

DEPARTMENT OF HISTORY

Programme Outcome:

Program outcome for History Honours that is taught over Semesters 1 to 6 span the growth of Human civilization in the World in general and the Indian subcontinent in particular. Meso America, Australia and the African continents are not in its purview while the history of Europeans are followed closely. The intended outcome is to provide the students with an idea of how and when the Homo Sapiens emerged as one specie and how this specie evolved in stages to produce the History of the Human civilization as we know it today. It's relevance is undeniable, not only for students of History but all informed people since it is only through learning about past that we can make sense of the present.

Graduate students of History Honours can follow up their learning trajectory by joining the Post-graduation courses at various Universities and Ph.D or equivalent courses thereafter. If they want to join the job market, various administrative positions in Government and Corporate are best suited for them. They can teach at various levels and undertake any other responsibilities that involve Human resources. The discipline of History prepares the learners for various eventualities in life through lessons drawn from the past.

Course Outcome:

| Corse Code | Course Name | Course Outcome |
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| CC1 | History of India From Earliest Times to 300BCE | Students will acquire knowledge regarding the primitive life and socio-cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will learn about trade and urbanization of ancient civilization, like Harappan civilization, Vedic civilizations etc. |

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| CC2 | Social Formations & the Cultural Pattern of the Ancient World other than India. | Students can understand about the evolution of human Society & how the society of agricultural and animal husbandry had begun in Ancient Times. They also learn how the human society had Transformed from Nomadic to civilized society in ancient history of |
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| | | the World. They can acquire knowledge about the ancient Greek and Roman society. They can compare to each and other. |
| GE1 | History of India from Earliest Times to 300 BCE) | As a history student will learn from this paper about the status of the society and culture of the Paleolithic, Mesolithic, Neolithic, Harappa and Bronze ages in 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 knowledge how to rise of Jainism and Buddhism religion and culture in ancient India. As well as conception will gather among them, how to rise of Magadha Empire from other sixteen Janapadas. They will realize about the religion and messages from Ashoke, the great Mourya Emperor from this paper. |
| AECC1 | | <u>SEMESTER-II</u> |
| CC3 | History of India II (C 300BCE - 750 CE) | They can learn about the economic transformation of India during this period. They can understand the rise of Indian feudalism and evolution of the political structures of early-medieval north and south India. They can get a thorough idea of rise of ancient Indian empire. They can learn how the early Indian society, culture, religion and agrarian structures was transformed at the advent of the Islam. power of medieval India. They will achieve knowledge about the religious and cultural changing scenarios after the advent of the Islam in India. They will gather knowledge how the Sultanate of Delhi had established in 1206. |
| CC4 | Social Formation and Cultural Pattern of the Medieval World other than India. | Student can learn about the religion, culture, literature and philosophy of the ancient Roman civilization. As well as they will acquire knowledge, how the crises of the Roman Empire. They will acquire knowledge how the economic, social and religious development had made during the medieval European society. They can learn about the socio-economic and political condition of the feudal organization of production, town's formation, trade and commerce, technological developments and crisis of feudalism in Europe. They will learn about Judaism and Christianity under Islam. |

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| GE2 | History of India from 300 BCE to 1206 CE) | They will learn how to rise & Growth of the Gupta's Empire in ancient India and to raise regional Kingdoms in different parts of India after downfall of the 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 land of India becomes handed over to the foreign powers gradually from the ancient times to medieval. |
| AECC2 | | <u>SEMESTER -III</u> |
| CC5 | History of India (CE 750 - 1206 CE) | They will learn how to rise and Growth of the Gupta's Empire in ancient India and to raise regional Kingdoms in different parts of India after downfall of the 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 will achieve knowledge about the religious and cultural changing scenarios after the advent of the Islam in India; especially impact bhakti cult and Tantrism. They will gather knowledge how the Sultanate of Delhi had established in 1206. |
| CC6 | Rise of Modern West – I | Students of history will learn about the rise of the modern west world and transition the society and economy from feudalism to capitalism. They will learn how to rise of Renaissance in Italy and spread of humanism in Europe and results of the European Reformation in the 16 th century and Shift of economic balance from the Mediterranean to the Atlantic, Commercial Revolution, Influx of American silver and the Price Revolution. They gathered knowledge towards the emergence of European state system like Spain, France, and England etc. |
| CC7 | History of India (c.1206 - 1526) | Students of history will learn about the foundation, expansion and consolidation of the Sultanate of Delhi and also to the downfall of the Delhi Sultanate. They will learn towards the emergence of provincial dynasties & Consolidation of regional identities like, Bahamani, Vijayanagar and Bengal. They also acquire the knowledge about the Changing scenarios of the urban and rural societies after |

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| | | consolidation of the rule of the Sultanate of Delhi. They can learn about the activities of Delhi Sultanate i.e., revenue systems monetization, market regulations, growth of urban centers, trade and commerce, Indian Ocean trade etc. Students can get the idea of religious syncretism; rise of Sufi and Bhakti and their impact on Indian society. |
| SEC- A-1 | Archives & Museums in 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 materials in their localities and colleges. They can understand towards the important and significance of the Museum and Archives to build the history of India. Thus education tour to the National Archives and National Museum is an integral part of the history students. |
| GE3 | History of India (from c.1206-1707) | They will learn how the foundation, expansion and consolidation of the Delhi Sultanate had established and ruled under five dynastic i.e. Ilbari Turkey'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 down fall of the Delhi Sultanate how the Mughal dynasty had come to power in India and had ruled upto 1707. They can acquire knowledge towards the polity, economy, Religion, Art, Architecture and Society during Mughal rule in India. |
| | | <u>SEMESTER-IV</u> |
| CC8 | Rise of Modern West – II | History students will learn about the European crisis of economic, social and political dimensions as well as the English Revolution, major issues like political and intellectual currents in 17 th century. They will learn about the rise of modern science in relation to European society by the Renaissance and the European politics in the 18 th century like parliamentary monarchy, patterns of Absolutism in Europe and prelude to the Industrial Revolution in England and other European countries. |

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| CC9 | History of India (c.1526-1605) | They acquire knowledge towards the Turkey's invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Students will learn about the Mughal Indian society, economy and culture after consolidation of the Mughal rule India. |
| CC10 | History of India (c.1605-1750) | They will learn from this course about the consolidation and expansion of the Mughal empire and how far it has changed its character during the reign of Aurangzeb. They can understand the roots of the fall of Mughal empire as well. They will square knowledge on visual culture of this times. At the end of this course they will understand the features of 18 th century India |
| SEC- B-2 | Art Appreciation : An introduction to Indian Art | Students will learn about the Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as student will equip with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums. |
| GE4 | History of India (from c. 1707-1950) | Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India. They can understand about the colonial nature of state during 200 years rule of the British power in this land. Hey can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India. They will aware about in which situation the Indian Nationalism had raised among the Indian people for freedom. They will acquire knowledge about the freedom struggle and partition of India and aftermath. |
| | | <u>SEMESTER - V</u> |
| CC11 | History of Modern Europe(c.1789 – 1939) | They will learn about the French Revolution and its impact of European countries. Unity and power makes people to strength which has showed in the French revolution in 1789. How the Industrialization had occurred and it's affected on socio economic transformation of Europe. They will know about the politics of super power among the European countries. |

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| | | <p>How the sense regarding the nationalism and unification had developed among the European countries on eve of the 2nd world war. Students can understand about the rise of imperialism and how far German imperialism was responsible for the first and second world war. They will know about the Bolshevik revolution and the politics between two world war.</p> |
| CC12 | History of India (c.1750-1857) | <p>Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India. They can understand about the colonial nature of state during 200 years rule of the British power in this land. They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India. They will understand how the company's economic exploitation made Indian revolutionary against the British rule. That ultimately paved the background of the Great Revolt of 1857.</p> |
| DSE -A-1 | History of Bengal : c.1757-1906 | <p>Discipline Specific Elective (DSE) Student can know about the rise and decline of the Bengal under the Nawab. They can understand the process of the rise and growth of British empire in Bengal after the Battle of Plassey. They can understand the transformation of Bengali society in 19th century; especially about the social and religious reformation during the said time. At the same time, they can gain the knowledge about the exploitative character of British govt that gave birth so called Bengali nationalism,</p> |
| DSE B1 | History of Modern East Asia (c.1840-1949): China | <p>Students will learn about the nature and structure of the traditional Chinese society and how to transform the Chinese society from traditional to modern cultures. They can also learn about how the strong countries of the World were captured the Chinese society, culture and economy during the nineteenth century. They will be aware how the Chinese were united towards the foreign colonial powers and defeated them and ultimately gain to freedom.</p> |
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| CC13 | History of India (c.1857-1964) | Students can acquire vast knowledge on local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj aftermath of 1857. They will learn the real historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905. They can acquire knowledge how to rise of Gandhis power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-co-operation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement. They also learn how to raise communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partition in India. |
| CC14 | History of World Politics (c.1945 – 1994) | Students will learn about the post-war developments of Social, Political and Economic scenarios of the World and decolonization and the emergence of the Third world. As well as they will learn origin of the Cold War and Changing World political Scenarios and emerging trends in culture, Media and Revolution among European countries. |
| DSE -A-3 | History of Bengal (c.1905-1947) | This course will help the students to know about the origins and impact of swadeshi movement, emergence of communal politics in Bengal, rise of militant nationalism, role of Bengal; Subhash Chandra Bose in Indian national movement. They can draw a vivid picture of political scenario of Bengal on the eve of partition. |
| DSE- B-3 | History of Modern East Asia (c.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. |