

DEPARTMENT OF HISTORY

COURSE OUTCOME

[CBCS Pattern]

HISTORY HONOURS

CC-1

History of Early India, from remote past to the end of the Vedic Polity

- a) Students will know with historical evidence that India is the land of the world's oldest civilization.
- b) To know the foreign relations with the ancient civilizations of India and the contemporary socio-economic conditions from it.
- c) Why knowing history is so important in gaining knowledge about any subject can be used in career through study.
- d) Various types of questions from ancient Indian history are asked in various professional job exams. Students will be able to establish themselves in the workplace by studying this paper.

CC-2

Social Formation and Cultural pattern of the Ancient and early Medieval World

- a) Students can increase their knowledge base by knowing the history of ancient civilizations of other countries including India.
- b) Students can enrich themselves by knowing about Aztec, Inca and other ancient civilizations. Can judge the merits of both civilizations comparatively.
- c) Students will learn how ancient civilizations developed in Egypt, Africa known as the Dark Continent. They will get to know how the culture, manners and customs of that place helped in the development of civilization.
- d) Learn how Muslim culture centered on Arabia brought the Muslim world under one umbrella through Prophet Muhammad and his successors. These will help the students in their work.

CC-3

Ancient India from the Maurya to Late Gupta period

- a) It will be known how the ancient culture developed in India in the sixth century BC and what kind of changes were brought about by its influence and reaction later.
- b) How the rulers of the Mauryan Empire were able to bring the whole of India under one rule, the present form of united India can be presented to the students.
- c) Know why the culture of the Gupta period is known as the Golden Age in ancient India and how it can contribute to the present day.
- d) In any professional job exam many questions are asked from history as well as general knowledge. It will indirectly help the students to become established.

CC-4

History of Early Medieval India

- a) An idea will be given about how the foreign peoples like Shakas, Kushanas, Hunas etc. got mixed with Indian civilization.
- b) The history of the emergence of regional powers in India during this period can be presented to the students. Here they can learn about the various feats of regional kings.
- c) The knowledge of the students will increase about how the cultural and socio-economic history of the Pala-Sena period had an important impact on the history of Bengal and India. These subjects help the students especially in the job examination.

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CC-5

The Delhi Sultanate in Retrospect

- a) Students will know that the invasion of Mohammad Ghuri and Sultan Mahmud from Central Asia exposed the weakness of India's regional powers.
- b) Students will get to know the story of foreign invasion and defense struggle of Indian royals. Indirectly this chapter will help to remove the feeling of alienation among the students.
- c) The students' knowledge of the history of the establishment of the Sultanate era and the achievements of the early rulers and its impact on India will increase.
- d) Various job tests come from this chapter with large number of questions which students can solve easily. That is, students will become quite helpful in their workplace.

CC-6

Rise of the Modern West

- a) Students will easily understand how agriculture and trade were related to the feudal system of production. Understand how farmers work at different levels.
- b) Students will know the story of discovering new countries and plundering their resources through geographical discoveries. Unknown history will be revealed in front of the students.
- c) Elaborate the students' world of knowledge about the emergence of the Renaissance and the impact it had on various fields. Contemporary history will shed new light on changes in social and economic processes.
- d) Students will appreciate the history of humanism and how much its influence can change the minds of people even today. It will make students employable.

CC-7

Europe in Transition

- a) Students will learn how nation states emerged in Europe with examples from different countries.
- b) It will be possible to create a special idea among the students about the Reformation. To know why there is so much talk about religion even today, they need to know about the Reformation.
- c) To know the socio-economic history of Europe they have to look back a little. In this case, students will easily know the crisis that occurred in the seventeenth century.
- d) Students will enrich themselves with the spread of Enlightenment in Europe and its relationship with Marxism and Rationalism which will be useful in their professional field.

CC-8

History of Mughal India

- a) The history of the rise of the Mughal Empire as well as the accounts of various historians will provide a lot of new information.
- b) During the development phase of the Mughal Empire, the activities of various rulers and the relationship of the common people with the elite of that time, how much impact it had on the agricultural economy.
- c) Valuable information about the nature of trade and movement of domestic and foreign trade during Mughal period will be available which will be useful for research.
- d) A judicious analysis can be made by extracting information about the extent to which various economic activities influenced the socio-economic system of the Mughal period.

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History of Late Medieval India

- a) Analyzing the data on the extent to which the culture of the Mughal period influenced the history of the later period will enable us to ascertain the unknown facts of history.
- b) The emergence of regional kingdoms towards the decline of the Mughal empire and especially the nature of power of Shivaji and the Marathas can be traced to the new shape of Indian history.
- c) New information can be explored through the debate about the extent to which Indian civilization was influenced by the crisis that gave money to the world in the seventeenth century.
- d) It would be possible to reinvent the history of the regional powers that emerged in Bengal, Ayodhya, Mysore and Hyderabad as successors to the Mughal Empire.

CC-10

Rise of Modern Europe

- a) Many contemporary facts can be analyzed from the data of historians who have studied modern Europe.
- b) It will be possible to gain new knowledge about the socio-economic and political dynamics of the period after the French Revolution and its impact on the world.
- c) What was the impact of the French Revolution on different communities and a lot of information can be gleaned about the history of post-revolutionary France as well as Europe that will be of professional use.
- d) Students will be able to determine the future course of action in the post-Napoleonic European history of conservatism and reactions on the one hand.

CC-11

History of Modern India from the beginning of colonial rule to the Great Revolt

- a) Students will be able to re-invent history in the light of the perspective of researchers and historians on the practice of modern history in India.
- b) In the light of various facts researched conclusions can be drawn about the impact of colonial rule on Bengal, Maharashtra and Ayodhya.
- c) Students will be able to come to new conclusions by knowing about the rural society and its agro-economy and commercialization and deindustrialization in its context.
- d) An analysis of the effects of the colonial rule and its impact on the famine in India and the hybridization of the agricultural sector can be concluded.

CC-12

History of Modern India from Renaissance to Independence

- a) The cultural movement in India in the 19th century and the biographies and activities of some of the intellectuals of that period can be used to draw different conclusions.
- b) Development of domestic industries during the period of East India Company, development of railways will know how much progress was made in the economic development of the country.
- c) By analyzing the role of various leaders in the rise of Indian nationalism and independence, students will be able to develop patriotism.
- d) How communal harmony in India was affected by the colonial rule and the partition crisis and Nehru's activities to resolve the situation will give a new history.

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Modern Europe : From Nationalism to Socialism

- a) Students will be able to develop their knowledge of how nationalism arose and progressed in Europe.
- b) Students will learn about the history of unification movement in Italy and Germany and apply it in their professional field.
- c) Find out a lot of information about the Industrial Revolution in Europe and the social, economic, cultural and scientific discoveries it made in its wake.
- d) To gather information about the emergence of new theories in the social field and the relationship between Marxism and Liberalism that affected the common people.

CC-14

Trends in World Politics from the First to the Second World War

- a) Students will be able to draw many conclusions about how Europe became a battlefield during the First World War and how it interacted with the rest of the world.
- b) The role of countries in the post-World War II peace process and the attempts to solve social crises in various countries in the context of which knowledge-based information can be used.
- c) Gain knowledge about the social conditions and new information of the period between the two world wars and how dictatorial regimes emerged in Germany and Italy.
- d) Knowing about the Cold War and how the world became a bipolar power after the World War can gain knowledge about the country's geo security and foreign policy.

Discipline Specific Elective Course**Semester-V****Course-I****History of China from Tradition to Revolution**

Unit-1 The focus of this unit will be on the Traditional Chinese society, social groups and classes, traditional Chinese values and religious culture, political structure of Chinese state and nature of traditional Chinese economy. This unit examines the political, economic, social, and cultural upheaval caused by the blackout of centuries-old Chinese institutions and ideas and transform tradition into encounter modernist challenges.

Unit-2 This unit will instruct students about the confrontation between Chinese state and foreigners, opium wars and various treaties signed between imperial power and Chinese state, struggle for foreigners' concession in China, Chinese state opted open door policy for western pressure. Students will learn from this unit that how Chinese feudal society transforms into a semi-feudal and semi-colonial society. This unit develops a deep understanding of China's involvement in the challenges of imperialism and the transition paths from feudalism to bourgeois/capitalist modernity.

Unit-3 This unit apprises students about the responses and resistances of Chinese People against the foreigners and Chinese state just like Taiping and Boxer revolt, self-strengthening movement and various reform movements in between the year 1860-1898 and 1901-1908. This unit will introduce student with the revolution of 1911, growth of Chinese nationalism and compradorship, rise of national leader like Sun Yat Sen and Yuan-Shi-Kai, rise of Chinese labour class and their May-Fourth movement. This unit analyzes the significant historiographical changes in Chinese history, particularly regarding spread of nationalism, imperialism, and communism.

Unit-4 This unit will examine the nature of development of Chinese industrial economy and growth of Chinese proletariat class, spread of communism in between two world wars, Rise of Chiang Kai Shek and Kuomintang party, Long March, and communist revolution in China under the leadership of Mao Tse Tung. This unit will help students to understand the unique origins and paths of the communist revolution in China.

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Course-II
History of Japan from Meiji Restoration to the Second World War

Unit-1 This unit introduces the student to the history of Japan since Tokugawa Baku-han period and Japan's encounter with western power, modernization of Japan and its transitions from feudalism to capitalism. This unit will also examine the historical process that led to the Meiji Restoration and its impact on the Japanese economy. This unit explain Japan's attempts to create new institutional structures and reshape its traditions to meet Western challenges.

Unit-2 This unit examines the rise and growth of democratic governance and Satsuma and Popular rights movements in Japan. Besides this unit examine the divergent pathways to modernity followed by Japan.

Unit-3 This unit has examined the role of Japan in her imperialist projects, controversies surrounding the Meiji Constitution and the failure of democracy and the subsequent rise of militarism. This unit allows students to understand Japan's imperialist design and role of nationalism in its conception. This unit explores the nature and implications of Japanese colonialism over China and Manchuria. It also deals with Japanese colonialism via Korea and the rise of Korean nationalism. This unit analyze the historiographical changes in Japanese history in the context of world politics. This unit also examine and understand different perspectives on imperialism and nationalism in East Asia how historiographical approaches are shaped by their contexts.

Unit-4 After completing this rubric, students will understand the failure of democratic party system in Japan which led to develop Japan as a military state as a result, Japan got involved in World War II. Students can imagine how these different stories can be rooted in common cultural traditions. Locate and contextualize the history of Japan in world politics. Critically discuss contemporary international studies with much greater clarity based on knowledge of Japan's history and culture.

Course-III
Issues of the Contemporary World

Unit-1 The course unit tries to understand the De-colonization movements in different part of Asia and Africa. It discusses about the emergence of third world and apartheid movements in Africa. **Unit-2** This unit throw lights on soviet crisis, rise of China as a communist state and its impact on world politics, Sino-Soviet relation and tension in the east European Soviet Bloc, perestroika and glasnost and fall of Soviet Union, end of cold war politics and reunification of Germany.

Unit-2 This unit engages with the issues of oil politics in the Arab, birth of Palestine state and its conflicts with Israel, Iraq-Iran conflict, twentieth century world and nuclear diplomacy.

Unit-3 This unit addresses the history of the growth of Bi-Polarism to Uni-Polarism, impact of Globalization and information revolution upon present day society and culture. Students can analyze how the global forces of business, politics and cultural change are affecting contemporary Asian societies. This unit explain the basic historical connections between Asia and the world, including economic and cultural links. This unit allows students to identify current challenges like social change, liberalization, privatization, and globalization.

Discipline Specific Elective Course
Semester-VI
History of Bangladesh from Liberation to the present day
Course-I

Unit-1 In this unit students will learn about the various issues of conflicts between Pakistani non-Bengali elite Muslims and the rising Bengali middle-class Muslims of East Pakistan.

Unit-2 This unit examines the political transformation in the East Pakistan and growth of linguistic nationalism in East-Pakistan since 1952, how East-Pakistani people make resistance against Pakistani militarism, students can learn about the rise of Sheikh Mujibur Rahaman as mass leader in East-Pakistan and Awami Leage movement in the year between 1966-1970. This unit discusses about Bangladesh liberation war in the year of 1971 which led to the birth of Bangladesh in 1972.

Unit-3 After completion of this unit, student can learn about post-independence society, economy, and polity of Bangladesh.

Unit-4 This unit will explain foreign policy of Bangladesh and its relations with neighbour state like India and role of Bangladesh in regional economic integration like SAARC and ASEAN.

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Course-II
History of Africa, 1500 to 2000 A.D.

Unit-1 This unit will explain the key issues in the historiography of Africa.

Unit-2 This unit deals with African societies before colonization and a historiographical view and brief overview of the period before the 15th century Cultures and Civilizations of 19th Century Africa. It also examines the nature of economy, society and state in Africa. This unit is about the history of imperialism and the "Scale for Africa". It also looks at the establishment of colonial economies in sub-Saharan Africa in the late 19th century.

Unit-3 This unit describes about socio-economic transformation and structural changes in agriculture, forest management and mining in Africa. This unit explores the history of Africa in the Atlantean world with a focus on slaves, slave ships, piracy, and slave rebellions. This unit traces the history of the abolition of the slave trade and the transition to "legal trade" and "informal empire" beginning in the 19th century. It also looks at Africa's contribution to the development of European capitalism, race, class, religions in colonial south Africa, this unit analyzes two case studies to highlight the historical roots and importance of apartheid in South Africa and the fight against apartheid history, language, education, and cultural forms.

Unit-4 This unit traces the history of decolonization from the 1940s to the 1960s. workers demonstrations, peasant uprisings and national liberation movements in Africa.

By the end of this course the student should be able to do this

- Critiques of stereotypes about the African continent and comments on key developments in African history.
- Explain from the elements of change and continuity in the African political experience, in political regimes and national formations, in the economy, in society and in the cultural environment from the 16th to the 20th century.
- Contextualize the impact of colonialism on the African continent.
- Explain social protest and anti-colonial resistance in Africa and practices "Transculturation".
- Discuss the dilemmas and contradictions arising from the post-independence economic, social, political, and cultural environment.

Course-III
History of Women in India

Unit-1 This Unit should familiarise students with the theoretical frameworks of gender and patriarchy and women in Indian tradition and socio-religious movements in pre-colonial India and women question re-defined. This unit examine the role and functioning of power equations in the social contexts of Indian history in the construction of gender identities.

Unit-2 This section is designed to help students find fluctuating gender relations within the household and court, and explore the connections between gender, power, and politics. In addition, the discussion about the question of sexualities would open perspectives for a differentiated historical learning of normative and alternative sexualities as well as questions of masculinity.

Unit-3 The focus of this unit is on studying gender representation in the nationalist resolution and freedom movement in India.

Unit-4 This section should apprise students on the Idea of new women in post-colonial India and various women organizations and protest movements against their marginalization. Critically examine gender representations in literature, focusing on notions of love, masculinity, and religiosity. This unit examines the role of social and political promotion of arts and literature in perpetuating gender inequality.

Skill Enhancement Elective Course
Semester-III
Course-I
Understanding Heritages, Art and Architecture in India

Unit-1 This unit introduces the importance of cultural heritage and related policies. This section deals with the history of inheritance law. He also discusses the institutional framework that governs cultural heritage in India and around the world. The nature and importance of conservation initiatives are also examined. From this section student will come to know

1. Explain the complex nature of cultural heritage.

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2. Analyze the historical processes leading to the creation of the heritage.
3. Describe the importance of cultural diversity in the creation of cultural heritage.
4. Illustrate how wealth can be a means of generating income.
5. Recognize the nuances of heritage and appreciate its importance.

Unit-2 In this unit, the development of architecture in India is examined using numismatic art, stupa, cave, temples, palace, mosques, fortresses and colonial buildings and the various ideological bases of architectural constructions are learned. This unit looks at painting traditions in India related to mural, miniature, Mughal and Rajput painting.

Unit-3 In this unit, the development of architecture in India is examined using temples mosques, fortresses and colonial building and the various ideological bases of architectural constructions. It also analyzes the most important pictorial currents at the time of the national movement and in contemporary India.

Unit-4 This unit examines about Bengal school of art and architecture, Birbhum, Bankura, Bishnupur gharana, Santiniketan gharana, various art movements, progressive artists group, major Indian artists and their work, evolution of sculpture with special reference to stone, metal and terracotta. Show the stylistic characteristics of the different artistic genres. Discuss the iconography of art forms distinguish between high court art, folk art and tribal art.

Course-II Sports and Society in India in Historical Perspective

Unit-1 This unit introduces about various concepts and theories about sports, the relationship between sports and history, ancient Greek and Roman philosophy and tradition of sports, and the Olympics.

Unit-2 This unit focuses on the ideas of sports as reflected in ancient and medieval Indian text, details descriptions about pre-colonial Indian sports and race, religion, caste and gender.

Unit-3 This unit throw lights on the nature of 19th and 20th century Indian sports after colonization and the result of imposition of European sports on Indian society. Besides this this unit also discuss about the commercialization of sports and its impact on body and mind.

Unit-4 This section is designed to help students know about the sports culture in post-colonial India, the students could discover different national and international games that are played all over the world. Students could learn the games and rules of volleyball, kabaddi, basketball, taekwondo, hockey, etc. Students can learn about the relation between sports and education, economy, politics and diplomacy and effect of globalization on Indian sports.

At the end of this course the students were able to recognize the talent and the achievements of the players. Students had the opportunity to find out about their personal data and their success story. The students got to know and appreciate their favourite national and international sports stars. The students could describe their sports stars using bio sketches. The students developed an interest in reading biographies. Students were able to display their knowledge and research on their favourite games and sports. The students were able to find several sports stars. Students were able to research, and compile collected information about sports stars. Students can improve their presentation skills. The students learned how important physical fitness is. The students had the opportunity to gain experience at various national and international games. The students were able to prove their skills and interests in various games.

Semester-IV Course-I The Bengal Music

Unit-1 This unit includes a brief introduction and opening chapter Bengali Music in Antiquity, the Middle Ages and Modern Times. Charjapada is the unique symbol of ancient Bengali language and literature. In AD 10-12, Buddhists/religious leaders wrote down their religious teachings/doctrines in verse and used sign language to rescue them from heretics. It can be understood that these poets were sung by the fact that they have Raag-Ragini and Tal. Thus, Charjapada is the earliest Bengali song book in which we can find the outlines of the Bengali songs sung in the period from 10th to 12th centuries Srikrishnakirtan, Mangal Kabyas written in 13th century AD testify to ancient medieval Bengali songs/compositions. Besides, this unit throw lights on the patronage of music like Bengali nawabs and landlords, like Baro-Bhuiyans.

Unit-2 This unit discusses about the consolidation of Bengali elite society and different form of music in 18th, 19th and 20th centuries. The program content focuses on Bishnupur Gharana. Rabindranath himself was the pioneer of the era known as Rabindra Yug. His songs have been included in the curriculum which is proper for various stages of life. His contemporary lyricists were Atul Prashad Sen, Rajanikanta Sen, Dwijendralal Roy. Several types of songs created by these lyricists have been incorporated into the program which has greatly contributed to the development of Bengali

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music. The students should not only get to know the pioneer of Bengali music, Rabindranath Tagore, but also his contemporaries, who also made a major contribution to the development of Bengali music. But Rabindranath has spread his influence across the horizon of Bengali music almost like a mighty sun, but his contemporary lyricists are unaware of some peculiarities that students should be aware of. The similarities and differences between these songwriters and their legacy should be a learning experience for the music student. Atul Giti – Rajanikana Giti – Dwijendra Giti songs were included in this unit.

Unit-3 This program unit contains Bengali folk music. It holds folk songs from different regions and districts of Bengal. The program includes a discussion of various popular tools. Bengali and Tripura tribal music has also been included in this programme. The Bengali songs like Bhawaiya, Dhamail, Bhatiali, Boul, Jhumur, Chatka, Tusu, Bhada, Gambhira, Kabigan, Jatra etc have been included in the unit. It is especially important that students familiarize themselves with the popular music chapters that are part of the 4th Semester SEC curriculum. Popular music carries our tradition and is part of our soul. Therefore, students must know it flawlessly. Students will be equipped with a thorough understanding of the diversity of our popular music. It is very fruitful for students to read and learn folk music, folk songs and folk instruments. By cultivating folk music, the pupils themselves can become folk artists. Since people in town and country love folk music, students can become folk musicians and increase their popularity by cultivating them. The practical contents of the program mentioned above will surely help them in this. In addition, there are many opportunities for research work in folk music also.

Unit-4 This unit covers on modern Bengali music and western influence in it. This unit also throw lights on influence of middle-class romanticism and left movement in Bengali music. This curriculum includes 1940s Ganasangeet songs, 1950s and 1960s Golden Age songs, 1970s Contemporary songs, 1980s Jeevanmukhi songs, Bands songs of 1990s. It has given people strength and energy to fight against all odds like floods, womanhood, exploitative landlords, zamindars etc. These songs gave them courage to protest against exploitation. The 1950s and 1960s were the decade of the golden age of basic songs and movie songs. It was at this age that talented songwriters and singers appeared. The songs they created during this time have become immortal. Jeevanmukhi songs are from the 80's that taught us to call things by their proper name without hesitation. In the 1990s the band's songs were formed and they started experimenting with different tracks. This trend of experimenting with music continues to this day. Students will learn about the relation between media and music and use of music in theatre and film, effects of globalization on music.

Course-II

Studies in Electronic Communication System

Unit-1 This unit dealt with different theories about communication system and communication in a globalized society and economy and several aspects of electronic communication.

Unit-2 This unit focuses on various technologies and instruments of electronic communication, role of state and administration, People and their culture.

Unit-3 This unit will learn students about various computer networks, data communication, components, data representation, and direction of data flow network, distinct types of connection, categories of network.

Unit-4 This unit will teach students about how Internet system works, its protocols and standards, reference model and their comparative study.

This course will develop ability to plan, carry out, analyse, and interpret electronic experiments. Ability to handle electronic systems or processes according to predetermined standards while staying within moral and financial bounds. This curriculum builds capacity to recognise, formulate, address, and analyse issues in many electronic fields. This course make ability to contribute to a multidisciplinary team while keeping morality, honesty, and social responsibility possessing good oral and written communication abilities.

This syllabus recognises the value of and being able to take part in lifelong learning. This course builds the capacity to use contemporary software, technological, scientific, and engineering approaches, skills, and tools in the workplace. This syllabus will develop create, select, learn and apply techniques, resources, and modern engineering and computing tools, including prediction and modelling, for complex scientific and technological tasks with an understanding of the limitations. All units can create, select, learn and apply techniques, resources, and modern engineering and computing tools, including prediction and modelling, for complex scientific/technological tasks with an understanding of limitations. This syllabus can make knowledge and understanding of group dynamics, recognize opportunities and contribute positively to collaborative multidisciplinary research, demonstrate self-management and teamwork, achieve open-mindedness, objective and rational analysis of decision-making common goals and deep learning about yourself and others.

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HISTORY GENERAL

CC-1

History of India from the Earliest times to the Early Medieval Period

- a) Students will know with historical evidence that India is the land of the world's oldest civilization.
- b) To know the foreign relations with the ancient civilizations of India and the contemporary socio-economic conditions from it.
- c) Why knowing history is so important in gaining knowledge about any subject can be used in career through study.
- d) Various types of questions from ancient Indian history are asked in various professional job exams. Students will be able to establish themselves in the workplace by studying this paper.
- e) It will be known how the ancient culture developed in India in the sixth century BC and what kind of changes were brought about by its influence and reaction later.
- f) How the rulers of the Mauryan Empire were able to bring the whole of India under one rule, the present form of united India can be presented to the students.
- g) Know why the culture of the Gupta period is known as the Golden Age in ancient India and how it can contribute to the present day.
- h) In any professional job exam many questions are asked from history as well as general knowledge. It will indirectly help the students to become established.
- i) A general idea of the history of the post Mauryan period will develop among the students. During
- j) this time the idea about the emergence of foreign powers in India and its influence will develop.
- k) An idea will be given about how the foreign peoples like Shakas, Kushanas, Hunas etc. got mixed with Indian civilization.
- l) The history of the emergence of regional powers in India during this period can be presented to the students. Here they can learn about the various feats of regional kings.
- m) The knowledge of the students will increase about how the cultural and socio-economic history of the Pala-Sena period had an important impact on the history of Bengal and India. These subjects help the students especially in the job examination.

History of Medieval India

CC-2

- a) The history of the rise of the Mughal Empire as well as the accounts of various historians will provide a lot of new information
- b) During the development phase of the Mughal Empire, the activities of various rulers and the relationship of the common people with the elite of that time, how much impact it had on the agricultural economy.
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- a) Analyzing the data on the extent to which the culture of the Mughal period influenced the history of the later period will enable us to ascertain the unknown facts of history.
- b) The emergence of regional kingdoms towards the decline of the Mughal empire and especially the nature of power of Shivaji and the Marathas can be traced to the new shape of Indian history.
- c) New information can be explored through the debate about the extent to which Indian civilization was influenced by the crisis that gave money to the world in the seventeenth century.
- d) It would be possible to reinvent the history of the regional powers that emerged in Bengal, Ayodhya, Mysore and Hyderabad as successors to the Mughal Empire.

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- b) In the light of various facts researched conclusions can be drawn about the impact of colonial rule on Bengal, Maharashtra and Ayodhya.
- c) Students will be able to come to new conclusions by knowing about the rural society and its agro-economy and commercialization and deindustrialization in its context.
- d) An analysis of the effects of the colonial rule and its impact on the famine in India and the hybridization of the agricultural sector can be concluded.
- a) The cultural movement in India in the 19th century and the biographies and activities of some of the intellectuals of that period can be used to draw different conclusions.
- b) Development of domestic industries during the period of East India Company, development of railways will know how much progress was made in the economic development of the country.
- c) By analyzing the role of various leaders in the rise of Indian nationalism and independence, students will be able to develop patriotism.
- d) How communal harmony in India was affected by the colonial rule and the partition crisis and Nehru's activities to resolve the situation will give a new history.

History of Europe from the Fifteenth to the Twentieth Century.

CC-4

- a) Students will easily understand how agriculture and trade were related to the feudal system of production. Understand how farmers work at different levels.
- b) Students will know the story of discovering new countries and plundering their resources through geographical discoveries. Unknown history will be revealed in front of the students.
- c) Elaborate the students' world of knowledge about the emergence of the Renaissance and the impact it had on various fields. Contemporary history will shed new light on changes in social and economic processes.
- d) Students will appreciate the history of humanism and how much its influence can change the minds of people even today. It will make students employable.

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DEPARTMENT OF HISTORY

COURSE OUTCOME

[NEP-2020 Pattern]

HISTORY

Semester I

Major Course CC-I

History of Early India, from remote past to the end of the Vedic Polity

- a) Students will know with historical evidence that India is the land of the world's oldest civilization.
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Skill Enhancement Course SEC-I

Looking into Indian Heritage through Art & Architecture

Unit-1 This unit introduces the importance of cultural heritage and related policies. This section deals with the history of inheritance law. He also discusses the institutional framework that governs cultural heritage in India and around the world. The nature and importance of conservation initiatives are also examined. From this section student will come to know

- 2. Explain the complex nature of cultural heritage.
- 3. Analyze the historical processes leading to the creation of the heritage.
- 4. Describe the importance of cultural diversity in the creation of cultural heritage.
- 5. Illustrate how wealth can be a means of generating income.
- 6. Recognize the nuances of heritage and appreciate its importance.

Unit-2 In this unit, the development of architecture in India is examined using numismatic art, stupa, cave, temples, palace, mosques, fortresses and colonial buildings and the various ideological bases of architectural constructions are learned. This unit looks at painting traditions in India related to mural, miniature, Mughal and Rajput painting.

Unit-3 In this unit, the development of architecture in India is examined using temples mosques, fortresses and colonial building and the various ideological bases of architectural constructions. It also analyzes the most important pictorial currents at the time of the national movement and in contemporary India.

Unit-4 This unit examines about Bengal school of art and architecture, Birbhum, Bankura, Bishnupur gharana, Santiniketan gharana, various art movements, progressive artists group, major Indian artists and their work, evolution of sculpture with special reference to stone, metal and terracotta. Show the stylistic characteristics of the different artistic genres. Discuss the iconography of art forms distinguish between high court art, folk art and tribal art.

Minor Course MIN-I.

History of India from the Earliest times to the Early Medieval Period

- a) Students will know with historical evidence that India is the land of the world's oldest civilization.
- b) To know the foreign relations with the ancient civilizations of India and the contemporary socio-economic conditions from it.
- c) Why knowing history is so important in gaining knowledge about any subject can be used in career through study.
- d) Various types of questions from ancient Indian history are asked in various professional job exams. Students will be able to establish themselves in the workplace by studying this paper.

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- e) It will be known how the ancient culture developed in India in the sixth century BC and what kind of changes were brought about by its influence and reaction later.
- f) How the rulers of the Mauryan Empire were able to bring the whole of India under one rule, the present form of united India can be presented to the students.
- g) Know why the culture of the Gupta period is known as the Golden Age in ancient India and how it can contribute to the present day.
- h) In any professional job exam many questions are asked from history as well as general knowledge. It will indirectly help the students to become established.
- i) A general idea of the history of the post Mauryan period will develop among the students. During
- j) This time the idea about the emergence of foreign powers in India and its influence will develop.
- k) An idea will be given about how the foreign peoples like Shakas, Kushanas, Hunas etc. got mixed with Indian civilization.
- l) The history of the emergence of regional powers in India during this period can be presented to the students. Here they can learn about the various feats of regional kings.
- m) The knowledge of the students will increase about how the cultural and socio-economic history of the Pala-Sena period had an important impact on the history of Bengal and India. These subjects help the students especially in the job examination.

Semester II Major Course CC-II

Social Formation and Cultural pattern of the Ancient and early Medieval World

- e) Students can increase their knowledge base by knowing the history of ancient civilizations of other countries including India.
- f) Students can enrich themselves by knowing about Aztec, Inca and other ancient civilizations. Can judge the merits of both civilizations comparatively.
- g) Students will learn how ancient civilizations developed in Egypt, Africa known as the Dark Continent. They will get to know how the culture, manners and customs of that place helped in the development of civilization.
- h) Learn how Muslim culture centered on Arabia brought the Muslim world under one umbrella through Prophet Muhammad and his successors. These will help the students in their work.

Skill Enhancement Course SEC-II Studies in Electronic Communication System

Unit-1 This unit dealt with different theories about communication system and communication in a globalized society and economy and several aspects of electronic communication.

Unit-2 This unit focuses on various technologies and instruments of electronic communication, role of state and administration, People and their culture.

Unit-3 This unit will learn students about various computer networks, data communication, components, data representation, and direction of data flow network, distinct types of connection, categories of network.

Unit-4 This unit will teach students about how Internet system works, its protocols and standards, reference model and their comparative study.

This course will develop ability to plan, carry out, analyse, and interpret electronic experiments. Ability to handle electronic systems or processes according to predetermined standards while staying within moral and financial bounds. This curriculum builds capacity to recognise, formulate, address, and analyse issues in many electronic fields. This course make ability to contribute to a multidisciplinary team while keeping morality, honesty, and social responsibility possessing good oral and written communication abilities.

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Minor Course MIN-II
History of India from the Earliest times to the Early Medieval Period

- a) Students will know with historical evidence that India is the land of the world's oldest civilization.
- b) To know the foreign relations with the ancient civilizations of India and the contemporary socio-economic conditions from it.
- c) Why knowing history is so important in gaining knowledge about any subject can be used in career through study.
- d) Various types of questions from ancient Indian history are asked in various professional job exams. Students will be able to establish themselves in the workplace by studying this paper.
- e) It will be known how the ancient culture developed in India in the sixth century BC and what kind of changes were brought about by its influence and reaction later.
- f) How the rulers of the Mauryan Empire were able to bring the whole of India under one rule, the present form of united India can be presented to the students.
- g) Know why the culture of the Gupta period is known as the Golden Age in ancient India and how it can contribute to the present day.
- h) In any professional job exam many questions are asked from history as well as general knowledge. It will indirectly help the students to become established.
- i) A general idea of the history of the post Mauryan period will develop among the students. During
- j) this time the idea about the emergence of foreign powers in India and its influence will develop.
- k) An idea will be given about how the foreign peoples like Shakas, Kushanas, Hunas etc. got mixed with Indian civilization.
- l) The history of the emergence of regional powers in India during this period can be presented to the students. Here they can learn about the various feats of regional kings.
- m) The knowledge of the students will increase about how the cultural and socio-economic history of the Pala-Sena period had an important impact on the history of Bengal and India. These subjects help the students especially in the job examination.

Semester III
Major Course CC-III

Ancient India from the Maurya to Late Gupta period

- a) It will be known how the ancient culture developed in India in the sixth century BC and what kind of changes were brought about by its influence and reaction later.
- b) How the rulers of the Mauryan Empire were able to bring the whole of India under one rule, the present form of united India can be presented to the students.
- c) Know why the culture of the Gupta period is known as the Golden Age in ancient India and how it can contribute to the present day.
- d) In any professional job exam many questions are asked from history as well as general knowledge. It will indirectly help the students to become established.

Skill Enhancement Course SEC-III
Studies in Museum and Archaeology

- a) In this lesson students learn the origin, definition and purpose of museum development in India. Evenly they can learn the functions of a museum, its classification, collection, scope and management.
- b) Students can learn how Museum can acquisition and procedure of collection in a museum. Also they know the knowledge about documentation, accession, indexing, cataloguing and digitization - presentation and exhibition with outreach activities-museum and tourism.
- c) Students learned about archaeology and ethno. Know the formation in many times likely prehistoric, historic, rural-urban and underwater archaeology. Relation between history of Indian archaeology and important archaeological sites of India gives them the better knowledge.
- d) How the excavation is discovering and collected the data is gives to student its significance. They know the Methods of archaeological explorations and site discoveries.

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Minor Course MIN-III
History of Modern India till Independence

- a) Students will be able to re-invent history in the light of the perspective of researchers and historians on the practice of modern history in India.
- b) In the light of various facts researched conclusions can be drawn about the impact of colonial rule on Bengal, Maharashtra and Ayodhya.
- c) Students will be able to come to new conclusions by knowing about the rural society and its agro-economy and commercialization and deindustrialization in its context.
- d) An analysis of the effects of the colonial rule and its impact on the famine in India and the hybridization of the agricultural sector can be concluded.
- e) The cultural movement in India in the 19th century and the biographies and activities of some of the intellectuals of that period can be used to draw different conclusions.
- f) Development of domestic industries during the period of East India Company, development of railways will know how much progress was made in the economic development of the country.
- g) By analyzing the role of various leaders in the rise of Indian nationalism and independence, students will be able to develop patriotism.
- h) How communal harmony in India was affected by the colonial rule and the partition crisis and Nehru's activities to resolve the situation will give a new history.

Value Added Course (VAC)

Understanding India

- a) Discovering immortal India through vedic and non vedic philosophy and ethnic communities of rural India. It gives the knowledge of ancient Indian Religious idea.
- b) Ancient Indian Spritual and material culture Ajibikism, Veishnavism, Jainism, Buddiasm and Sufism give to the students to Idea, value and knowledge.
- c) India have lot of heritage and culture. So students know the Idea and knowledge from this lesion. Also they think Art and architechture of defferent ages.
- d) Cultural aspects is common thing in every things. In this lesion, students know the evolution of different form of musics and dance as the performing Art. The can differences of music of north and south Indian varieties. Also they know about dance of north, south and north-eastern varieties.


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