



Masters of Arts (History)

Program Outcome

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

- PO-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.
- PO-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.
- PO-3) The history of the subjugation of the country by Britain sensitizes them to the dangers of having internal divisions in the country
- PO-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 teaches them to work for the creation of a more just world.



Course Outcome

Sl. No.	Course Code	Course Name	Learning Outcomes
SEMESTER-I			
1.	CC 1	Historiography	<p>CO1. The students get a deeper understanding of what History is.</p> <p>CO2. They learn the way to choose facts from a range of evidences and sources and to interpret them.</p> <p>CO3. 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.</p> <p>CO4. They are made ready to turn historians themselves.</p>
2.	CC 2	History of Early Civilizations and Medieval World	<p>CO1. It gives a background of the earliest civilizations of the world.</p> <p>CO2. 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.</p> <p>CO3. It enables the student to better understand the coming of the modern age.</p> <p>CO4. It also enables them to better understand some of the problems of the contemporary world.</p>
3.	CC 3	Early Medieval India	<p>CO1. Students are further familiarized with the process India transitioned from ancient to early medieval period.</p> <p>CO2. A discussion of this transition of India politically, socially economically and culturally sensitizes them to better appreciate the notions of continuity and change.</p>
4.	CC 4	Science and Technology in India	<p>CO1. It familiarizes the students to a relatively new branch of history.</p> <p>CO2. The aim is also to make them aware of India's great achievements in this field.</p> <p>CO3. It also motivates them to develop a scientific temper.</p>



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5.	AECC 1	Environmental Sustainability and Swachha Bharat Abhiyaan Activities	<p>CO1. Students will get the knowledge about the environment and its components in which one survives.</p> <p>CO2. Students will learn how to take care of the surroundings in general. The field work during the completion of the course will make student responsible for their ecosystem.</p> <p>CO3. During the course, students will get to know about so many elements of general studies that can really help them in competitive examinations as well as in day to day activities.</p>
SEMESTER-II			
6.	CC 5	History of Ideas	<p>CO1. The students are familiarized with the evolution of political and social ideas from ancient to modern period.</p> <p>CO2. 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.</p>
7.	CC 6	History of Europe and Modern World 1919-2000	<p>CO1. The students develop a comprehensive understanding of the major political developments following the First World War.</p> <p>CO2. They start appreciating the causes that lead to the emergence of totalitarian regimes and ideologies as also major wars.</p> <p>CO3. The history of this period instills in them the merits of pursuing prudent policies.</p>
8.	CC 7	History of Bihar (From the Earliest Time to 1947 A.D.)	<p>CO1. Students get to study regional history of Bihar, a new field of study for them.</p> <p>CO2. It introduces them to a more micro-level of historical study.</p> <p>CO3. It instills in them a sense of genuine pride through developing a proper knowledge about the great personalities of Bihar.</p>
9.	CC 8	Society and Economy in Indian History	<p>CO1. It deepens the knowledge of the students of social, economic and cultural history of India.</p>



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			CO2. It prepares them to take up selected themes for pursuing research.
10.	CC 9	Contemporary India	<p>CO1. Through this course the students learn to understand the process through which the country has come to be what it is today.</p> <p>CO2. 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.</p> <p>CO3. They understand the roots of ethnic and regional movements as also Dalit politics.</p>
11.	SEC 1	Skill Enhancement Course: Yogic Science	<p>CO1. Students will learn the theoretical foundations of Yoga philosophy.</p> <p>CO2. Students will equip themselves with a fair number of yogic practices including meditative techniques.</p> <p>CO3. Yogic knowledge and practices will help the students to revitalise themselves and work with more attention.</p>
SEMESTER-III			
12.	CC 10	Indian Historians	<p>CO1. The students through this course are familiarized with the works of major Indian historians.</p> <p>CO2. This also enables them to understand the different approaches of history writing.</p> <p>CO3. They also learn to develop a systematic critique of their works.</p> <p>CO4. This facilitates future research work.</p>
13.	CC 11	South Asia 1950 Onwards	<p>CO1. The students are familiarized with the history of the entire south Asian region since the end of colonial rule.</p> <p>CO2. The students are sensitized to the shared history of the region.</p> <p>CO3. They also begin to understand the roots of many regional and intra-nation issues and problems.</p>



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14.	CC 12	USA-1860-1990	<p>CO1. The students are familiarized with the modern history of USA.</p> <p>CO2. They get a wider perspective on the evolution of present world as the teaching of history of USA is relatively a new thing.</p> <p>CO3. Students get an insight into the process of emergence of the strongest world power of the present era.</p>
15.	CC 13	National Movement in India	<p>CO1. The students acquire a deeper understanding of the whole course of national movement.</p> <p>CO2. They learn to appreciate the ruptures and to better understand the transitions effected by the leaders.</p> <p>CO3. In the process of learning they start better understanding the role of major leaders.</p>
16.	CC 14	Revolution and Revolutionary Movements	<p>CO1. The students are familiarized with the revolutionary phenomena in different parts of the world in modern times.</p> <p>CO2. They learn to discern the similarities and the specifics of these revolutions.</p> <p>CO3. They also learn to understand that revolutionary changes may be brought about by non-violent methods exemplified by Gandhi.</p>
17.	AECC 2	Human values and professional ethics and gender sensitisation	<p>CO1. Students will get the knowledge about values regarding humanity, gender equality and professionalism.</p> <p>CO2. Students will learn how to work together in an empathetic and unbiased way. The field work during the completion about the dignity of a human being.</p> <p>CO3. During the course, students will acquaint themselves with such notions of morality that they will find it easier to work together in a group in a co-operative and productive way.</p>



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SEMESTER-IV			
18.	EC 1	Popular Movements	-
19.	EC 2	History of Expressions	-
20.	GE	Generic Electives: Human Rights	CO1. Students will get themselves familiar with the various aspects of human rights, their importance and the contribution of various thinkers in the conceptual development of the Human Rights. CO2. Students are expected to emulate whatever they have learned in the course in their daily lives. CO3. This course of human rights is almost inevitable to appear in the question paper of any competitive exams and interviews.