

# **PROGRAM OBJECTIVES AND OUTCOMES**

## **Honours Program**

### **Objectives of Honours Program**

1. To gain knowledge of long-term Historical development of whole world with special reference to Indian history
2. Students are enabled to think critically of the past, so they can analyse the present and future historical developments.
3. We aim to emphasize on writing and communication skill so that the ability to think and write transcend the classroom or only book-based knowledge.
4. The Honours course develops awareness on broader political ideologies, social organizations, environmental issues, gender, class, race, religious organizations, regional identity and caste identity.
5. The Honours program develops among the students Historical skills such as critical thinking and reading, to develop research questions and historical arguments.

### **Course Outcome for CBCS Students**

#### **DC-1, History of India: Pre-history to 6th Century BC:-**

Students can understand the geographical background of Ancient India, various sources for reconstruction of Ancient Indian History, Pre and Proto History and background of the emergence of early Historic India.

#### **DC-2, History of India: 6th Century BC-Gupta Period:-**

This paper helps the students to understand material and ideological background of religious protest movement in Ancient India, emergence of early imperialism from 16 Mahajanapadas to post Mauryan period and socio economic and political changes during the Gupta period.

#### **DC-3, History of India: Post-Gupta to 1200 AD:-**

From this segment of the syllabus students get to learn about the Polity, Economy, Culture of Post Gupta period.

**DC-4, History of India: 1200 AD to 1526 AD (Political History):-**

From this paper students learn about the Political History of the Delhi Sultanate Period.

**DC-5, History of India: 1200 AD to 1526 AD (Socio-Cultural, Economic history):-**

From this part of the syllabus students are able to understand the Socio Cultural and economic history of North India, religious and cultural movements and the emergence of Regional Imperialism in the southern part.

**DC-6, History of India: 1526 AD to 1707 AD (Political History):-**

Sources of the Mughal period, Polity, Decline of Mughal Empire and emergence of successor states, patterns of Regional Polity are studied in this segment

**DC-7, History of India: 1526 AD to 1707 AD (Socio-Economic and Cultural History):-**

This paper deals with Environmental issues, trade, commerce and the monetary system, urban centres and cultural developments with special reference to language, literature, architecture, visual and performing arts.

**DC-8, History of India: 1707 AD to 1818 AD:-**

The syllabus covers about the understanding of Modern Indian Political, economic, socio cultural concept, expansion and consolidation of British rule, colonial state and ideology, rural economy, society of the part of the study.

**DC-9, History of India: 1818 AD to 1885 AD:-**

From this paper students can learn about the development of Indian awakening with special to Bengal, Cultural changes and Socio Religious reform movements and revolt of 1857.

**DC-10, History of India: 1885 AD to 1950 AD:-**

This paper contains about the beginning of Indian Nationalism and its historiography, Indian National Movement, communal politics and partition of India and framing of the constitution.

**DC- 11, Rise of the Modern West: Mid 15th-17th Century:-**

From this segment of the syllabus students learn about the History of the Rise of Modern West from Mid 15th century to 17th century. Students are given an in depth idea of European Renaissance, Reformation and Counter Reformation movement, Humanism, Colonial expansion.

**DC-12, Rise of the Modern West: 17th –Mid 18th Century:-**

17th century crisis, English Glorious Revolution, Scientific Revolution, Industrial Revolution, American war of Independence, Mercantilism, and transition from Feudalism to Capitalism is the subject matter of this paper.

**DSE-1A India after Independence:-**

From this segment students get an in depth idea about the making of the Republic, integration of princely state, Indian democracy, society and culture.

**OR**

**1B, Economic History of Modern India:-**

Students are able to know about the colonial economy, agricultural structure, land settlements, industry, trade and commerce of Modern India.

**DSE- 2- A, History of China and Japan:-**

This paper deals with the development of Chinese Imperialism, Feudalism, Emergence of Nationalism, and Communism. Japanese transition from feudalism to capitalism, Meiji restoration, Rise of Militarism, Korean Nationalism is also discussed.

**OR**

**2- B, Regional History with special reference to North Bengal (1206-1947):-**

Students are given an idea of various sources of the History of North Bengal, sultanate and Mughal expansion, conquest and expansion of Mughal rule, conquest and expansion of British rule in North Bengal, Various land revenue system and regional movement.

**505-HISH-SEC-1:- Understanding Indian Heritage:-** Students can learn about the different facets of Indian Heritage.

**DC- 13, History of Europe: 1789 AD to 1870 AD:-** Modern European Socio-Political development, Crisis of the ancient regime, emergence of Napoleon and process of Economic Changes are given an in depth idea.

**DC-14, History of Europe: 1871 AD to 1945 AD:-** This paper deals with the Bismarckian diplomacy, system of alliance, Russian Revolution, Peace Settlement, Great Depression and Rise of Fascism and Nazism.

**DSE-3- A, Contemporary World: 1945-1990:-** Outcome of the particular segment are Impact of the second World War, Origin of the Cold War, Decline of European Imperialism, De Colonization, Bi-Polarism to Unipolarism, New world system

**DSE-3-B, Gender and Education:-** This paper gives an idea of basic concepts and theories of Gender, Gender History, Women question, Women Movement and various relative issues on Gender perspective which helps the students to gender sensitization.

**DSE- 4- A, Contemporary World: 1990-Till Date:-** This syllabus covers contemporary socio-political and cultural journey of world with special focus on Globalization, Third World, Technological advancement, Economic Liberalism.

**DSE-4-B,History of south-East Asia (20th Century):-** Students can learn about the History of Vietnam, Burma, Cambodia, China and India in this segment.

**SEC- 2,Project:** In this segment students get an idea of the Participatory Method of Learning by taking Educational Tour, Term-paper, and Seminar etc. So that they can get some practical based knowledge and not only confine within the classroom.

## **General Program**

### **Objective of the Generic Elective**

1. The aim of the department is to enable the students to be historically sensitive with due attention to various time, space and context.
2. The students of Generic elective study two other subjects in their three-year course, so the syllabus is designed to give them elementary outline of the history of South Asia and European history.
3. The course of Generic Elective is designed to empower the students to think critically of the past society, cultural organizations, environmental issues, religion, political organization, so they are being to analyze the present situation.
4. The course is designed to gain to formation of knowledge of history by which they can impart the knowledge in the broader society.
5. The generic elective course is designed to empower the students for engaging into various career options.

### **Course Outcome for CBCS students**

**GE-1,and DC-1 A, History of India: Pre-history to 6th Century BC:-** This is the course for students other than History Hons, so a cursory view of Pre-History, Proto-History, an idea of Palaeolithic, Neolithic, Mesolithic and Chalcolithic culture, Harappan civilization, debate on Aryan migration, Aryan society and culture, Iron age culture is introduced to the students in this segment, which make their formation of studying of Ancient Indian History.

**GE-2 and DC-2, History of India: 6th Century BC- Post Mauryas:-** In this segment students are given an idea of early political formation of Mahajanapadas, Imperial Mauryan dynasty and society, Post Mauryan society and polity; at the same time they are introduced with the idea of India's rich Cultural heritage via the study of Protestant religious movement.

**GE-3 and DC-3, History of India: Gupta Empire- 1200 AD: -** Ancient India's so called "Golden Age", the Gupta Empire, Socio-economic changes, Post Gupta period; art and religion are studied in this paper.

**GE- 4 and DC-4, History of India: 1200 AD – 1556 AD: -** India's first encounter with Islam, formation of Delhi Sultanate, administrative measures and its effects, also southern peninsula with special reference to Vijayanagar and Bahmani is been studied by the students.

**DSE- I A, History of India: 1556 AD – 1760 AD: -** Students are offered to study the rich heritage, culture and polity of Mughal India in this segment.

OR

**I B History of India: 1857 AD – 1947 AD: -** Rise of Indian Nationalism and India's freedom movement, which, later on shaped India as a Nation, is the subject matter of this Paper.

**GE-I, History of India: Pre-history to Post Maurya:-** Students get a cursory view of Pre-Historic period, Proto Historic period to the formation of Imperial structure of polity and society in this Paper.

**SEC-2, Project: -** This module is designed to put on stress on Participatory Mode of learning and students are asked to reciprocate about what they have learned via this project.

**DSE- 2 A, History of India: 1760 AD- 1857 AD: -** Early encounter with British colonialism, Imperialist ideologies, colonial state's attitude to social institutions, Colonial economic changes, social awakening especially in Bengal, various social

reformation movement, women's' changing position and caste movements, which later shaped the Indian society are discussed.

**OR**

**2 B, History of India: 1947 AD – Till Date:** – Along with India's freedom came the grave situation of partition which displaced many people. This era, their rehabilitation, Princely state's integration, India's situation in the global context, Linguistic state formation, Planning Commission are studied by the students.

**GE-2, History of India: Gupta Empire- 1200 AD:-** This paper contains a cursory view of the post Gupta political, social and cultural development.

**SEC-2,** Studies in History are deeply related to heritage as this is the factual proof of the past. The students are able to understand the rich Cultural Heritage as a subject matter of this segment.