COURSE OUTCOMES AND PROGRAM OUTCOMES FOR UG STUDENTS (Old Syllabus [1+1+1], CBCS AND FYUGP)

DEPARTMENT OF HISTORY
NANI BHATTACHARYA SMARAK MAHAVIDYALAYA

PARTI

PAPERI:HISTORYOFIndiaUPTOAD 650

The paperintroduces students various approaches to studythe historyof ancient India. It surveys thedifferent sources like literature, archaeological, epigraphy and numismatics. The students are alsogiven knowledgeaboutpre-history andprotohistoryfollowedbythedifferent culturesof ancientIndia.AdetailedstudyofHarappancivilizationisdoneasaChalcolithicculture. It is followed by a background to the emergence of early historic India in which the Vedic civilisation is studied in detail and also the Iron Age cultures with reference to painted grew ware andnorthernblack polishedware culture. The studentsare lecturedonthe protestmovementandtheriseofBuddhismandJainismalongwithmanytheisticcults.Furtherthe riseof mahajanapadas and the age of imperialism are discussed. History of the Mauryan empire is dealt is details followed by the post Mauryan developments. The rise of the imperial Guptas, economy, polity and cultural achievements forms an important part of the syllabus. Lastly the paper deals withthepostGuptaperiodmainlyHarsha andhistimesandthehistory of peninsularIndia leading towards the early medieval India.

PAPERII:HISTORYOFINDIA650-1550

Thepaperstartswithhistoriographicaltrends,sourcesandinterpretationofearlymedievalandmedievalIndia.Thestudentsare giventhepoliticalandsocio-economicbackgroundofIndia at the advent of Islam in India. Tripartite struggle between the Palas, Rashtrakutas and Pratiharas is discussed along with the early contacts with the Arabs. Land grants, feudalism, trade, economy, foreigncontactsetc are discussedwith thestudentsalongwith theculturalaspectsandthe regional variations in Indiaduring the time. Students of historywilllearnaboutthe foundation, expansion and consolidation of the Sultanate of Delhi. The political narrative historyis followed by the state structure, economy, cultural and religious history of the period. The disintegration ofthe Sultanateisfollowedwiththeemergence of provincialdynasties and consolidation of regionalidentities like, Bahamanis, Vijayanagar and Bengal. They can learnabout the activities of Delhi Sultanate i.e.,

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revenue systems monetization, market regulations, growth of urban centres, trade and commerce, Indian Ocean trade etc. Topics on Bhakti and Sufi movement give the students'knowledge on the creation of pluralistic culture and proliferationof regional literature.

PARTII

PAPERIII:HistoryofIndia1550-1750

The students will be introduced to various sources and interpretations regarding Mughal history. Mughal historiography including Persian, vernacularandmodern interpretation is impartedtothestudents.AthoroughpoliticalhistoryfromBaburtoAkbaristaughtfollowedby theconsolidationoftheMughalEmpirebyAkbar.Theevolutionofadministrative structureboth political and economicadministration helpsthestudentsto understand different institutionsduring the Mughal reign like the jagir, mansab, zabt, madad-i-maash etc. the Rajput and the North- western policy of Akbar along with his engagement with regional kingdoms helpsus to chart thegrowth of the Mughal empire. An important aspect of this paperis the religious policy of Akbarwhichwas synthetic, composite, andtolerant.Studentswilllearn how the policyofAkbar brought aboutculturalharmonyandpluralisminIndia whichstillisanidentity ofIndia. The paper imparts the students historical knowledge from post Akbar period to theadvent of the Europeans in India. It charts the political history under different emperors after Akbar like Shah Jahan, Janangir and Aurangzeb. Aurangzeb's religious policy andDeccan policyis discussed in details with the students along with the rise of the Marathas under Shivaji. Thisisfollowed byachapteronMughalcrisiswhichmakesthestudentsunderstanddifferentproblemsinthe Mughaladministration whicheventually leads to the disintegration of theMughal Empire. This paper also gives students knowledge about India'srich cultural heritage mainly in art, visual art andarchitecturewhichfocusesontheIndo-Islamicstylewhichhelpedtofosterpluralistic traditionsin India.

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PAPERIV:HistoryofIndia1750-1950

ThispaperintroducescolonialhistorytothestudentswiththeadventoftheEuropeansandfinallytheEastIndiaCompanybecomingaparamountpowerinIndia.It startswiththemercantilistdoctrineimplementedinIndiaandhowtradersfinallycolonisedIndia.Itimparts tothestudentsthenatureofcolonialism whichwasveryextractive inIndia andhowthe British constructedmany ideologiesin order to legitimize theircolonisationofIndia. Italso givesthe studentsanidea on the ideologiesandstate apparatus likethepolice,armyandjudicialsystemduringthecolonialera.Thestudentswillgettoknowabouttheeconomicpoliciesoftheبritish whichmarginalisedtheIndiansand weredetrimentaltoIndianeconomy.Thedebateson deindustrialisation, drain of wealth, rural indebtedness etc. are very invigorating for the students. Peasant and tribal popularuprisingsuchastheSanthal,IndigoandDeccangivethestudentsaSubalternperspectiveonthemovement.Thecauses,natureandtheconsequencesoftherevoltof 1857 makes thestudentsunderstandthe importanceof the 1857 in the historyof colonial India.

Thecoursegivesanideaaboutthesocio-reform movementsfocusingontheroleplayedbytheIndianelitesandtheinstitutionslike theBrahmoSamaj,AryaSamaj,PrarthnaSamaj andthe role played by the prominent reformerslikeRammohan Roy, Vivekananda etc. It also sheds light on the anti-caste movements and gender problems which is very helpful for the students to understandthe subalternvoices. Studentswilllearntheconstructionof nationalismin Indiawhichwasanti-colonialandtheriseofnationalistic sentimentleadbytheIndianNational Congress. Further, Gandhian nationalism and movements are discussed with the studentsto give them a perspective on the independence movement. The independence and integration of India make the students understand how India as a nation state was created. The post-independence problems like economic regeneration, secessionism, communalism, landacquisitionactsetc. are discussed with thestudentsas to presentthe challengesfacedby India asa nascentcountry andhowIndiaas a country rose to the challenges.

PARTIII

PAPERV:RISEOFMODERNWEST(MID15TH CENTURY–18TH CENTURY)

Students of history will learn about the rise of the modern west world and transition the society and economy from feudalism to capitalism along with the history of early colonial expansion, plantation economy and slavery. They will learn about the rise ofRenaissance in Italy and spread of humanism in Europe and results of the European Reformation in the 16th century and Shift of economicbalancefromtheMediterraneantotheAtlantic,CommercialRevolution,Influxof AmericansilverandthePriceRevolution.Thetopicson state systemlike Spain, France,and England gives the students background as per the emergence of state system inEurope. Students will learn about the economic, social and politicaldimensionsofthe17th Century Europeancrisis. Furtherthey willbeacquaintedwiththemajorissuesandthe politicaland intellectualcurrentsof the Englishrevolution. They will learn about the rise of modern science in relation to European society and how Renaissance helped to usher a scientific outlook in Europe. The economic theory of mercantilism,freetradeisintroducedandlinkedwithcolonialism.Withregardstothe European politics, rise of parliamentary monarchy and absolutism in Europe are discussedwiththestudents.TheeconomicandpoliticalreasonsbehindtheAmericanRevolutionisdiscussedwhichleadstotheformationoftheUnitedStates ofAmerica.Atopic on Proto industrializationmakes the students aware and ready for the next phase of modern European

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history.

PAPERVI:HISTORYOFMODERNEUROPE(1789–1939)

Studentswillbegivenadetailaccountaboutthebackgroundandthedifferentphasesoftheo n.Thebasictenantsoftherevolutionlikeliberty,equalityand fraternityanditsinfluencenot only in Europe but throughout theworld isdisseminated upon thestudents.The age of conservatism follows but studentswillbe taught how theideas of the revolution could not be stopped by the orthodox forces and eventually popular revolution happened in Europe which also led to theidea ofnationalismwhich resulted in the formation ofnation-states. Students will learn about various forms of nationalism like cultural, ethno, liberal etc. in Europe and the unification movement of Italy and Germany. The topic on industrialization and the emergence of capitalisticsocietiesmakesthestudentsunderstandhoweconomicchangedin Europebrings about a massive change in all the superstructures. The emergence of class, changing patterns in demography and urban setting along with the ideas of gender makes students makes students familiar with different issues which the current world is facing.

PAPERVII:HistoryofFar-East

Thepaper givesa thoroughknowledgeofChinesehistoryfromthefeudalera tothe riseof nationalism in China followed by the establishment of Communist China in 1949. Confucianismas an important value system is China is discussed. Sino centrism and China's reluctant attitude towards foreigners and the Cantonese trade which forcefully opens China are examined by the students. Further Chinabeing an informal colony, theopiumwar, financialimperialismand open door policy gives the students the backgroundwhy nationalistic sentiments emerged in China. TheEmergenceofNationalisminChinacoverstheRevolutionof1911:Causes,natureand significance;thesocial compositionoftheRevolution;SunYat-senandhiscontribution;the formation of the Republic; Yuan Shih Kai; Warlordism, May Fourth Movement of 1919: Nature andsignificance.HistoryofChinafrom1919-1949discussesthemeslikeNationalism&CommunisminChina(1921-1937),formationofCCP;andtheKuomintang(NationalPartyofKMT),theFirstUnitedFront:TheCo mmunistMovement(1938-1949)andtheJiangxiPeriodandtheriseofMaoTseTung.

Further the paper gives the students a thorough historical knowledge about Japanese history (1868-1945).Japan'stransitionfromfeudalismtocapitalism: crisis of TokugawaBakuhan system, Meiji Restoration: Its nature and Significance, political Reorganization, military Reforms, Social,culturalandeducationalreforms (bunmeikaika),financialreformsandeducational development in the 'Meiji'era. Meiji Constitution is discussed and Japanese Imperialism of China, Manchuria and Koreagive an ideaaboutthe aspirationsofJapan whileentering themodern times. Japanese Polityon democracy aswell asrise ofmilitarism/fascism isdiscussedwith the students. Lastly, Japan'srisetopower and its involvement in the World War II isdiscussed leading to itsoccupation by Americaand thepostwar traumaandchangesthat Japan faced.

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PAPERVIII:TheMakingoftheContemporaryWorld

The paper introduces the students, the history of the post-World War II era followed by the Cold WarandBipolarWorld.ItchartsthestudyoftheInternational Relations.Thispaperisan interdisciplinary one in which the lessons of political science is also imparted to the students. Differentideologiesandthesystemof alliancesarediscussedinthepostwartimes.The decolonisationmovementandtheproblemsattachedwithitfollowedbytheconceptsof globalisation and neo-colonialismisalsoimpartedtothestudents.Theimportanceof oiltotheworldandthepoliticsassociatedwithitisalsoaveryimportantpartofthe syllabus.The disintegration of USSR and then the rise of uni-polar and multi-polar world are also discussed with the students. Further contemporary issues liketerrorism, environmental issues and north south divide are also discussed with the students.

HISTORYGENERAL

PART I

PAPERI(A):HISTORYOFINDIAFROMPRE-HISTORICAGETOPOSTMAURYANPERIOD

The paper introduces students various approaches to study the history of ancient India. It surveys the different sources like literature, archaeological, epigraphy and numismatics. The students are also given knowledge about pre-history and proto history followed by the different cultures of ancient India. A detailed study of Harappancivilisationis doneasaChalcolithicculture.ItisfollowedbyabackgroundtotheemergenceofearlyhistoricIndiai nwhichtheVediccivilisationis studiedindetailandalsotheIronAgecultureswithreferencetopaintedgrewwareandnorthern black polished wareculture. The studentsare lectured on the protest movement and theriseofBuddhismandJainismalongwithmanytheisticcults.Furthertheriseof mahajanapadas and the age of imperialism are discussed. History of the Mauryan empire is dealt is detailsfollowedbythepostMauryan developments. The lecturesonpost Mauryan period focuses on the Sungas, western, Kshatrapas, Satavahanas, Kushans, Cheras, Cholas and Pandyas. A Socio cultural development is discussed with special reference to KushansandSatavahanas. With regards to art and architecturethe Mathuraand GandharaSchoolof art is discussed.

PAPERII(A):HISTORYOFINDIAFROM1200-1556

Students of history will learn about the foundation, expansion and consolidation of the Sultanate of Delhi. The political narrative history is followed by the state structure, economy, cultural and religious history of the period. The disintegration of the Sultanate is followed with the emergence of provincial dynasties and consolidation of regional identities like, Bahamanis, Vijayanagar and Bengal. They can learn about the activities of Delhi Sultanate i.e., revenue systems monetization, market regulations, growth of urban centres,

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trade and commerce, Indian Ocean trade etc. Topics on Bhakti and Sufi movement give the students' knowledge onthe creation of pluralistic culture and proliferation of regional literature.

PAPERIII(A):HISTORYOFINDIAFROM1760-1857

This paper introduces colonial history tothe students with theadvent of the Europeansand finallytheEastIndiaCompanybecomingaparamountpowerin India.Itstartswiththe mercantilist doctrine implemented in India and how traders finally colonised India. It imparts to the students the nature of colonialism which wasveryextractiveinIndiaandhowtheBritishconstructedmanyideologiesinorder tolegitimizetheircolonisationof India.It alsogivesthestudentsan ideaontheideologiesandstateapparatuslikethe police,armyandjudicialsystemduringthecolonialera.Thestudents willgettoknowabouttheeconomic policies of the British which marginalised the Indians and were detrimental to Indian economy. The debates ondeindustrialisation, drain of wealth, rural indebtedness etc are very invigorating for the students. Peasant and tribal popular uprising such as the Santhal, Indigo and Deccan give the students a Subaltern perspective on the movement. The causes, nature and the consequences of the revolt of 1857 makes the students understand the importance of the 1857 in the history of colonial India.

PARTII

PAPERI(B):FROMTHERISEOF THEGUPTAEMPIRETO1200AD

The students are given thorough knowledge on the nature of politiesof the Gupta Empireand itscontemporarypost—Guptapolities—Pallavas,Chalukyas,andVardhanas.The chapteron religion helps the students to understand the reinforcement and consolidation of the Brahmanical religion along withthe development of manytheistic cults. Cultural history and theproliferationof literature inSanskrit, Prakrit, PaliandTamil makesthe students rootedto our culturalpastalong with many artformsthatexisted inIndia. Thestudentsare giventhepoliticalandsocio-economicbackgroundofIndiaattheadventofIslaminIndia.TripartitestrugglebetweenthePalas, RashtrakutasandPratiharasisdiscussedalongwith the early contacts with theArabs. Land grants,feudalism, trade, economy, foreign contacts etc arediscussed with the students along with the cultural aspects and the regional variations in India during the time.

PAPER II(B):LATERMEDIEVALPERIOD1556-1761

The students will be introduced to various sources and interpretations regarding Mughal history. Mughal historiography including Persian, vernacular and modern interpretation is imparted to thestudents.AthoroughpoliticalhistoryfromBaburtoAkbaristaughtfollowedbythe consolidationoftheMughalEmpirebyAkbar.Theevolutionof administrativestructureboth politicalandeconomicadministrationhelpsthestudentstounderstanddifferentinstitutions during the Mughal reign like the jagir, mansab, zabt, madad-i-maash etc. the Rajput and the North-western policy of Akbar along with his engagement with regional kingdomshelpsus to chart the growth ofthe Mughal empire. An important aspect of this paper is the religious policy of Akbar

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whichwas synthetic, composite, andtolerant. Students will learn how thepolicy of Akbar brought aboutculturalharmony andpluralisminIndiawhichstillisanidentityofIndia.Thepaper imparts the studentshistorical knowledge from post Akbar period totheadvent of the EuropeansinIndia.It chartsthepoliticalhistoryunderdifferentemperorsafterAkbarlikeShahJahan, Jahangirand Aurangzeb. Aurangzeb'sreligiouspolicyandDeccanpolicyis discussed in details with the students along with the rise of the Marathas under Shivaji. This isfollowed by a chapter onMughalcrisiswhichmakesthestudentsunderstanddifferentproblemsinthe Mughal administration whicheventuallyleadstothedisintegrationoftheMughalEmpire.Thispaper alsogives students knowledge aboutIndia's richculturalheritagemainlyinart, visual artandarchitecturewhichfocusesontheIndo-IslamicstylewhichhelpedtofosterpluralistictraditionsinIndia.

PAPERIII(B):HISTORYOFIndia1856-1950

The course starts with the historiography of the revolt of 1857 and the changes after 1857. Socio religious reform movements is discussed focusing on the role played by the Indian elites and the institutionsliketheBrahmoSamaj,AryaSamaj,PrarthnaSamajandtheroleplayedbythe prominent reformers like Rammohan Roy, Vivekananda etc. It also sheds light on the anti-caste movementsandgenderproblemswhichisveryhelpfulforthestudentstounderstandthe subaltern voices. Studentswilllearntheconstructionofnationalisminindiawhichwasanti-colonialandtheriseofnationalisticsentimentleadbytheIndianNationalCongress. Further, Gandhian nationalism and movements are discussed with the students to give them a perspective on the independence movement. The independence and integration of India make the students understandhowIndiaasanationstatewascreated.Thepost-independenceproblemslike economicregeneration, secessionism,communalism,landacquisitionactsetc.arediscussed with the students as to present the challenges faced by India as a nascent country and how India as a country rose to the challenges.

PARTIII

PAPERIII(C)HISTORYOFMODERNWEST

Studentsofhistorywilllearnabouttheriseofthemodernwestworldandtransitionthesocietyandeconomyfromfeudalismtocapitalismalongwiththehistoryof early colonial expansion, plantation economy and slavery. They will learn about the rise ofRenaissance in Italy and spread of humanism in Europe and results of the European Reformation in the 16th century andShift of economicbalancefromtheMediterraneantotheAtlantic,CommercialRevolution,Influxof Americansilver andthe Price Revolution. Thetopicson state systemlike Spain, France,and England gives the students background as per the emergence of state system inEurope. Students will learn about the economic, social and political dimensions of the 17thcentury European crisis. Further they will be acquainted with the major issues and the political and intellectual currentsoftheEnglishrevolution.Theywilllearn abouttheriseofmodern sciencein

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relation toEuropean societyand howRenaissancehelpedto usher a scientific outlook in Europe. The economic theory ofmercantilism,freetradeisintroducedandlinkedwithcolonialism.Withregardstothe European politics,riseofparliamentarymonarchyandabsolutisminEuropearediscussedwiththestudents.Theeconomicand politicalreasonsbehindtheAmericanRevolution is discussed which leads to the formation of the United Statesof America. A topic on Proto industrialisation makes the students aware and ready for the next phase of modernEuropean history.Studentswillbegivenadetailaccountaboutthebackgroundandthedifferentphasesofthe French Revolution. Thebasictenantsoftherevolutionlikeliberty,equalityandfraternityanditsinfluencenotonlyinEuropebut throughout the world is disseminated upon the students. The age of conservatism follows butstudentswillbetaughthowtheideasofthe revolutioncouldnotbestoppedbytheorthodox forces and eventually popular revolution happened in Europe which also led to the idea ofnationalismwhichresultedintheformationof nationstates.Studentswilllearn aboutvariousformsofnationalism likecultural,ethno,liberaletcinEuropeandthe unification movementofItalyandGermany.Thetopiconindustrialisationandthe emergenceofcapitalistic societiesmakes thestudentsunderstand how economic changed in Europe brings about a massive change in all the superstructures. The emergence of class, changing patterns in demography and urban setting along with the ideas of gender makes students makes students familiar with different issues which the current world is facing.

COURSE&PROGRAMOUTCOMESOF
HISTORYHONS(B.A)UNDERCBCS

CourseOutcomes

SEMESTER-I

CC-I:HistoryofIndiafromEarliestTimesto300BCE

Students will acquireknowledgeregardingtheprimitivelifeandsocio-cultural status of thepeopleofancientIndia.Theycangatherknowledgeaboutthesociety,culture, religionandpoliticalhistoryofancientIndia.Theywilllearnabouttradeandurbanizationofancientcivilization,like Harappan civilization, Vedic civilizations etc.

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CC-II:SocialFormations&theCulturalPatternoftheAncientWorldother thanIndia.

Studentsof can understandabouttheevolutionofhumanSociety &howthesociety ofagriculturaland animal husbandry had begun in Ancient Times. They also learn howthe human society had transformed from Nomadic to civilized society in ancient history of the World. They can acquire knowledge about the ancient Greek and Roman society. They can compare to each and other.

SEMESTER-II

CC-III:HistoryofIndiaII(C300BCE-750AD)

They canlearnabouttheeconomictransformationofIndiaduringthisperiod.They canunderstandthe rise of Indian feudalism and evolution of the political structures ofearly- medieval north and south India. They can getathoroughidea of rise ofancientIndianempire.They canlearnhow theearlyIndian society, culture,religionandagrarian structureswastransformedattheadventoftheIslam.PowerofmedievalIndia. Theywillachieve knowledgeabout thereligiousandculturalchangingscenariosafterheadvent ofthe IslaminIndia. They will gather knowledgehow the Sultanate of Delhi had established in1206.

CC-IV: SocialFormationandCulturalPatternoftheMedievalWorldotherthanIndia.

Student can l e a r n about the religion, culture, literatureandphilosophy of the ancient Roman civilization. AswellastheywillacquireknowledgehowthecrisesoftheRomanEmpire. Theywill acquireknowledge how the economic, social and religious development had made during the medieval Europeansociety.Theycan learn about the socio-economicand politicalcondition of the feudal organizationofproduction, town's formation, tradeand commerce,technologicaldevelopmentsand crisisof feudalism inEurope.Theywill learnaboutJudaismandChristianityunder Islam.

SEMESTER-III

CC-V:HistoryofIndiaIII(750-1206AD)

TheywilllearnhowtoriseGrowthoftheGupta'sEmpireinancientIndiaandtoraiseregional Kingdoms indifferent partsofIndiaafterdownfall ofthe Empire. They canacquire knowledgetowardsthe society,economyandculture inearlymedieval India. They cangatherknowledgetowardstheArabsconquestofNorthernpartofIndiafrom thispaper. Theywillachieve knowledge aboutthe religious and

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culturalchangingscenariosaftertheadventoftheIslaminIndia;especiallyimpactbhakticultand Tantrism. They will gather knowledge how the Sultanate of Delhi had established in1206.

CC-VI:RiseofModernWest –I

Studentsofhistorywilllearnabouttheriseofthemodernwestworldandtransitionthesocietyand economy from feudalism to capitalism. They will learn how to rise of RenaissanceinItalyand spread of humanism in Europe and results of the European Reformation in the 16th century and Shiftof economic balance from the Mediterranean to the Atlantic, Commercial Revolution,Influxof Americansilverand thePriceRevolution.Theygatheredknowledgetowardstheemergenceof Europeanstatesystemlike Spain, France,andEngland etc.

CC-VII:HistoryofIndiaIII(1206--1526AD)

Students of history will learn about the foundation, expansion and consolidation of the Sultanate of Delhi andalsotothedownfalloftheDelhiSultanate.Theywilllearntowardstheemergenceof provincial dynasties&Consolidationofregionalidentitieslike,Bahamani,VijayanagarandBengal.Theyalso acquire the knowledge about the Changing scenarios of the urban and rural societies after consolidation oftheruleoftheSultanateofDelhi.Theycanlearnabouttheactivitiesof DelhiSultanatei.e.,revenuesyste msmonetization,marketregulations,growthofurbancenters,tradeandcommerce,IndianOceantradeet c.Studentscangettheidea of Indian society and religiousSyncretism;riseofSufiandBhaktiandtheirimpact onsocio-culturallifeofIndianpeople.

SEMESTER-IV

CC-VIII:RiseofModernWest–II

History students will learn about the European crisisofeconomic,social andpolitical dimensionsas well as the English Revolution,majorissues likepolitical andintellectual currents in 17thcentury. They will learnabouttheriseofmodernscienceinrelationtoEuropeansocietybytheRenaissanceandthe European politics in the 18th century like parliamentary monarchy, patterns of Absolutism in Europe andprelude tothe Industrial Revolution inEngland andother European countries.

CC -IX:HistoryofIndia(1526-1605)

Theyacquireknowledgetowardstheir Turkey'sinvasion&StruggleforEmpireinNorth-WesternIndiaandfoundationoftheMughalRuleinIndia.Studentswilllearnabout the MughalIndiansociety,economyandcultureafterconsolidationoftheMughalruleIndia.

CC-X:HistoryofIndiaIII(1605-1750)

They willlearnfromthiscourseabouttheconsolidationandexpansionof theMughalEmpireandhowfarithaschanged itscharacterduring the reignofAurangzeb.Theycan understandtheroots of the fallof MughalEmpireas well. Theywill square knowledgeon visual

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culture of this times.At the end of thiscourse theywillunderstand thefeaturesof 18th century India.

SEMESTER-V

CCPaper-XIHistoryofModernEuropeI(1789-1939)

TheywilllearnabouttheFrenchRevolutionanditsimpactofEuropeancountries.Unityandpower makespeopletostrengthwhichhas showedintheFrenchrevolutionin1789. Howthe Industrialization hadoccurredandit'saffectedonsocioeconomictransformationofEurope.Theywillknowaboutthe politicsofsuperpoweramongtheEuropeancountries.Howthesense regardingthenationalismand unificationhaddevelopedamongtheEuropeancountriesoneveofthe2ndworldwar.Studentscan understand about the rise of imperialism and how far German imperialismwasresponsibleforthefirstand Second World War.They will knowabout the Bolshevikrevolutionand the politics between two worldwar.

CC-XII:HistoryofIndia(1750-1857)

StudentsofhistorywilllearnhowtoraiseregionalpowersinIndiaafterthedownfalloftheMughalEmpireandinthec ourseoftimehowtoriseoftheCompany'sabsolutepowerinIndia.Theycan understand about the colonial nature of state during 200years rule of the British powerin this land.Hey can gather knowledge abouthow theIndian society,politics, religion andeconomy hadchanged duringthe Company'sruleinIndia.Theywillunderstandhowthecompany'seconomicexploitationmadeIndianrevolutionar yagainsttheBritishrule.Thatultimatelypavedthebackgroundof theGreatRevoltof1857.

SEMESTER-VI

CCr-XIII:HistoryofIndia(1857-1964)

StudentscanacquirevastknowledgeonlocalrebellionandmovementsliketheIndigorebellion,theDeccan Riots, thegrowth of thenewmiddle class;theageof associations, the Aligarhmovement, the AryaandthePrarthanaSamajaftermathof1857.TheywilllearntherealhistoriographyofIndianNationalism;Bi rthofIndianNationalCongress,TheModeratesandtheExtremists,PartitionofBengal, the Swadeshi movement in Bengal in 1905. They can acquire knowledge how to rise ofGandhis power in Indianpoliticsandhisactivitiestowardsthefreedomlike,RowlattSatyagraha,KhilafatandNon-co-operationmovement,TheSwarajyaparty,PoonaPact,CivilDisobedienceMovement,QuitIndiaMovement.Th eyalsolearnhowtoraisecommunalpoliticsandoppositionpoliticsontheeveofthe freedom movementin India and aftermath of partition in India.

CC-XIV:HistoryofWorldPolitics (1945–1994)

Studentswilllearnaboutthepost-wardevelopmentsofSocial,PoliticalandEconomicscenariosoftheWorld and decolonization and the emergence of the Third world.As well as theywilllearnorigin ofthe Cold War and Changing World political Scenarios and emergingtrends in culture, Media and Revolution among European countries.

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DisciplineSpecificElective(DSE)

DSE-A-1:/SEM-5:HistoryofBengal:1757-1906

StudentcanknowabouttheriseanddeclineoftheBengalundertheNawab.Theycanunderstandtheprocessofther iseandgrowthofBritishEmpireinBengalaftertheBattleofPlassey.Theycan understand the transformation of Bengali societyin 19th century; especiallyabout the social and religiousreformationduringthesaidtime.Atthesametime,they cangaintheknowledgeabouttheexploitative character of British govt. that gave birthso called Bengali nationalism,

DSE-A-3:/SEM-6:HistoryoflBengal(1905-1947)

Thiscoursewillhelpthestudentstoknowabouttheoriginsand impact of swadeshi movement and how the national sentiment developed among the masses during British period.

DisciplineSpecificElective(DSE)

DSE-A-1:/SEM-5:HistoryofBengal:1757-1906

StudentcanknowabouttheriseanddeclineoftheBengalundertheNawab.Theycanunderstandtheprocesso ftheriseandgrowthofBritishEmpireinBengalaftertheBattleofPlassey. Theycan understand the transformation of Bengali society in 19th century; especially about the social and religious reformationduringthesaidtime.Atthesametime,they cangaintheknowledge abouttheexploitative characterof Britishgovt that gave birthsocalled Bengali nationalism,

DSE-A-3:/SEM-6:HistoryoflBengal(1905-1947)

Thiscoursewillhelpthestudentstoknowabouttheoriginsandimpactofswadeshimovement,emergenceofco mmunalpolitics inBengal,riseofmilitantnationalism,roleofBengal;SubhashChandraBose. BoseinIndiannationalmovement.Theycandrawavividpictureofpoliticalscenario ofBengalontheeveofpartition.

DSE-B-2/SEM-5:HistoryofSouthEastAsia:19thCentury

This course willhelpthestudents understanding thenatureof pre- colonial society,and folkcultureof southEastAsia.Theycanlearnabouttheemergenceofcolonialruleand transformationofThaistateunderforeignrule.Besideofthattheycanunderstandaboutthecontradi ctionofnativeandcolonial culture aswell.

DSE-B-4:/SEM-6:HistoryofSouthEastAsia:20thCentury

StudentswillknowaboutthemodernizationofsouthEastAsia.Itwillhelpthestudentsunderstandingradicalmove mentofVietnamandIndonesia.TheywillknowtheroleofsouthEastAsianstatesininternationalpolitics.

DSE-B-1/SEM-5:HistoryofModernEastAsia(1840-1949):China

Studentswill learn about the nature and structureof the traditional Chinese society and how to transform theChinesesocietyfromtraditionaltomoderncultures.Theycanalsolearnabout howthestrongcountriesoftheWorldwerecapturedtheChinesesociety,cultureandeconomyduringthenineteenthc

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entury.TheywillbeawarehowtheChinesewereunitedtowards theforeigncolonialpowersanddefeated them and ultimately gain to freedom.

DSE-B-3:/SEM-6:HistoryofModernEastAsia(1868-1945):Japan

This course will make the student of history aware about the transformation of feudal society and rise of capitalism in Japan. They will know the process through which Japan emerged as a Fascist power.

DSE-A-2:/SEM-5:HistoryofUnited StateofAmerica-I(1776-1945)

Theywilllearnaboutthesocio-politicalandeconomicalstatusofUSAafterconsolidationofcolonialpower.Studentswillknowhowthediscrimination betweennorthandSouthAmerica causedcivilwar. Theyacquire knowledge how to growth capitalismin USA andbecomes a World power. They will gather knowledge how the USA introducedNew Deal and remainedabandoned from all warfare activities of the Worldand ultimately turned ascontroller country of Worldpolitics.

DSE-A-4:/SEM-6:HistoryofUnitedStateofAmerica-II(1776-1945)

StudentscanunderstandtheemergenceofUSAasaliberatednation,itsreformmovement,imperialactivities,relationwithAfricanstates,womenemancipationmovementetc.Aswellas theywillawaretowards several treaty, allianceandconferences during the prior of World-war-II.

SkillEnhancementCourse(SEC)

SEC-A-I: /Archives&Museumsin India

Students will learn how to maintain documentary,visual and material remains of the past either in house or Institutions. Students will be encouraged to undertake collection, documentation and exhibition of such materialsintheirlocalitiesandcolleges.They canunderstandtowards theimportantandsignificanceof the Museumand Archives to build the history of India. Thus education tour to the National Archives and NationalMuseum isanintegral part of the history students.

SEC-A-2:ORUnderstandingHeritage

Studentstounderstandthedifferentfacetsofheritageandtheirsignificance.Theyalsounderstand aboutthelegalandinstitutionalframeworksforheritageprotectioninIndiaasthechallengesfacing it. They can examine towards the implications of the rapidly changing interfacebetween heritageandhistory.They will gather knowledge about the heritage through project and visit to Museumand Archives.

SEC-B-1:-UnderstandingPopularCulture

They will gatherknowledge towards thepopularculturethrough audio-visual expressions like,Folk Art, CalendarArtandPhotography.TheywillacquireknowledgeabouttheTheatre,Music, folksongsandJatrasby performanceand Participationin reallife. They can realizedabout the impactof the internet andaudio-visual media on popular cultureof theWorld.

SEC-B-2:ArtAppreciation: AnintroductiontoIndianArt

StudentswilllearnabouttheIndianart,from ancienttocontemporarytimes,inordertounderstandandappreciateitsdiversityanditsaestheticrichness.Aswellas studentwillequipwith

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theabilitiestounderstandartasamediumofculturalexpression.Itwillgivestudentsdirectexposuretoindianartthrough visuals,andvisits tositesandmuseums.

ProgramOutcomesofHistoryHonours

ProgramoutcomeforHistory HonoursthatistaughtoverSemesters1 to6 spanthegrowthof HumancivilizationintheWorldingeneralandtheIndian subcontinentinparticularMesoAmerica,AustraliaandtheAfricancontinentsarenotinitspurviewwhilethehistoryof Europeans are followedclosely. The intendedoutcome is to providethe students withan ideaofhow and when the Homosapiens emergedas one specie and how thisspecie evolved in stages to produce the History of the Human civilization as we know it today.Its relevance is undeniable, not only for students of History but allinformedpeople since it is only through learning about past that we can make sense of the present. Graduate students of History Honours can follow up theirlearning trajectory by joining the Post- graduation courses at various Universities and Ph.D. or equivalent coursesthereafter. Iftheywanttojointhejobmarket,variousadministrativepositionsinGovernment andCorporatearebest suitedforthem.Theycanteachatvariouslevelsandundertakeanyotherresponsibilitiesthatinvolvehumanresources.Thediscipline ofHistorypreparesthe learners for various eventualitiesin lifethroughlessonsdrawn from the past.

CourseOutcomesofHistoryGenericElective

[ForstudentshavingHoursinsubjectsotherthanHistory]

Semester I
Generic Elective Course I (GE-I)
Semester II
Generic Elective Course II (GE-II) Semester III
Generic Elective CourseIII (GE-III)
Semester IV
GenericElectiveCourseIV(GE-IV)

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GEPaper-IHistoryofIndiafromEarliestTimesto300BCE)

As ahistory studentwilllearnfrom this paperaboutthe status of the society andculture of the Paleolithic,Mesolithic,Neolithic,Harappa andBronzeagesin ancient India. They will learn how to interpret of the historical sources of ancient India. They can acquire knowledge about the Vedic and later-Vedic Period of India and gather knowledgehow torise of Jainism andBuddhismreligion andcultureinancientIndia.Aswell asconception will gatheramongthem,how toriseof MagadhaEmpire from other sixteenJanapadas.Theywillrealizeaboutthereligionandmessagesfrom Ashoke,thegreatMouryaEmperorfromthis paper.

GEPaper-IIHistoryof Indiafrom300BCEto1206AD)

TheywilllearnhowtoriseGrowthoftheGupta'sEmpireinancientIndiaandtoraiseregional Kingdoms in different parts of India after downfallofthe Empire. They can acquire knowledge towards the society, economy and culture in early medieval India. They can gather knowledge towards the Arabs conquest of Northern part of India from this paper. They can understand how the landof Indiabecomes handed over tothe foreign powersgradually from the ancienttimes tomedieval.

GEPaper-IIIHistoryofIndiafrom1206-1707AD)

They willlearnhowthefoundation,expansionandconsolidationoftheDelhiSultanatehadestablished and ruled under five dynastic i.e. IlbariTurky's, Khaljis, Tughlaqs, Syed and Lodhi for a long time. They also learn about the nature of the state, nobility and under the Ulemas during Sultan and Mughal rule in medieval India. After the downfall of the Delhi Sultanate how the Mughal dynasty had come to power in India and hadruledup to1707.Theycanacquireknowledge towardsthepolity, economy, Religion, Art,Architecture and Societyduring Mughal rule in India.

GEPaper-IVHistoryofIndiafrom1707-1950AD)

StudentsofhistorywilllearnhowtoraiseregionalpowersinIndiaafterthedownfalloftheMughalEmpireandinthecourseoftimehowtoriseofthe Company'sabsolutepowerinIndia.Theycan understand about the colonial nature of state during 200 years rule of the British powerin this land.Heycan gather knowledge abouthow theIndian society,politics,religion andeconomy hadchanged during theCompany's rulein India.They will awareabout in which situation the Indian Nationalism had raised amongtheIndianpeopleforfreedom.Theywillacquireknowledgeaboutthefreedomstruggleand partition of India and aftermath.

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End

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