them aware of the contributions of key archaeologists and institutions in the evolution of archaeology as a discipline in India. Students will learn an integrative approach to the theoretical perspectives and praxis of archaeology in this paper. The main pedagogical tools for achieving these objectives would be case studies and project work in the context of the Indian subcontinent.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:

- Describe various stages of development of archaeology as a discipline.
- Discuss the methods of excavations.
- Explain various dating methods employed by the archaeologists.

NAAC
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

N.Rathi
I.Q.A.C.
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

प्रोफेसर ममता शर्मा / Professor Mamta Sharma
प्रोफेसर-आचार्य / Professor-Principal
अदिति महाविद्यालय / Aditi Mahavidyalaya
दिल्ली विश्वविद्यालय / University of Delhi
बवाना, दिल्ली-110039 / Bawana, Delhi-110039

- Identify and contextualize the past objects found during explorations and excavations of sites. · Interpret aspects of past societies.
- Analyse the role of institutions and individuals in the development of Indian archaeology. · Undertake projects related to the search of places related to the epics, Sangama texts and the Buddhist tradition.

SEC V**Paper Name- Popular Culture****Paper Code-62313518****Course Objective:**

One of the purposes of learning History is to be able to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a major component of that experience, surrounding us at all times, particularly since it is easy to access.

This course aims to provide students with a critical understanding of popular culture. One of the objectives of the course is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focussing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' with regard to its patterns of consumption of culture, in contemporary times.

Learning Outcomes

Upon successful completion of course students will be able to:

- Engage with a range of theoretical perspectives in an attempt to define popular culture, • Describe the methodological issues involved in a historical study of popular culture, • 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,
- Interpret the above theoretical concerns to actual historical studies, through a case study, • 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, • Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions, • Analyse the role of technology in the transformation of music from elite to popular forms, • Examine the relationship between recipes/recipe books and the construction of national/regional identities, • Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie,
- Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema

SEC VII**Paper Name- Understanding Texts, Rituals and Orality in Indian History****Paper Code- 62313620****Course Objectives:**

This course will seek to provide students with skills in using a variety of archives, namely documents, ritual practice and performance, and oral materials. The course will familiarise them with the ways in which historians regard the underlying structures and meanings of documents, rituals and oral expressions as historical significant. Here students will be invited to study critical research that deals with these issues and undertake case that draws out the value of these archives.

Learning Outcomes:

Upon successful completion of course students shall able to:

Mamta Sharma

NAAC
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

Rathi
I.Q.A.C.
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

प्रोफेसर ममता शर्मा/Professor Mamta Sharma
प्रोफेसर-प्रधान/Professor-Principal
अदिति महाविद्यालय/Aditi Mahavidyalaya
दिल्ली विश्वविद्यालय/University of Delhi
बवाना, दिल्ली-110039/Bawana, Delhi-110039

- Organise archival or field work relating to historical research.
- Contextualise sources in a meaningful and critical manner.
- Analyse texts, point out ethnography of ritual practices and performances, and use oral narratives for historical purposes.
- Demonstrate a variety of vocational areas like administration, development, culture and art, economy and environmental work.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks


· ACTIVITIES UNDERTAKEN BY THE DEPARTMENT

The following are the activities undertaken by the department of History from 2019 till date:

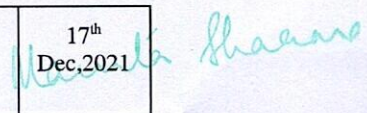
❖ 2021-22

S. No	Nature of Activity	Institution/Department	Period	
			From	To
1	Talk by Prof. Seema Bawa (Head of History Department, Delhi University) on "Art History and Heritage studies in Indian Context"	Aditi Mahavidyalaya, Delhi University	27 th October, 2021	
2	Orientation Programme	Aditi Mahavidyalaya, Delhi University	20 th Nov, 2021	

3	Heritage Walk (Full Details of all events below)	Aditi Mahavidyalaya, Delhi University	10 th Dec, 2021	17 th Dec, 2021
---	---	---------------------------------------	----------------------------	----------------------------


NAAC
Cordinator
 Aditi Mahavidyalaya
 Bawana, Delhi-110039


I.Q.A.C.
Cordinator
 Aditi Mahavidyalaya
 Bawana, Delhi-110039


 प्रोफेसर ममता शर्मा / Professor Mamta Sharma
 प्रोफेसर-प्राचार्य / Professor-Principal
 अदिति महाविद्यालय / Aditi Mahavidyalaya
 दिल्ली विश्वविद्यालय / University of Delhi
 बवाना, दिल्ली-110039 / Bawana, Delhi-110039

- Organise archival or field work relating to historical research.
- Contextualise sources in a meaningful and critical manner.
- Analyse texts, point out ethnography of ritual practices and performances, and use oral narratives for historical purposes.
- Demonstrate a variety of vocational areas like administration, development, culture and art, economy and environmental work.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

· ACTIVITIES UNDERTAKEN BY THE DEPARTMENT

The following are the activities undertaken by the department of History from 2019 till date:

❖ 2021-22

S. No	Nature of Activity	Institution/Department	Period	
			From	To
1	Talk by Prof. Seema Bawa (Head of History Department, Delhi University) on "Art History and Heritage studies in Indian Context"	Aditi Mahavidyalaya, Delhi University	27 th October, 2021	
2	Orientation Programme	Aditi Mahavidyalaya, Delhi University	20 th Nov, 2021	
3	Heritage Walk (Full Details of all events below)	Aditi Mahavidyalaya, Delhi University	10 th Dec, 2021	17 th Dec, 2021

NAAC
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

Rathi
I.Q.A.C.
Cordinator
Aditi Mahavidyala
Bawana, Delhi-110039

प्रोफेसर ममता शर्मा/Professor Mamta Sharma
प्रोफेसर-प्राचार्य /Professor-Principal
अदिति महाविद्यालय/ Aditi Mahavidyalaya
दिल्ली विश्वविद्यालय /University of Delhi
बवाना, दिल्ली-110039/Bawana, Delhi-110039

S. No	Nature of Activity	Date
1	Talk on "Assumed Histories :Let's Examine Hindi Films" by Prof Nirmal Kumar , Shri Venkateshwara College, DU	10th Dec,2021
2	Heritage Art Competition	11th Dec, 2021
3	Heritage Folk Singing Competition	13th Dec, 2021
4	Heritage Story Writing Competition on the Theme " Forgotten and Lesser Known Events/Figures of Independence"	14th Dec,2021
5	Heritage Walk to Lal Quila	15th Dec,2021
6	Panel Discussion with Dr. Motiur Rahman Khan, Assistant Professor, PGDAV (Even) on Lal Quila, a great Indian Heritage	15th Dec,2021
7	Heritage Quiz	16th Dec, 2021

❖ 2020-21

S. No	Nature of Activity	Institution/Department	Period	
			From	To
1	Online Video Show and Panel Discussion on "Red Fort : A National Heritage"	Vedic Society, Department Of History, Aditi Mahavidyalaya, Delhi University	30 th April,2021	30 th April,2021

❖ 2019-20

S. No	Nature of Activity	Institution/Department	Period	
			From	To
1	Student Visit to Bio Diversity Park	, Aditi Mahavidyalaya, Delhi University		


NAAC
 Coordinator
 Aditi Mahavidyalaya
 Bawana, Delhi-110039

N.Rathi
I.Q.A.C.
 Coordinator
 Aditi Mahavidyalaya
 Bawana, Delhi-110039

Mamta Sharma
 प्रोफेसर ममता शर्मा/Professor Mamta Sharma
 प्रोफेसर-मार्गदर्शक /Professor-Principal
 अदिति महाविद्यालय/ Aditi Mahavidyalaya
 दिल्ली विश्वविद्यालय /University of Delhi
 बवाना, दिल्ली-110039/ Bawana, Delhi-110039