

DEPARTMENT OF HISTORY
DHUPGURI GIRLS' COLLEGE

PROGRAM OUTCOME
B.A COURSE (GENERAL)

Being a subject of social science history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the Heritage and tradition of their own country and others. As the core course deals with the Indian history the phases and social economic culture of that type would enrich the students. The course will provide the students the scientific way of learning history. Students will understand and evaluate historical ideas arguments and point of views. This course would help the students to access primary evidence sources and critical analysis. The program will enable the students with the significant development and changing cultural scenario in India. Unity in diversity is the main concept of Indian history this phenomenon is clear here. Students will analyse the Indian culture and civilization ancient medieval and modern. The student will understand the ethical values religious differences as the DSE papers deals with the history of transforming Europe and modern Europe the young minds will be curious to understand the changes. Feudalism ,reformation, capitalism ,renaissance scientific revolution etc will create the sense of understanding among the students. The Europeanized world and its effects upon the world during the world was make the students feel the heavy impact of wars. The difference between the social economic sectors of India and Europe will be clear to the pupil. The student will be able to learn a basic narration of historical events in a specific region of the world. Students will learn how to maintain documentary visual and material remains of the past. They will be encouraged to Undertaker documentation and exhibition of such materials in their localities and colleges. They will understand towards the important and significance of the museum and archives to build the history of India. The understand the legal and institutional framework for health is protection in India as the challenges facing it. They can examine towards the implications of the rapidly changing interface between Heritage and history. They will get knowledge about the Heritage through project and visit to museum and archives. They can realise the impact of the internet and audio visual media on popular culture of the world. Students will learn about the Indian art from ancient to contemporary times in order to understand and appreciate its diversity and its richness. Students will be equipped with the ability to understand art as a media of cultural expression.

DISCIPLINE CORE COURSE

Semester : I

Paper name: History of India from the earliest times up to c. 300 CE

Course Outcomes:

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

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

Semester :II

Paper name: History of India, c. 300 to 1200

Course Outcomes:

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

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

Semester :III

Paper name: History of India, c. 1200-1700

Course Outcomes:

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

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

COURSE OUTCOME

BA HONOURS CBCS 2018

SUBJECT-HISTORY

CORE COURSE

SERIAL	COURSES OFFERED	NAME OF THE PAPER	SEMESTER	CREDIT	COURSE OUTCOME
1	CC Paper-I	History of India -I(from earliest time to 300 AD)	I	6	Students will acquire knowledge regarding the primitive life and 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 also acquire the knowledge of changing socio-cultural scenarios of India.
2	CC Paper-II	Social formations and Cultural Patterns of the Ancient world	I	6	Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations & also Students will learn the history of evolution of earth, people and society through this course.
3	GE Paper-I	History of India from Earliest Times up to 1193 CE	I	6	In this long history lesson, students will learn in detail the history of India from the ancient period to the advent of Islam.
4	CC Paper-III	History of India-II (from 300AD to 750A.D)	II	6	From this paper students will know the history of ancient India and socio-economic and cultural history of ancient India.
5	CC Paper-iv	Social Formations And cultural Patterns of the Medieval World	II	6	The students will know the crossroads of medieval history, the rise of the Roman Empire, the social picture of the medieval world, the economy, the history of the arrival of Islam, etc.
6	GE Paper-II	History of India from 1193 to 1950 CE	II	6	Students will learn about the social economic and other aspects of the medieval history of India. Apart from this, the history of India's modern era, social reform movement, rise of

					nationalism, Gandhi's non-cooperation movement and the achievement of independence will be known in detail.
7	CC Paper- V	History of India-III(750-1206 A.D	III	6	The students would also be enlightened. Also the last phase of the history of ancient India and the emergence of feudalism will be known, besides the characteristics of the early medieval history and urbanization, the history of trade and commerce will be known.
8	CC Paper-VI	Rise of the Modern West-I	III	6	A History of Europe from the Middle Ages to the Modern Era. Students will learn about the economic history of historical Renaissance and Medieval Europe
9	CC Paper VII	History of India-IV (1206-1550)	III	6	Students will learn about the arrival of Islam in India and their system of governance. Social, political and economic conditions will be known as a result of the advent of Islam
10	CC Sec-Paper-I	Understanding Heritage or Archives and Museum	III	2	As we can learn about the country's traditions, continuity etc. from this course, on the other hand students can also learn about ongoing and permanent traditions. People can also be conscious in keeping the country's traditions and culture. On the other hand students can also acquire knowledge regarding the Archives & Museum. This course is very helpful to open a vast platform in various sector.
11	GE Paper-III	History of India from Earliest Times up to 1193 CE	III	6	In this long history lesson, students will learn in detail the history of India from the ancient period to the advent of Islam.

12	CC Paper- VIII	Rise of the Modern West-II	IV	6	In this course, students will learn about the history of modern Europe as well as the history of mercantilism and the history of the American war of independence.
13	CC Paper-IX	History of India-V(1550-1605)	IV	6	The arrival of the Mughals is a very important event in the history of India. Through this course, students will learn about the arrival of Mughals in India, their political thought, history of governance and their cultural activities.
14	CC Paper-X	History of India-VI (1605-1750)	IV	6	Aurangzeb's reign is highly controversial in the history of the Mughal Empire. Historians have discussed much about his activities. The decline of the Mughal Empire began during his time. Moreover, the contribution of Mughal Empire will be known from this course
15	CC SEC Paper-II	Art Appreciation an introduction to Indian Art Or Understanding Popular Culture.	IV	2	Through this course students can learn about Indian heritage and history as well as about the country's cultural heritage, arts etc. Moreover, we can gather historical material from the various temples and mosques built by Indian kings in different times.
16	GE Paper-IV	History of India from Earliest Times up to 1193 CE	IV	6	Students will learn about the social economic and other aspects of the medieval history of India. Apart from this, the history of India's modern era, social reform movement, rise of nationalism, Gandhi's non-cooperation movement and the achievement of independence will be known in detail.
17	CC Paper-XI	History of Modern Europe-I (1789-1939)	V	6	Through this course we learn the history of the first bourgeois democratic revolution in the history of the world, which took place in France in 1789. The

					Declaration of the Rights of Man, the rise of Napoleon and the French Empire under Napoleon, the emergence of nationalism in Europe
18	CC Paper-XII	History of India-VII (1750-1857)	V	6	This course covers the social, political and economic history of 18th century India, the arrival of the English East India Company and their ideology & policy towards India.
19	CC-DSE Paper-I	History of Modern East Asia-I(1840-1949)	V	6	Through this course, students will learn about the past political, social and economic history of a traditional Asian country like China. As an Indian it is very important to know the history of China
20	CC-DSE Paper-II	History of Modern East Asia-II- Japan (1868-1945)	V	6	This lesson discusses the history of Japan, another powerful country in Asia. It is also important to know the history of Japan with China, so students can learn the history of Japan's development from this paper.
21	CC Paper-XIII	History of India-VIII (1857-1950)	VI	6	Through this course one will know the true character of British rule and history of exploitation in India. As a result of British rule, resentment arose among all sections of the people in the country, and peasant revolts broke out in various parts of India. Moreover, we can get to know the various aspects of Indian politics, the development of nationalism, etc. from here
22	CC Paper-XIV	History of Modern Europe-II (1780-1939)	VI	6	In this course we find the details of the events that characterize the modern era. The arrival of Marxism and the revolution in Russia based on it, the arrival of capitalism in the post-feudal era, the development of imperialism, and the Great War are all known from now on.

23	CC-DSE-III	History of North Bengal-I	VI	6	In recent times the study of social science and regional history has occupied an important place. Based on that, the students will be able to gain special knowledge about the importance of the history of North Bengal
24	CC-DSE-IV	History of North Bengal-II	VI	6	British imperialism established its authority in North Bengal. Although we read the history of Bengal as a whole, the history of North Bengal has a special character and characteristic. This particular feature of history is discussed in detail in this lesson from which students will no doubt benefit.

Programme Specific Outcome (PSO)

B. A. Three Year, Six Semester Honours Degree Programme

Under NORTH BENGAL UNIVERSITY

From the Academic Session 2018-19, CBCS was introduced by the NORTH BENGAL UNIVERSITY, which is our affiliating university at present. The first batch of students under the newly introduced semester system is, therefore, supposed to complete graduation in the year 2022. It thus appears difficult to measure programme specific outcomes on definite terms. Besides, the University itself is yet to provide concrete Programme Specific outcomes to its affiliated Colleges. However, our esteemed teachers of the Department of History pondered over the current syllabus and tried to chalk out some specific outcomes of B.A. three year, six semesters Honours Degree Programme of their own. Such expected Programme Specific Outcomes may be listed as follows:

Sound Knowledge of different Historical Periods:

The CBCS papers in each semester are devoted to the study of particular Historical phases in the historical events along with the study of a few major works by some master Historians of that period. These not only help the students to understand a historical period better, but also reduce the load of study in the concerned area.

Knowledge of the Development of Historical perspective:

While pursuing Honours course of studies in History it is mandatory that a student develops proper knowledge of the historical events. In this sphere also the present syllabus appears to be illuminating, as it provides the students with standard and up to date knowledge of historical events, impact, war and history, result. The students may acquire knowledge of the historical events of Ancient, Medieval, Modern and European history in new aspects.

Development of the Historical Perspectives:

The current syllabus is well chosen to represent different events from different angles. They are not only meant to make the students familiar with the dominant events of different ages, but also to open out new perspectives, the student may acquire a knowledge of the changing nature of politics or kingdoms of the changing times.

SEMESTER I

Course: Major Course

Course Code: UHISMAJ11001

Paper Name: History of India I (Pre-History and Proto History)

SERIAL	COURSES OFFERED	NAME OF THE PAPER	SE ME STE R	C R E D I T	COURSE OUTCOME	PROGRAM OUTCOME
1	MAJOR	History of India I (Pre-History and Proto History)	1st	4	Knowledge acquired: (1) Ideas on early human civilization,	The students will get a broad overview of the

				hunter, gatherers and development of stone tools and food production	chronological span ranging from the prehistoric to the contemporary era
2	Major	Sources, Tools, and Techniques of historical reconstruction.	1st	(2) Identification of lithic tools	Sources, Tools, and Techniques of historical reconstruction
3.	Major	Pre-historic hunter-gatherers. [a] Palaeolithic cultures- sequence and distribution; stone industries and other technological developments. [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.	1st	Skills gained: Archeological evidence exploration, Competency Developed: (1) Facility in handling Archeological evidence (2) Facility in solving the various types of stone tools	Ideas on early human civilization, hunter, gatherers and development of stone tools and food production
4.	Major	4. Advent of Food Production. a. The Neolithic Age and the Beginnings of Food Production b. Understanding the regional and chronological distribution of Neolithic cultures, subsistence, and exchange patterns. c. Neolithic Revolution: Debate. d. Chalcolithic Cultures	1st	Skills gained: (1) Archeological evidence exploration, (2) Identification of lithic tools and, (3) Urban growth and downfall	Students will acquire knowledge regarding the primitive life and 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 also acquire the knowledge of changing socio-cultural scenarios of India.
5.	Major	5. Proto-History: a. Origin, extent, and significant sites of Harappan Civilisation. b. Settlement patterns and town planning. c. Art and craft d. Harappan Economy e. Society, Polity, and Religious Beliefs. f. Decay of Harappan Civilisation	1st	(3) Early village communities and art and craft	Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations & also Students will learn the history of evolution of earth, people and society through this course.
6.	Major	Legacy of Harappan Civilisation	1st	The course also provides the knowledge on Indus Valley Civilization.	Skills gained: (1) Archaeological evidence exploration, (2) Identification of lithic tools and, (3) Urban growth and downfall
1.	Minor	1.Sources of Ancient Indian History 2.Palaeolithic, Mesolithic, and Neolithic Cultures - Sites, tool technology, and key features.	1st	Skills gained: (1) Archaeological evidence exploration, (2) Identification	The students will get a broad overview of the chronological span

		<p>3. Harappan Civilization: Origin, Extent, Town Planning & Decline.</p> <p>4. The Vedic Age : Polity, Society, Economy, and Religion.</p> <p>5. Mahajanpadas to Empire: Territorial States and the rise of Magadha, Jainism, and Buddhism, Alexander’s Invasion and its impact.</p> <p>6. Emergence and Growth of the Mauryan Empire: Administration, Economy, Ashoka’s Dhamma.</p> <p>7. The Satvahanas and Kushanas; Aspects of Polity, Coins, Art and Religion,</p> <p>8. The Sangam Age: Sangam Literature and Society.</p>		<p>of lithic tools and, (3) Urban growth and downfall</p>	<p>ranging from the prehistoric to the contemporary era. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.</p>
2.	MDC	<p>1. Physical and Historical Geography of North Bengal</p> <p>a. Major Archaeological Sites: Pundranagar (Mahastahngarh), Bangarh, Pandua, Gosanimari, Dalimkot.</p> <p>b. Ethnographic History of North Bengal – Tribes and Castes of Hills and Plains.</p> <p>2. Dynastic History:</p> <p>a. Rise of Gauda (320 – 650 A.D.) : Under Guptas and Sashanka ,</p> <p>b. Pala Empire – Origin and History of Early Palas (Dharmapal and Devapal)</p> <p>c. Sena Dynasty – Origin and Growth</p> <p>d. Ilyas and Hussain Shahi Dynasty</p> <p>e. Khen Dynasty</p> <p>f. Koch Dynasty – Biswa Singha and Naranarayan,</p>		<p>Knowledge acquired: (1) Ideas on early human settlement in North Bengal (2) Characteristic features of North Bengal (3) Demography, Movements Skills gained: (1) Archeological evidence exploration, (2) Identification of caste and tribe of North Bengal</p>	<p>In recent times the study of social science and regional history has occupied an important place. Based on that, the students will be able to gain special knowledge about the importance of the history of North Bengal British imperialism established its authority in North Bengal. Although we</p>

		<p>3. Expansion and Consolidation of colonial rule in North Bengal – Coochbehar, Dooars, and Darjeeling.</p> <p>4. Introduction of Tea Plantation in North Bengal.</p> <p>5. People’s Movement in North Bengal with special reference to Sannyasi-Fakir, Santhal Movement (Jitu Santhal), Quit India Movement, and Tebhaga Movement.</p> <p>6. Caste Movement with special reference to Rai Saheb Panchanan Barma</p> <p>7. Merger of Coochbehar</p> <p>8. District reorganization till 1956.</p>		<p>(3) Urban growth in the North Bengal</p> <p>(4) Ideas on the various culture of North Bengal</p> <p>Competency Developed:</p> <p>(1) Facility in handling Archeological evidence</p> <p>(2) Facility in identifying various demographic location of North Bengal</p> <p>(3) The paper will provide good knowledge on various movements of North Bengal</p> <p>(4) Competent to know about historic developments of North Bengal</p>	<p>read the history of Bengal as a whole, the history of North Bengal has a special character and characteristic. This particular feature of history is discussed in detail in this lesson from which students will no doubt benefit.</p>
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