

**KALNA COLLEGE**  
**DEPARTMENT OF HISTORY**

**CO-CBCS HISTORY HONOURS COURSE**

**CCI-Paper – I: History of India I (From Earliest times to 600 AD)**

**CO 01:** The idea/concept of History since ancient times, reconstructing history how various sources help, environment, technology how the learners learnt the concept. This will in turn help them to increase their interest regarding Historiography.

**CO 02:** During the different phases of Pre historic cultures, how men transformed oneself from food gatherers to food-producers, this knowledge will be learnt by learners at this stage. From this stage /phase India's ancient civilization Mehargarh rises.

**CO 03:** India's one of the most ancient urban civilization Harappa's origin, features of town planning and its decline students will derive detailed knowledge. In this context India's condition in past Harappan situation would also be highlighted in detail and learners will get an idea about modern civilization.

**CO 04:** Regarding advent of Aryans debate, culture their/then way of living/lifestyle/ living standard, would learn. Learners would receive authentic knowledge about the authorship of Indian civilization. In this context in the 6th century BC India's overall condition from the origin of sixteen Mahajanapads to the rise of Magadha, learners would receive detailed knowledge. During this time the learners would also know about the emergence of protestant religion to counter the challenges of Vedic Brahmanical religion.

**CO 05:** In the context of pan Indian Empire, rise of Magadha great emperor Ashoka's noble activities and all history of the Mauryan Empire. Emergence of state and its formation would also be known by learners. In this light how various inscriptions act as primary source; Students would get a scope to learn. Past Mauryan phase witnessed the rise of regional power like, Sakas, Kushanas, Satavahanas. On the other hand, as a pan-Indian Empire, rise of Guptas, its political history, economic and cultural side is also been known by the learners.

**CO 06:** from 300AD onwards India's ancient agricultural progress/ development, land revenue system, urbanization, trade and commerce, societal developments from Varna to Jati, untouchability, social degradation of town-life are having discussed. Learners able to learn about socio-economic changes/transformation

**CCII-PAPER II: Social formation and cultural patterns of the ancient World**

**CO 01:** In the world perspective, the evolution of the human society, from food gatherer to pastoralists and food producer- regarding these upliftment learners would derive special knowledge.

**CO 02:** The advent of Bronze Age in the world. During this age. Emergence of different civilization with special reference from Mesopotamian to Akkadian Empire's origin. Economy, social stratification, political structure and religion- learners will gain considerable knowledge on these topics.

**CO 03:** The rise of nomadic class and its spread and learners will come to know about different characteristics of the Nomadic in central Asia. Advent of Bronze Age to Iron Age.

**CO 04:** Emergence of city-state can be first witnessed in Greece. Rise of Greek city-state, its character, features, stratification specially Spartan and Athenian class struggle, decline of polis and learners would learn specially about the Greek city-state.

**CO 05:** War is very much interlinked with Greek city-state. Students would have a clear knowledge about confederacy of Delos, Mytilene's revolt, Periclean war strategy, Sicily Expedition specially about Periclean war policy.

**CO 06:** Greece is basically world's founder of ancient culture. In this culture, the role of Sophists and Socrates role is highlighted. Irrespective of this Greek games, drama, art, Greek ancient Gods and Goddesses are also been focused learners would come to know about ancient culture and great men of Greece.

### **CCIII- Paper III History of India III (600 –1206 AD)**

**CO 01:** Among world's ancient civilization Rome was one of them. In the limelight of history, Roman Republic had a strong foothold. Roman constitution is world's ancient constitution. Along with this constitution, Roman society, economy, urbanization, trade and commerce – all these subjects' learners would come to know vividly. World's ancient slavery also emerged from Rome.

**CO 02:** Looking at the culture, Romans could establish themselves as a Hellenic preserver and propagator to the world. They created a burning example so far as religion, philosophy, literature were concerned. Various movement, Palace, huge buildings, Stadium were seen by the Roman Emperor's as part of their grand success and propagation.

**CO 03:** From 509 BC to 27 BC Roman Republic maintained its journey. After that there was decline in the Roman Republic, and the System of 'Principate' emerged. From Republic to Monarchy this upliftment was realized by the learners comparatively.

**CO 04:** From 7th BC mainly, socialism was the basis of European economy. This feudalism bounded Europe into shackles from 13th, emergence of towns, took place trade and commerce flourished, discovery of various machines took place. But feudalism weakened these factors weakened the foundation of Feudalism- these things would be highlighted to the learners.

**CO 05:** Recovery of Jerusalem, became the major cause of long-term struggle between the Christians and Muslims. In this context, struggle between Empire and Papacy/ investiture controversy upset Europe for a very long time. Learners would gain knowledge about struggle between Empire and Papacy. Regarding schoolmen and scholastics also learners would gain knowledge.

**CO 06:** How Islam spread in central Asia. How Caliphate was introduced in central Asia and Sultani rule was established- learners would gain considerable knowledge. As a result, spiritualism roots under the rubric of Sufism and Islamic philosophy was established.

### **CCIV- PAPER IV: Social Formation and Cultural Pattern of the Medieval World**

**CO 01:** In Indian history, early medieval India is a great transition. Rise of early medieval India and its nature and how this historical age can be known, learners would get vivid idea of this. During this phase, feudalism emerges; rise of Rajput's and regarding India's state structure learners would gain knowledge.

**CO 02:** Regarding past Gupta period, how India's state structure in North and South India, learners would derive knowledge extensively. In North India, rise of Harshavardhana, Sasanka, Pala, Sena, Rajputs, In South India, Cholas, Rashtrakutas rise and decline. (Economy, Varna, Jati, untouchability Spread- all these topics would be highlighted to the learners.) .

**CO 03:** In this age, how was the nature of monarchy, condition of the Hindu temples, Society, religious policy- all these would be known to the learners.

**CO 04:** In the 7th century Arab conquest of Sind, its nature, influence Turkish conquest with special reference to Ghazni, Ghur- how they conquered India?

**CO 05:** In Early medieval India, agricultural expansion and societal change specially land revenue system and feudal economy varna, Jati, untouchability. During this period, nature of trade and commerce, coinage system, rise of towns, commercial institution, Guild etc. – all these knowledges could be gained by the learners.

**CO 06:** In early medieval India, with the change economic structure religious and social transformations are very interesting. During this time, with the change of Buddhist and Jain Religion, rise of Tantraism and Bhaktism are also known to the learners.

#### **CC-V- Paper V, History of India IV(circa 1206 CE–circa 1525 CE)**

**CO 01:** The first chapter highlights the literary sources for studying the Delhi Sultanate. These sources mainly look upon the Persian tarikh tradition, vernacular histories; epigraphy.

**CO 02:** In this chapter, students gather detailed knowledge about the foundation, expansion and consolidation of the Delhi Sultanate; From the Khiljis, Tughllugs, Mongal threat and tamer's invasion, the Lodi Dynasty; with special emphasis on Ibrahim lodiand the battle of Panipath. Also, this chapter focuses of the ruling elites like Sufis, Ulema and the political authority; imperial monuments and coinage.

**CO 03:** Deals with regional and political structures like the rise of provincial dynasties: Bahamani, Vijayanagar and Bengal regional Art, architecture and literature.

**CO 04:** Emphasis upon Iqta and the revenue-free grants. It also focuses on agricultural production.

**CO 05:** This chapter highlights upon sultanate society and economy- changes in rural society; revenue system. Monetization, market regulations; growth of urban centres, commerce, Indian Ocean trade.

**CO 06:** in this chapter, students gather knowledge about the Sufi Silsila's , chistis and Suhrawardy's, its doctrines practices, Bhakti Movements, traditions in North and South India, women Bhaktas. The Nathpanthis; Kabir, Nanak and the saint tradition.

#### **CC-VI-Paper VI: Rise of the Modern West I (15th& 16th centuries)**

**CO 01:** this chapter centres around the transition from feudalism to Capitalism: problems and theories

**CO 02:** Here, the main focus is early colonial expansion-its motives, Voyages and exploration; theconquests of the Americas; how colonization began; and plantation; also, about the African Slaves.

**CO 03:** this chapter deals with various aspects of renaissance, its social roots, city-states of Italy; spread of humanism in Europe; art.

**CO 04:** In this chapter learners get a fair amount of idea about the origins, course and results of the European Reformation in the 16th. Century.

**CO 05:** this chapter highlights Economic developments of the 16th. Century: how economic balance changes from the Mediterranean to the Atlantic; commercial Revolution, influx of American silver and the price Revolution.

**CO 06:** From this chapter learners can know about the state system of the Europe in the 15th & 16<sup>th</sup>centuries. In this context they can gather knowledge about state system of Spain, France and England.

#### **CC VII- Paper VII- History of India (1526 – 1757 CE)**

**CO 01:** This chapter emphasis on sources and Historiography of the History of India during the period from 1526 to 1757. Students can gather knowledge about what types of sources can use to

the writing of History of India during the said period. They can get new idea about Historiography.

**CO 02:** This chapter focuses upon the establishment of Mughal rule. Students get a detailed knowledge about Babar's invasion of India- struggle for Empire in North India-significance of Babar and Humayun's reign- importance of Afghan despotism and rise of Sher Shah to power, his administrative and revenue reforms.

**CO 03:** learners receive detailed knowledge about Akbar's conquests-his Rajput policy administrative and religious reforms; reign of Jahangir, Nur Jahan-her role in imperial politics. The Mughals, their North western frontier policy and central Asia. Also, the learners come to know about the Mughal nobility, Mansab and Jagir.

**CO 04:** this chapter highlights the reign of Aurangzeb; issues in the war of succession; policies regarding various religious groups and institutions, emergence of various crisis-agrarian and Jagir crisis, revolts. Inland and Ocean trade.

**CO 05:** Centres around Mughal art, architecture and painting.

**CO 06:** In this chapter learners come to know about the Rajput political culture and state formation-rise of Maratha power under Shivaji and expansion under the Peshwas- rise of regional powers- with special emphasis upon Maharashtra, Awadh and Bengal; Bengal Nawabs and the rise of the English East India Company in Bengal. 18th century debate centering on the decline of the Mughal Empire.

#### **CC-VIII- Paper VIII: Rise of the Modern West II (17th& 18th centuries)**

**CO 01:** The first chapters focus upon 17th century European crisis: its economic, social and political dimensions.

**CO 02:** in this chapter, the learners will receive clear idea about the English Revolution: its major issues; political and intellectual currents.

**CO 03:** this chapter centres around the rise of modern science in relation to European society from the Renaissance to the 17th. Century.

**CO 04:** in this Chapter, major emphasis is upon Mercantilism and European economics; 17th. And 18th. Centuries.

**CO 05:** the learners will get a detailed knowledge about European politics in the 18th. Century: parliamentary; monarchy; patterns of Absolutism in Europe.

**CO 06:** this chapter is a prelude to the Industrial Revolution.

#### **CC XI- Paper IX: History of India VI (c. 1757- 1857)**

**CO 01:** From this Chapter Learners gain knowledge about the foundations of the East India Company's rule in India.

**CO 02:** this Chapter highlights about the legitimization of company's rule in India.

**CO 03:** This chapter deals with rural economy and society. From this chapter learners can get knowledge about revenue system and how to change the rural society.

**CO 04:** From this chapter students derive knowledge about trade and industry during the period 1757-1857

**CO 05:** Here focus is on Renaissance and reforms of the above-mentioned period. learners gain knowledge about Renaissance.

**CO 06:** From this chapter students know about the popular resistances during the period 1856-1857.

### **CC X-Paper – X: History of India (1858-1964)**

**CO 01:** This chapter highlights the aftermath of 1857. Learners know about the Sepoy mutiny and its causes, characters and results.

**CO 02:** From this chapter learners gain knowledge about the early phase of Indian Freedom Movement.

**CO 03:** this chapter focused is on the Gandhian era-his rise to power, Satyagraha movement. Learners can get knowledge about the role of M.K. Gandhi in Indian Freedom Movement.

**CO 04:** From this chapter learners gain knowledge about Freedom Movement-leftist movements-Working class movements etc.

**CO 05:** Here focus is on communal politics-demand Pakistan. Learners can get knowledge about communal politics.

**CO 06:** This chapter highlights the Nehru era. Focus is on internal policy between 1947-1964

### **Paper- XI- Paper XI: History of Modern Europe II (1789-1870)**

**PO 01:** Learners will gain a detailed knowledge about the causes of the French Revolution, Aristocratic Revolt, Constituent Assembly, Religion of Terror etc.

**PO 02:** here, Napoleon's rise to power, his administrative reforms, his downfall has been highlighted.

**PO 03:** This chapter has turn major aspects- restoration and revolution- starting from Vienna Congress and ending with the Revolution of 1848.

**PO 04:** The learners will gain knowledge about Industrialisation and socio economics transformations like rise of working class and its movements, Utopian Socialists.

**PO 05:** This chapter aims to focus upon nationalities- unification of Italy and Germany, Second Empire in France etc.

**PO 06:** Learns receive knowledge about the Eastern Question- The Crimean war, Treaty of Paris –Balkan nationalism.

### **Paper- XII- Paper XII: studying History writing: Indian & Western**

**PO 01:** Here, the main focus is on the concept of time and space in history.

**PO 02:** Learners will gain knowledge about the importance of different sources in history.

**PO 03:** The main aim here is to focus upon the philosophy and various theory of history.

**PO 04:** This chapter highlights various school of Indian and Western historiography.

**PO 05:** Learners will get a detailed knowledge about the relationship between history and other disciplines.

**PO 06:** This chapter helps learners to gain knowledge regarding various stages relating to the process of doing research in history.

### **CC-XIII-Paper XIII: History of Modern Europe II (1871 – 1945)**

**CO 01:** Here, the main focus is upon Bismarckian diplomacy and the new balance of power in Europe, Kaiser William II and Welt politik, the Balkan War.

**CO 02:** learners will gain knowledge about the background, origin and the effect of the First World War. Also detailed study on the Russian revolution, peace settlement of 1919, the League of Nations.

**CO 03:** The main aim is to emphasis upon the new European order like French search for security, rise of Fascism, Nazism.

**CO 04:** learners will gain knowledge how the path is paved towards Second World War.

**CO 05:** How the Second World War breakout and what was its impact.

**CO 06:** Emergence of United Nations Organization and its activities has been highlighted.

**CCXIV- PAPER – XIV: Making of the contemporary World (1946-2000)**

**CO 01:** Here, the aftermath of Second World War developments has been highlighted-Cold War, Military and Défense alliances, Marshall plan, Truman Doctrine.

**CO 02:** How Third World War emerged, Third World organizations- OPEC, ASEAN, SAARC.

**CO 03:** Development of the Cold War- Korian, Cuba, Vietnam, Palestine problem, Arab-Israel Wars.

**CO 04:** Learners gain knowledge about Globalization and its effect on the Third World, Liberalization and its impact on economy, Multinational companies.

**CO 05:** Trends in culture, Media, Information Revolution.

**CO 06:** How the Soviet bloc collapsed- Glasnost, Perestroika, America as a global policeman, cross border terrorism.

**Semester V, (DSE I)**

**Life and culture in the Per—Colonial Bengal: Prehistoric times to mid-18th century.**

**CO 01** From this chapter students can get the concept of History since prehistoric times to mid-18<sup>th</sup>. Century in Bengal, reconstructing history how various sources help, environment and places. This will in turn help them to increase their interest regarding environments and Historical. Geography- ancient and medieval divisions in Bengal.

**CO 02** How to spread earliest inhabitants in Bengal and also Aryanization of Bengal. In respect of Aryanization, rise of different castes and communities in Bengal and the life of the people- position of women, dress, foods, games and leisure, conveyance etc. also changes. Learners learnt about the changes.

**CO 03** From this chapter learners learnt about the how to Guptas Empire rises and they get the concept of sovereignty. They know about the Muslim invasion and rise of Islam in Bengal up to the rule of the Nawabs.

**CO 04** The learners get about the idea of Agriculture, crafts and industries Trade and commerce and can get the idea of Zamindari system.

**CO 05** From this chapter students get about the concept of Brahmanism and Vaisnavism in Bengal and learnt about how to spread of Buddhism and Jainism and Bhakti movement, Sufism. They can get idea about of Architecture, sculpture and other forms of art, like terracotta art.

**CO 06** From this chapter learners can get idea about the Pre-Bengali Sanskrit literature, Mangalkavyas, development of Bengali language and literature and also know about the Origin of Folk traditions of Bengal

**Semester V, (DSE I)**

**Paper –I (OR): History of the United States of America (1776-1864)**

**CO 01** From this chapter students can learn foreign unknown lands and their aborigines. they can learn what is colonial society and politics? And the concept of Black and White

**CO 02** From this chapter learners can get idea about Revolutionary groups, their Ideology, war for Independence and also can get concept how to making Constitution etc.

**CO 03** This chapter can get the new concept of how to rise foreign political parties, their judiciary system, Supreme Court so many things. Lerner's may get idea about democracy.

**CO 04** From this chapter students can get ideas of Industrialization. They can get Labour movements, changing composition of Labour and they can compare with their Country's labours and they evaluate the real matter.

**CO 05** From this chapter learners can learn or understood what is Isolationism?

**CO 06** From this chapter students maybe get idea about Slavery, contribution of slave society, Abolitionism and Sectionalism, Republicanism and the concept of Emancipation

### **Semester V, (DSE II)**

#### **Paper –II (Option offered): Life and culture in colonial Bengal (1757-1947)**

**CO 01** From this chapter learners can learn Relation between the East India Company and Bengal Nawabs mainly Siraj ud doula. They can get idea about grant of Diwani, Dual Government and also can get new idea about Famine, Revenue Administration, Permanent Settlement of Bengal.

**CO 02** From this chapter students can get idea about the Village community, self-sufficient etc. They can get about the idea of Village breaking society in Bengal and know about the caste system in social status. They can get new idea of Popular protests in the 19th Century Bengal like Sannyasi, Wahabi, Faraji, Indigo Revolts & Pabna uprising.

**CO 03** In this chapter learners maybe gather huge knowledge about the Impact of company's Rule in Bengal. One hand spread of Western Education by the Missionaries, Emergence of educated middle class on the other hand So many Reformers and organisation reforms their own way in the society. So, form this chapter learners can get about the idea of The Bengal Renaissance.

**CO 04** From this chapter students can learn about Bengali Language and Literature, Visual & performing arts, painting, Music, Theatre, Science, Technology and Medicine

**CO 05** From this chapter students can get concept of Nationalism. They can feel about Swadeshi Movement, Gandhian ideology in Bengal and maybe know about Non-co-operation, Civil Disobedience and Quit India Movement in Bengal

**CO 06** From this chapter learners know about Changes in the 20th Century's Literature, popular Utsab and Melas, Evolution of Theatres in the 20th Century. they learn about changing role of Women in Society. They also know about new things humanism.

### **Semester V, (DSE II)**

#### **Paper –II (OR): History of the United States of America (1865-1945)**

**CO 01** From this chapter learners can know about Conservative and Radical phases and its Reactions.

**CO 02** Learners can learn from this chapter that the idea of Capitalism, Big Business and Business cycles.

**CO 03** From this chapter students can learn about Labour movements and Unionization of The United States of America. They can get concept of Agrarian crises and the new idea of "NEW DEAL"

**CO 04** From this chapter students get idea about various types of wars, concept of Expansion in the Far East and Latin America. They can get thoroughly knowledge about the World War I & World II.

**CO 05** From this chapter learners can huge idea of Women's Movements of USA. They can get idea of Suffrage and can know about of Afro-American Women.

**CO 06** From this chapter learners can know about religious movements, mass culture and Major literary trends during this time (1865-1945).

### **Semester VI, (DSE III)**

#### **Paper –III (Option offered): History of Modern East Asia-1 (1840-1919)**

**CO 01** From this chapter learners can get idea about the structure of traditional Chinese society and about their peasantry and gentry. They know about The Confucian value system and also can know about pre-modern economy of China.

**CO 02** From this chapter students can get idea about Opium which harmful for the society. They can get concept of Financial Imperialism of China.

**CO 03** From this chapter students know about Taiping Rebellion, Restoration, Boxer Uprising etc. They can get new idea of Republic which established by Dr Sun Yat- Sen

**CO 04** From this chapter learners know about the concept of feudalism and feudal society of Japan and can know about open door policy of Japan which imposed by Perry Anderson

**CO 05** Students can know the new concept of Restoration of Meiji Japan and can know about the modernization process of Japan.

**CO 06** From this chapter learners can know about various types of war like- Sino–Japanese war, Anglo-Japanese Alliance, Russo-Japanese war etc.

### **Semester VI, (DSE III)**

#### **Paper –III (OR): History of the USSR-I (1917-1945)**

**CO 01** From this chapter learners know about Russian revolutions of 1917, February Revolution, October Revolution and know about how Establishment of Soviet power in the USSR.

**CO 02** From this chapter learners can get idea about Lenin’s leadership in Soviet Russia and economic policies.

**CO 03** Students can get idea about New Economic Policy of USSR and can get new idea of Five-Year Plans.

**CO 04** Students can know about the great politician’s strategy like Lenin, Stalin.

**CO 05** From this chapter learners can learn about the Planned industrialization of Soviet Russia.

**CO 06** From this chapter learners can know about Lenin’s foreign policy and Stalin’s foreign policy. They can get about concept of formation of the Grand Alliance.

### **Semester VI, (DSE VI)**

#### **Paper –IV (Option offered): History of China and Japan (1919-1939) Nationalism in China**

**CO 01** From this chapter learners can know about Emergence of the Republic of China and May 4th Movement.

**CO 02** From this chapter students can know about the rise of the Kuomintang Party. Conflict of the KMT and CCP and Nanking Government.

**CO 03** From this chapter learners can know about Background of the foundation of the Communist Party and how gradually the China establishment of the Peoples’ Republic in the year 1949.

**CO 04** From this chapter learners can learn about Process of modernization in every sector like social, military, political and educational. They know about Rise of Political Parties, industrialisation and can get new idea of the Zaibatsu of Japan

**CO 05** In this chapter discussed about Twenty-one Demands of Japan, Washington Conference, role of the League of Nations and the rise of militarism in the 1930s and the 1940s due to failure of Democratic system. From this chapter learners know about the above facts.

**CO 06** students know about Japan’s bid for supremacy and defeat.

## **Semester VI, (DSE VI)**

### **Paper –IV (OR) History of the USSR-II (1945-1964)**

**CO 01** Students will know from this chapters that how to Demographic changes. They know about Working class and gender relations

**CO 02.** In this chapter discussed about Industrial and agricultural reconstruction, moves towards market socialism from this chapter learners will know about the facts and get will idea of market socialism

**CO 03** From this chapter learners can get idea of imposition of Soviet hegemony on Eastern Europe.

**CO 04** From this chapter learners know about Relations between USSR and China up till 1953, and Changes in the relations between USSR and China between 1953 and 1964.

**CO 05** From this chapter learners get idea of De-Stalinization and Agricultural and industrial policies in post-Stalin era.

**CO 06** From this chapter students can new concept of armaments and nuclear race. They can get new idea of Cold War.

## **Semester -III (SECI)**

### **Paper-I: (option offered) Archives and museums in India**

**CO 01** The definition and history of development special reference is given upon India is the key factor in that chapter.

**CO 02:** The types of archives and museums, their origin, classification and impact upon society are the subject to relate in this chapter.

**CO 03** The museum presentation and exhibition are discussed here.

**CO 04:** The roles of museums, archives, and society upon education and communication are described in this chapter.

## **Semester -III (SECI)**

### **Paper-I (OR) Understanding Heritage**

**CO 01** The chapter base of the syllabus. The meaning of antiquity, archaeological site, tangible heritage, intangible heritage and art treasure are told here.

**CO 02** The evolution of heritage legislation is the main theme of this chapter. The heritage related government departments, museums, regulatory bodies are described here.

**CO 03** The challenges of Tangible and Intangible heritage, its developments, antiquity, smuggling and conflicts are described here.

**CO 04** The evolution of heritage legislation and the Institutional frame works are stated here. Special reference is given upon national-international heritage related departments, museum etc.

**CO 05:** The challenges of Tangible and Intangible heritage are described here.

**CO 06** The recent trends of travelling, the role of heritage in travelling are the subject to study here.

## **Semester –IV (SECII)**

### **Paper-II:(Option offered) understanding popular culture**

**CO 01:** This introductory chapter discusses about the difference between elite and popular culture, them forms, contents, pattern of presentations. The changing traditions of folk songs, music, literature and dances are also described here.

**CO 02:** The visual expressions of folk art, calendar art, photography are vastly discussed. The impact of television, cinema, dance drama, films and painting are presented to make out the topic.

**CO 03:** The performance-based art such as theatre, music, folk songs, Jatra and their impact upon society is discussed. The tradition and regional rituals about fair and festivals are also described to create interest.

**CO 04:** The impact of the internet and audio-visual media on popular culture is the main subject matter here.

#### **Semester –IV (SECII)**

##### **Paper-II (OR) :( Option Offered) Art Appreciation: An understanding to Indian Art**

**CO 01:** This chapter tells us about the rock art and Harappan art. The pre-historic art of India would make the students interested.

**CO 02:** The chapter contains world Heritage sites of India. The developments of stupa, cave, temple art.

**CO 03:** The outcomes of this chapter are temple forms, early well illustrated manuscripts and mural painting traditions of early media Val sculpture etc. The Indian iconography of would create a sense of aesthetics among the students.

**CO 04:** This chapter helps the students to know about the sultanate and Mughal architecture, miniature painting traditions. The haveli, fort palace architecture of the Mughal empire and Rajasthani's are also discussed.

**CO 05:** This chapter is very crucial to know the major modern trends in Indian Art in colonial period. Bengal school of art, major artist groups and their works are also described here with great energy.

#### **PO- CBCS -HISTORY HONS.**

**PO-01** This is the New Syllabus for B.A. (Honours) Students under the Semester System with CBCS (Choice Based Credit System) effective from 2017-18 till date. First semester deals with the History of India from earliest times to 600 A.D. Learners gain a thorough understanding about our ancient Indian History, pre- historic cultures, Harappa Civilization, Cultures in Transition, religious protest movements. How political formations in ancient India changed from 300BCE to CE 300. Students come to know about the society, economy and culture in early India too.

**PO-02** Largely focusses upon the social formations and Cultural Patterns of the Ancient World with a detailed study of the evolution of human society and food production. One can develop a clear concept about the Bronze Age Civilization with reference to Mesopotamia up to the Akkadian Empire- its economy, social stratification, state structure and religion. How nomadic groups emerged in Central and West Asia.

**PO-03** Students gather knowledge about the city-states or Polis in ancient Greece, also to know about the then two powerful states of Sparta and Athens, decline of Polis too. This paper ends with Greek culture and religion.

**PO-04** Second Semester contains two Core Papers. First one deals largely with the study of Early Medieval India- debates on Feudalism, political structures covering history of both North and South India. Students develop a clear understanding of these two regions of India. Arrival of Islam, land grants, the then trade, maritime trade, religious and cultural developments are other crucial areas touched upon, Evolution of regional styles of temple art and architecture another important area of study and students can continue to nurture further even after their graduation. It consists of the social formations and cultural patterns of the medieval World where learners come to know about the Roman Republic- its significance, constitution, law and society. Students develop a clear concept about religion, culture, literature and philosophy in ancient Rome, crisis of Roman Empire and transition. Simultaneously, students also gain knowledge about the economic developments in Europe, religion and culture in Medieval Europe, societies in Central Islamic lands.

**PO-05** Third Semester contains three papers—Paper V deals with the history of India III from circa 1206 CE to circa 1525 CE. Learners gain knowledge about the Delhi Sultanate, its political and regional structures, society and economy, religion and culture. Paper sixth comprises largely the rise of the Modern West I (15<sup>th</sup> and 16<sup>th</sup> Centuries) covering transition from feudalism to capitalism, early colonial expansion, motives, voyages. Here, students develop a clear understanding of both economic and cultural patterns of the Modern West, religion and culture of Medieval Europe, emergence of European state system like Spain, France, England. Paper seventh— In this paper learners come to know in details about the establishment of the Mughal rule politically, economically and culturally.

**PO-06** Fourth Semester contains three Core papers. Learners develop clear concept about the 17<sup>th</sup> Century European Crisis, its economic, social and political dimensions, rise of modern science, its relation with European society from the renaissance to the 17<sup>th</sup> century mercantilism. This paper also covers European politics I the 18<sup>th</sup> Century, parliamentary monarchy, patterns of absolutism in Europe. History of India (1757-1857) is another area of study in this semester. Starting from Foundation of Company's rule to the popular resistance movements like Sanyasi uprising, Kola rebellion ends with the Revolt of 1857. The last paper in this semester covering history of India from 1858-1964 from Queen Victoria's Proclamation to the Nehruvian era.

**PO-07** Fifth Semester- contains two core papers and two DSE papers. The first one deals with the History of Modern Europe from the emergence of French Revolution, Napoleon Bonaparte till the unification of Germany and the Eastern Question. The second paper largely deals with the study of historiography both Indian and western. In this paper another important area of study is the different stages involved in the process of doing research in history. It covers life and culture in pre-colonial Bengal to mid-18<sup>th</sup> century. Here options are offered also to students or history of the United States of America from the American War of Independence to slavery and the civil war. It includes life and culture in colonial Bengal from establishment of the East India Company to the social and cultural impact of the 20<sup>th</sup> century Bengal. The history of the United States of America from 1865 to 1945. Starting from reconstruction – conservative and radical phases, industrial America, USA becoming world power, women's movements, religious, cultural and intellectual trends.

**PO-08** Sixth Semester –There are two core papers – History of Modern Europe II – Starting from Bismarck’s Diplomacy and the New Balance of Power ending with the foundation of UNO – Its origin and function. Here students gain a thorough understanding of the modern European political history – its impact in world politics. Another paper making of the contemporary world (1946 – 2000) consist of post-war developments highlighting basically cold war politics, military and defence alliances, peace pacts till the collapse of the Soviet block – Glasnost and Perestroika, ethnic clashes, cross – border terrorism. Students develop a fair idea about the international politics in the post- second world war period. There are two DSE papers. Paper I deals with the history of the modern east Asia I (1840 – 1919) and Paper II deals with history of China and Japan (1919 – 1939). Options are offered here to students in the DSE I and DSE II of Sixth Semester.

**PO-09** One can study either history of China and Japan or the history of the USSR I (1917 – 1945) and the other one is history of USSR II (1945 – 1964). In the first option learners can gather knowledge about the Russian revolution of 1917 and ends with Stalin’s Foreign Policy till 1945. In the second option the students get a clear idea about the domestic economy of Russia and ends with the Khrushchev era and the Cold war – Vietnam, Korea, Cuba, nature of the Cold war, ideological conflict or power struggle.

## **CO - CBCS - PASS COURSE HISTORY**

### **Semester I**

#### **paper -1A History of India (From earliest time up to 300 CE)**

**CO 01:** Students will be wall to gather knowledge how to written history using the source. The Palaeolithic, Mesolithic and Neolithic Culture are discoursed. The Emerge of Harappa civilization, its context, its site, its town planning and the decline will be taught to the students.

**CO 02:** The socio-economic Structure along with the polity and religion of the Vedic period will be taught to the students.

**CO 03:** The main religions of the reformation movement are described in this chapter. The contribution of Jainism and Buddhism are discussed here.

**CO 04:** This chapter will present the age of Mahajanapads, First Empire of this subcontinent with the leadership of Magadha. The story of Iranian and Macedonian Invasion will amaze the pupils.

**CO 05:** The mighty empire of the mauryans , administration, economy , art and architecture are diseased carefully. The dharma of a shako will also create interest among the students.

**CO 06:** The important empires of the post Maugham age, such as the satbahanas phase, the Sangam age and the age of the sakes and the kushanas are discussed. The socio-economic structure, administrations, religion, polity, literature art -crafts, trade etc. of these cultures will be taught to the students.

### **Semester –II**

#### **Paper – I B: History of India (300 to 1206 CE)**

**CO 01:** The mighty empire of the Guptas, their society, economy, art, science, technology and administration are discussed here. This all will create an interest among the students.

**CO 02:** This chapter will tell the students about the kingdom of Harsha. The administration, of Sasanka spread of Buddhism and the University of Nalanda are described thoroughly

**CO 03:** The regional powers of North India such as the Palas and the senas of Bengal, Pratiharas and the Rajputs of western India will deliver a special knowledge among the students.

**CO 04:** Early medieval history of south India, The Pallavas, the Rashtrakutas, the Cholas and their respective creeds are described in this chapter.

**CO 05:** How the Feudalism changed the socio-economic structure of early medieval India and whether India had a feudal society are the main topics of this chapter.

**CO 06:** The story of Aurelian conquest over Sindh will tell the students about the arrival of Islam in India. The struggle for the power in North India and establishment of sultanate are other topics of it.

### **Semester -III**

#### **Paper – IC: History of India from 1206-1707**

**CO 01:** This chapter is very crucial as it supplies the information about the sultanate. The Salve dynasty, the Khilji's, the Tughluks and their Nature of state, religious power of the llamas etc are described here.

**CO 02:** The regional political power of Vijayanagar, Bengal and Bahamani kingdom are described in this chapter.

**CO 03:** Students will learn about the consolidation of power under the great Mughals. Mughal-Afghan conflict and the special features of great Akbar will amaze the young minds.

**CO 04:** 1606-1707 CE is the time of this part. The Mughal empire under the rule of Jahangir, Shahjahan and Aurangzeb is the subject of this chapter.

**CO 05:** Mughal socio-economic structure is presented here. Special reference is given upon revenue administration, Iqta Jagirdari and Mansabdari, inland and Oceanic trade.

**CO 06:** Sufism and Bhakti movement of this period is discussed here. The tradition of Mughal art, sculpture and architecture will create a sense of beauty among the students. The history of Persian and regional literature should enrich the students.

### **Semester –IV**

#### **Paper – I D: History of India from 1707-1950**

**CO 01:** This chapter throw a light upon the Battle of Plassey, Battle of Buxar, and dewani The Anglo Maratha, and the Anglo Mysore and the Anglo-Shikh relationship are described here.

**CO 02:** The land settlement system as permanent settlement and Rayatwari and discussed here. The story of protest of the tribal and peasant are also told on this section.

**CO 03:** Socio-Religious reformations in the 19th century with special reference of Raja Rammohan Roy, Young Bengal, Vidyasagar and Arya Samaj in stated here. The growth of middle class also creates an interest among the student.

**CO 04:** This chapter will deliver knowledge about the causes and nature of the revolt of 1857. The students will learn about the associations and the birth of Indian National congress.

**CO 05:** India National movement is the main theme of this chapter. Partition of Bengal, moderates and extremists, leftist movements are described here. The rise of great also mesmerized the students.

**CO 06:** This chapter will tell us about the Government of India Act of 1935, Cripps mission, Wavell plan, Cabinet mission communal politics etc. The partition of India and the birth of Free Indian Republic will make the young learner glorified.

## **Semester –V DSE IA**

### **Paper-1A: Some Aspects of Society and Economy of modern Europe: - 15-18<sup>th</sup> Century**

**CO 01:** This chapter will throw a light upon the origins of feudalism, the nature of feudal society, regional variation and the crisis of Feudalism. The young learners will be interested.

**CO 02:** This chapter will discuss about three main features of modern Europe. These are the origin of Renaissance, humanism, rediscovery of classics and the origin-impact of Italian Renaissance.

**CO 03:** The background, Nature this impact of Reformation and Protestant movement are discussed here align with the martin Luther and Europe am States. These all will give a Sense of religious reformation among the students.

**CO 04:** Economic expansions of 16<sup>th</sup> century, the rise of new merchants are discussed here. Price revolution and agricultural revolutions also create an interest among the students about modern economy.

**CO 05:** The enlighten Europe is the matter of this text. Modern science and scientific Revolution are main key. These will allow the student to know the history of modern science.

**CO 06:** The transition from feudalism to capitalism is discussed here. The nature of capitalism and the Industrial revolution should enlighten the young minds.

## **Semester –V, DSE IA**

### **Paper -1A (OR) political History of modern Europe: 15<sup>th</sup> + 18<sup>th</sup> Century**

**CO 01:** The nature and regional variations of feudal society is discussed here. Special reference is given upon economic crisis and the political of feudal crisis.

**CO 02:** The emergence of absolutist from city states is the main concept of this chapter. New monarchies in England, The Empire of Charles v of Spain are described to understand the concept.

**CO 03:** English caviller, Glorious Revolution of England and its impact are discussed here. These all will create the understanding of new age in Europe.

**CO 04:** The causes, Nature and the Result of thirty Years war are the main theme.

**CO 05:** The absolutist states of Prussia, Russia and England in the 18<sup>th</sup> century are the subject of discussion here.

**CO 06:** The crisis of absolutist state in France is the main theme discussed here. This will guide the young learners about political crisis.

## **Semester –VI, (DSE IIA)**

### **Paper-II (A) (No Option offered) Some Aspects of Europe am History (1789-1939)**

**CO 01:** This chapter will tell the students about the causes, origin and socio-economic impacts of 1789's France Revolution. The New ideas of the philosophers and physiocrats will also crest an interest. The neigh of Terror and progress of Revolution will also be discussed.

**CO 02:** The rise, a reform and the fall of great Napoleon are the main concern of this chapter. Vienna congress and Metternich system also discussed here.

**CO 03:** The July Revolution of 1830 and The February Revolution of 1848-1850 will be taught here.

**CO 04:** Age of Nationalism, the Crimean war, and the unification of Germany and Italy are discussed here. Special reference is given upon Russia's ambitions in the Balkans.

**CO 05:** Europe between 1914- 1939 is the most terrific time in the history of Europe. Origin of 1st world war, Role of different countries, peace settlements of 1919 and the League of Nations

are discussed here. The economic depression of America and its impact over the world is greatly discussed. The rise of Fascism in Italy and Nazism in Germany are also the matter of concern.

**CO 06:** The origins of 2nd world war, responsibility of Hitler is discussed here. These all will create an open view among the students.

### **Semester –V, (GE I)**

#### **Paper-I: - Women Studies in India**

**CO 01:** This chapter is the basic concepts and the orgies about defining gender, patriarchy and the relationship between gender classes. Class religion and politics. These will help the students to relate the topics.

**CO 02:** This chapter will help the students to understand the regional centres core-periphery discourse, how activism is connected with academics.

**CO 03:** That chapter is the blend of family and marriage question of women, the women's question place in the 19th century. The movement of women's struggle in the colonial and post-colonial India is another concern of this chapter.

**CO 04:** political participation and the violence against Women are the essences of that chapter. It will the students to make out the problems.

**CO 05:** Issuer of Labour and health is the main concern of this topic special reference is given upon Gender Audit and accords to resources.

**CO 06:** How cultural practices is involved with Gender Question is the main theme. Regional culture and gender discrimination is also described with example.

### **Semester –V, (GE I)**

#### **Paper-I (OR) Some perspectives on Women's Right in India**

**CO 01:** This survey of the chapter about the human rights of India women is the main concern of this topic whereas personal unconventional in Indian content are also grab the attention.

**CO 02:** The Fundamental rights and the directive Principals. Of women stated in the constitutions are the main concerns. The preventive laws to defend women also presented here.

**CO 03:** Minimum wage Act 1948'Family courts Act 1986'PNDT Act1994'Latest measures of the Indian constitution are the main attractions of that chapter.

**CO 04:** The violence against women in the Domestic sector, work places with sexual Harassment and the remedial measures are described in that chapter.

**CO 05:** The role of Non-Governmental Institutions to preserve human rights women's participation in the NGO's will make the students understand the issues.

**CO 06:** Present status of empowering modalities and the debate on uniform civil codes are the outcome of this chapter.

### **Semester –VI, (GE II)**

#### **Paper-II: Gender and Education in India**

**CO 01:** The trends women's education in pre-colonial, colonial and post-colonial age is the matter of concerns in the chapter.

**CO 02:** The trends of women's education in Early and medieval times along with the regional trends and the obstacles of women's education are the themes of this chapter.

**CO 03:** The role of Christian missionaries, socio-religious reforms in spreading be male education and indigenous initiatives at women's education would help the pupils to understand the themes.

**CO 04:** The expansion of infrastructure facilities, development of girl's school and colleges and technical-vocational education for women are the outcome of the course.

**CO 05:** The government policies and schemes to interrogate literacy for women among the region, community and different socio-economic factors are the matter of concern in the chapter.

**CO 06:** Education as a tool of Empowerment is the main scenario of the course.

### **Semester –VI, (GE II)**

#### **Paper-II: (OR): History of Indian Journalism**

**CO 01:** The history of Indian journalism in the colonial and post-colonial period would raise an interest among the students.

**CO 02:** The pre-colonial practices of keeping records of modalities of dissemination on the subject matter.

**CO 03:** The imperialist ideology about the advent of print media is the matter of concern.

**CO 04:** The Nationalism in the print culture is the main theme of that chapter. Tribune, Amrita BazarPatrika, Hindu times etc. were the main Nationalist newspapers in the colonial age.

**CO 05:** How a report should be written is the main theme of the chapter.

### **Semester -III, (SEC I)**

#### **Paper-I: (option offered) Archives and museums in India**

**CO 01:** The definition and history of development special reference is given upon India is the key factor in that chapter.

**CO 02:** The types of archives and museums, their origin, classification and impact upon society are the subject to relate in this chapter.

**CO 03:** The museum presentation and exhibition are discussed here.

**CO 04:** The roles of museums, archives, and society upon education and communication are described in this chapter.

### **Semester -III, (SEC I)**

#### **Paper-I :-(OR) Indian History and culture**

**CO 01:** The historical overview upon the oral and codified information on medicinal plants, water-water bodies are described here.

**CO 02:** The incuse settlement, social different ions, communication networks are discussed in the field of urbanization and urbanism.

**CO 03:** The social inequality and Gender in the households, present content, issues of violence are described here with example.

**CO 04:** The vast cultural heritage of India, their different are key factors. The development of historical tourism is also described here.

**CO 05:** The performing arts, fairs and festivals of India are the subject to concern here. Field survey will made to create interest.

### **Semester -IV, (SEC II)**

#### **Paper-II (Option offered) Understanding Heritage**

**CO 01:** The chapter base of the syllabus. The meaning of antiquity, archaeological site, tangible heritage, intangible heritage and art treasure are told here.

**CO 02:** The evolution of heritage legislation is the main theme of this chapter. The heritage related government departments, museums, regulatory bodies are described here.

**CO 03:** The challenges of Tangible and Intangible heritage, its developments, antiquity, smuggling and conflicts are described here.

**CO 04:** The evolution of heritage legislation and the Institutional frame works are stated here. Special reference is given upon national-international heritage related departments, museum etc.

**CO 05:** The challenges of Tangible and Intangible heritage are described here.

**CO 06:** The recent trends of travelling, the role of heritage in travelling are the subject to study here.

#### **Semester –IV, (SEC III)**

##### **Paper-III :-( OR) Ethnographic practices in India: Tradition of Embroidery, Textile making, Knitting, Handicrafts**

**CO 01:** This chapter contains the history and evidence of ethnographic practices in India of the early, medieval, colonial and post-colonial ages.

**CO 02:** The regional practices are the main theme of this chapter. The practices of Northern, southern, Western and Eastern India are discussed here.

**CO 03:** This chapter relates upon field work. The issues of Sustenance of the practioners, codification of traditional hand work.

**CO 04:** Information, the relationship between market and conversation are also discussed here.

#### **Semester –V, (SEC III)**

##### **Paper-III:(Option offered) understanding popular culture**

**CO 01:** This introductory chapter discusses about the difference between elite and popular culture, them forms, contents, pattern of presentations. The changing traditions of folk songs, music, literature and dances are also described here.

**CO 02:** The visual expressions of folk art, calendar art, photography is vastly discussed. The impact of television, cinema, dance drama, films and painting are presented to make out the topic.

**CO 03:** The performance-based art such as theatre, music, folk songs, jatra and their impact upon society is discussed. The tradition and regional rituals about fair and festivals are also described to create interest.

**CO 04:** The impact of the internet and audio-visual media on popular culture is the main subject matter here.

#### **Semester –V, (SEC III)**

##### **Paper-III:(OR) An Introduction to Archaeology**

**CO 01:** This chapter supplies the definition and components of archaeology.

**CO 02:** Historiographical trends of archaeology are discussed here. These all will attract the new minds.

**CO 03:** The research methodologies are discussed here with some examples.

**CO 04:** The definitions of historical sites and explorations are described to create interest.

**CO 05:** A vast discussion is made upon the field work and the tools of researches. It would attract the students.

**CO 06:** The themes of this part are the process of documentation, codification class fiction, analysis of findings and palliations. It would help the students to understand.

### **Semester –VI, (SEC IV)**

#### **Paper-IV: (Option Offered) Art Appreciation: An understanding to Indian Art**

**CO 01:** This chapter tells us about the rock art and Harappan art. The pre-historic art of India would make the students interested.

**CO 02:** The chapter contains world Heritage sites of India. The developments of stupa, cave, temple art.

**CO 03:** The outcomes of this chapter are temple forms, early will lustrated manuscripts and mural painting traditions of early media Val sculpture etc. The Indian iconography of would create a sense of aesthetics among the students.

**CO 04:** This chapter helps the students to know about the sultanate and Mughal architecture, miniature paining traditions. The haveli, fort palace architecture of the Mughal pari and Rajasthani's are also discussed.

**CO 05:** This chapter is very crucial to know the major modern trends in Indian Art in colonial period. Bengal school of art, major artist groups and their works are also described here with great energy.

### **Semester –VI, SEC IV**

#### **Paper-IV :( OR) Orality and oral culture in India**

**CO 01:** This chapter will help the students to realize the definition of orality.

**CO 02:** The history and historiography of orality is subjected here to create a sense in the students.

**CO 03:** The sociological aspects of life histories and their impacts to construct history are subject matter.

**CO 04:** The methodologies of Research skill is the theme to learn in that chapter.

**CO 05:** The process of documentation is presented here. How the visual sources are written and used in the history is the subject to learn here.

### **PO- CBCS- PASS/GENERALCOURSE HISTORY**

**PO 01** 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.

**PO 02** As the core course deals with the Indian history, the phases and socio-economic culture of that time would enrich the students. The course will provide the students the scientific way of learning history. Student will understand and evaluate historical ideas, arguments and point of views. This course would help the students to assess primary evidence, sources and critical analysis. The program will enable the students with the significant developments and changing culture scenario in India. Unity in diversity is the main concept of Indian history, this phenomenon is clear here. Students will analyze the Indian culture and civilization – ancient, medieval and modern. The student will understand the ethical values, religious differences etc.

**PO 03** 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 wars make the students feel the heavy impact of wars. The difference between the socio-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.

**PO 04** Students will learn how to maintain documentary, visual and material remains of the past. They will be encouraged to undertake collections, documentation and exhibitions 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. Thus, education tour to the national archives and national museum in an integral part of the history students.

**PO 05** Students to understand the different facts of heritage and their significance. They understand the legal and institutional frameworks for heritage 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 gather knowledge about the heritage through project and visit to museum and archives.

**PO 06** They will gather knowledge towards the popular culture through audio visual expression like folk art, photography, theatre, music, songs by performance and participation in real life. They can realize about the impact of the internet and audio-visual media on popular culture of the world.

**PO 07** 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 equip with the abilities to understand art as a medium of cultural expression.

**PO 08** Make the students aware about women studies, gender relations in precolonial and colonial India, women education, health, women participation in environmental issue and national movement. Students will gather knowledge about the basic concept of women studies and its emergence. It will give a proper idea that how gender, society and culture is related with each other.

**PO 09** Students will get to learn about the development of education in ancient medieval and modern India, contribution of Christian missionaries and East India Company, and the very important point is literacy programme in India. Students will gather knowledge regarding the present scenario of the modern women education system.

### **CO- Old History Honours (1+1+1 Pattern)**

#### **P-I: History of India (Earliest Times to 1206)**

**CO 01:** From this chapter learners learn about how to constructed ancient Indian History by archaeological and literary sources.

**CO 02:** This chapter highlights the Stone Age. Students can get knowledge about Stone Age

and classification of this age.

**CO 03:** This chapter describe about Aryans Problems. learners can know about debate of original homeland of Aryans and also their culture, society, economy, polity, religion. Know about Vedas.

**CO 04:** This chapter focus is on Sixteen. Mahajanapadas, rise of Magadha, Religious Protest Movements. Learners can get knowledge about Mahajanapadas, religious protest movement.

**CO 05:** This chapter describes rise of regional power in the Northern India-Satavahanas, Saka kshtrap, Pallavas, Kusana etc. Learners can get knowledge about their society, economy, religion, polity and inland & foreign trade.

**CO 06:** From this chapter students know about the Gupta Dynasty. Students can get knowledge about Gupta's administration, their society, economy, religion, art & architecture etc.

**CO 07:** Weakness of Gupta Empire the regional power in North India emerged-Kanauj, Pushyavutis, Guda, Palas, Senas, Pratiharas.

**CO 08:** After decline of Gupta Empire South Indian regional powers emerged Rashtrakutas, Pallavas, Chalukyas, Cholas. Learners can gather knowledge about regional powers politics, administration, Inland and overseas trade and Art.

**CO 09:** From this Chapter students know about foreign invasion occurred. Advent of Islam; Arab conquest of Sind; Ghaznavid and Ghurid invasion. Learners know about new foreign power. They know about effectiveness of their advent in the Indian society.

**CO 10:** From this chapter learners know about new is of Feudalism and urbanization.

## **P-II: History of Classical Greece and Rome**

**CO 01:** Learners can know a new history of World that is the History of classical Greece and Rome. They can get new idea about 'Polis', its origins, characteristics. class composition of Sparta. They can gain about new idea of Peloponnesian League.

**CO 02:** From this chapter learners know the class composition of Sparta. They know about army structure of Sparta. They can get new idea about Peloponnesian League.

**CO 03:** Students can get new idea about Athenian Democracy. They know about some leaders of Athens and Sparta- Pericles, Solon, Cleisthenes etc. they know about Athenian expansion and also know about Confederacy of Delos.

**CO 04:** Students can get a new idea about the great Peloponnesian war which is the most important war of the Greek history. They also know about the strategy of this war and some rebellions- Mytilene Sicilian expedition etc.

**CO 05:** Learners know about Greek Historians and Philosophers like Socrates, Plato, Aristotle, Herodotus, Thucydides etc. they can know about Greek philosophy and their morality. They can also get a idea about Sophists, other important event funeral oration.

**CO 06:** From this chapter learners get new idea Greek culture, religion, and Greek god and goddess, Games and sports, drama, art and architecture.

**CO 07:** learners know about the Greek historiography and also know about two great historians—Herodotus and Thucydides.

**CO 08:** learners can get knowledge about transition from Monarchy to Republic. They can gain knowledge about 'Monarchy' and 'Republic'. They can know about development of the Roman Republican Constitution, Roman Laws, crisis of Republic and transition to Principate.

**CO 09:** From this chapter students know about Society, Religion, culture in classical Rome. Not only that they also know about Citizenship, Slavery System, Army, Mode of Production, Trade and Commerce, literature, art and architecture and urbanization.

**CO 10:** From this chapter students know about old gods and customs of classical Rome. They also know about cult of emperor, Judaic revolts and Christianity. They can get knowledge about literature, philosophy, art and architecture of classical Rome.

### **P-III: History of India (1206—1757)**

**CO 01:** From this chapter learners know about the new dynasty, Delhi Sultanate. They can know about how consolidate of Delhi Sultanate. They know about some Sultanas or Ruler- Qutb-Uddin Aibek, Iltutmish, Razia, Balban,

**CO 02:** From this chapter learners know about new two dynasty- Khilji and Tughluq. They can know about Khilji Sultan Jalaluddin Firoz Khilji and Ala-Uddin Khilji. And know also about Mahammed Bin Tughluq, Firoz Shah Tughluq etc. They also know about the Theory of kingship of Delhi Sultans.

**CO 03:** Students know about Sayyids and Lodis dynasty. Due to disintegration of the Sultanate rise of new dynasty-Mughal. And know about First Mughal emperor Babur. They can know specially Sher shah's reign and his administration. And also know about rise of regional kingdoms-Vijayanagar and Bahamani

**CO 04:** From this chapter learners can get knowledge about new dynasty- Mughal Empire. They know about the Mughal rule in India. They know about the great ruler of Mughals- Akbar and his imperialism, Jahangir, Nur Jahan, Shah Jahan and his golden era

**CO 05:** Mughal Empire From 1657-1739 –From this topics learners get knowledge about Aurangzeb's' reign and can know the history of Marathas, Rajputs, Sikhs and Deccan. They can know about rise of Maratha under three peshwas (Prime Minister) where introduced new a theory 'Hindu-Pad-Padashahi'

**CO 06:** Disintegration of the Mughal Empire regional powers emerged- Bengal, Marathas, Sikhs, Mysore, and Deccan. Learners get knowledge about causes of disintegration of Mughal Empire and how to emerge the regional powers.

**CO 07:** From this chapter students learn about the theory of Kingship, Central and Provincial administration and they can get idea about the Mansabdari System in details.

**CO 08:** This chapter mainly emphasized on society and Economy. Student can know about revenue administration from Iqta to Jagir, agrarian crisis, non-agricultural production, trade and commerce, monetary system, urbanization.

**CO 09:** learners can get knowledge about Religion and Culture during Mughal period in India. They can gather knowledge about syncretic movements. Sufism, Bhakti movement and learnt about art, painting, sculpture, architecture, literature during 1206-1757.

**CO 10:** From this chapter learners can know European companies and expansion their trade

### **P-IV: History of Europe (800—c.1700)**

**CO 01:** From this Chapter learners know about Charlemagne Coronation and also know about the down fall of the Carolingian Empire.

**CO 02:** Students know the invasion of Norsemen: Magyars, Arabs, Saracens. They also can get idea about Norsemen, their lifestyle and so many other things.

**CO 03:** Students can get knowledge about Feudalism and its fetchers. they know about mediaeval Monasticism. Emergence of towns and also trade and commerce, and know about guild.

**CO 04:** This chapter emphasis on Emergence of National Kingship in Germany Hohenstauphens and France. From this chapter learners know about new dynasty like France under Valois and Germany.

**CO 05:** learners learnt about Reform Movement of Cluny. They know Investiture contest, Monasticism, Crusades, Schoolmen, Humanism, Universities and also know 12<sup>th</sup> Century Renaissance.

**CO 06:** From the chapter learners can gather knowledge about Humanism, causes of its origins and impact on the then society.

**CO 07:** They can get new idea about Luther, Zwingli, Calvin, counter reformation etc.

**CO 08:** From this Chapter learners get idea about socio-economic transformation of Europe from 1100 to 1700 AD. Crisis of Feudalism, transition to Capitalism, Black death in Europe, 15<sup>th</sup>. And 17<sup>th</sup>. Century's agricultural crisis. Price Revolution and also Mercantilism.

**CO 09:** Learners can get new idea about Scientific Revolution, Printing, Military Revolution and also, Geographical explorations.

**CO 10:** They can get idea of Civil war and Glorious Revolution of England. Know about Lockean liberalism.

#### **P-V: History of India (1757—1964)**

**CO 01:** English East India Company- Bengal, Rohilkhand, Mysore, Maratha, Oudh, Sikh- how these regional powers established here supremacy has been vividly described.

**CO 02:** How Regulating Act was established to control the English East India Company.

**CO 03:** In this chapter various land revenue system of English East India company, educational and social policy has been discussed.

**CO 04:** How the company established their supremacy upon agricultural, cottage industry and paved the path towards establishment of modern Industry.

**CO 05:** Resistance movements of the tribal's against the company, revolt of 1857 has been discussed. Also, Santhal, Indigo, Pabna riots has been discussed.

**CO 06:** This chapter highlights middle class response to colonial policies. Raja Rammohan Roy's contribution has been highlighted.

**CO 07:** Here, birth of Indian National Congress, Extremists-Moderates schism, rise of Muslim league has been focused.

**CO 08:** Learners gain knowledge about the Gandhian era, various freedom movements, Working class movements, Subhas Chandra Bose and I.N.A.

**CO 09:** Pre-War political developments and the partition has been highlighted.

**CO 10:** Nehru's Non-Alignment Movement, Five Year Plans has been discussed.

#### **P-VI: History of Europe (1789—1945)**

**CO 01:** How France paved the path towards French Revolution- social, political, economic crisis has been highlighted.

**CO 02:** Formation of the constituent Assembly, its achievements. France under the Directory and rise of Napoleon has been focused.

**CO 03:** Restoration and reaction in Europe has been emphasized with the formation of Vienna Congress, concert of Europe, Metternich.

**CO 04:** Nationalism reflected through the second Empire in France and Louis Napoleon, unification of Italy and Germany, Crimean War.

**CO 05:** Society and Economy in nineteenth century Europe with emphasis on industrialization process between England and continental powers like France, Germany and Russia.

**CO 06:** Imperial expansion with emphasis upon Bismarck's diplomacy and new balance of power, Kaiser William II and welt politic, Balkan wars.

**CO 07:** World War I and its aftermath-emergence of two armed camps; origin of First World War, its impact, Russian Revolution.

**CO 08:** Challenges to the new European Order- consolidation and development of the Soviet State.

**CO 09:** Road to Second World War with emphasis upon Germany's aggressive foreign policy, role of war economy Spanish Civil War

**CO 10:** World War II and the quest for peace- outbreak of World War II, quest for peace; Evolution of UNO.

### **P-VII: History of China and Japan (1839-1949)**

**CO 01:**Pre- colonial China with emphasis upon struggle for traditional society, peasantry and Gentry.

**CO 02:** Anglo-Chinese revolutions till the opium war- Tribute System, Canton Trade and its collapse "Open door Policy"

**CO 03:** Rebellion and Restoration- Taiping rebellion background and causes.

**CO 04:** Reform and restoration in china with emphasis upon reform movement of 1898, Boxer rebellion, China Revolution of 1911. Role of Dr. Tsun yat Sen.

**CO 05:** Communist victory in China. Foundation of Communist Party, Ma Tse Tung and the making of the Red Army, Chinese Revolution in 1949. Establishment of the Peoples Republic In China.

**CO 06:** Per-Meiji Japan with emphasis upon Tokugawa Shogunate, perry mission, opening up of Japan, Fall of Shogunate.

**CO 07:** Meiji Revolution-Cause and Nature.

**CO 08:** Popular and Democratic Movement- Satsuma and Popular rights Movement.

**CO 09:** Emergence of Japan as an Imperial Power.

**CO 10:** Japan through two world War has been emphasized.

### **P-VIII: Making of the Contemporary World (1945—2000)**

**CO 01:** A New World order and the origin of the Cold War has been highlighted, Breakdown of the Grand Alliance, Formation of NATO, SEATO, Warsaw, COMACON.

**CO 02:** Development of Cold War with emphasis upon Sovietization of Eastern Europe, Truman Doctrine and Marshall Plan.

**CO 03:** Cold War escalates with War in Korea, Cuban Missile crisis, Hungery, Polis Question.

**CO 04:** Decolonization and the emergence of third World national movements in Asia and Africa, emergence of third World, third world organizations- OPEC, SAARC, ASEAN, OAU.

**CO 05:** Detenate background of Stars Wars- USA, USSR, hina, SALT-I and SALT-II.

**CO 06:** Rise of Red China and World politics.

**CO 07:** India and her neighbours (1947-91) Pakistan, China, Bangladesh, Nepal, Sri Lanka.

**CO 08:** Causes of the Soviet Bloc- process of disintegration, Glasnost and Perestroika. : American polarism and the West Asia challenge- American intervention in middle Asia.

**CO 10:** Globalization- its impact on the third War.

### **PO: OLD Part III – HISTORY Hons. (1+1+1) Patterns**

**PO 01** This is the old syllabus for B.A. Honours students following the 3 Tier Pattern (1+1+1) which was in effect from 2015-16. This syllabus oriented in such a manner where students gain a thorough understanding about the history of India from earliest times to 1206A.D.

**PO 02** Learners are also equipped with a clear understanding of not only Indian History but also the History of Classical Greece and Rome, their political system, culture and religion., Greek historiography.

**PO 03** This will help students to develop a comparative understanding of one's own country with the other foreign country. Medieval Indian History is also a crucial part which the learners need to focus upon. Another interesting area of study starting from the coronation of Charlemagne and ending with the crisis of absolutism- English Civil war and the Glorious Revolution.

**PO 04** Modern Indian History mainly highlights upon the colonial rule, when India was under the British rule commencing from the establishment of the English East India Company. The syllabus ends with the post- independence period, the Nehruvian era. Learners come to know about the history of freedom struggle.

**PO 05** Students also develop a clear concept with the study of the history of China and Japan, its socio- political history (1839-1949). The syllabus ends with another period of history, the making of the Contemporary world. Here international relations are largely focussed upon, also globalization is included here with its impact on Indian economy.

### **CO B.A. HISTORY PASS COURSE OLD (1+1+1) Patterns**

#### **Paper I: History of India from Pre historic time to 1206**

**CO 01** Students will get to know the literary and archaeological sources of early and early medieval India.

**CO 02** They will understand the prehistoric era and Harappan civilization like its origin, town plan, trade, religion, decline and legacy.

**CO 03** They will know the Vedic and later Vedic period and its society, economy, culture, polity and transition from pastoral to agricultural society.

**CO 04** Students will get to know regarding transition from chiefdom to kingdom specially Mahajanapada, emergence of Magadha and second urbanization.

**CO 05** They will understand the emergence of the religious protest movement like Buddhism, Jainism.

**CO 06** They will learn about the Mauryas, from Chandragupta to Ashoka. Political overview especially Mauryan administration, Ashoka's Dhamma, decline of the empire.

**CO 07** Students will learn about post Mauriyan period like Satavahanas, Greeks, Sakas, Pallavas, Kushanas polity, religion, culture, economy, and Indo Roman trade.

**CO 08** They will get to know about the whole Gupta Empire, its economy, society, culture and its downfall.

**CO 09** Students will learn how Bengal was ruled by Palas and Senas, how was their relation with Rashtrakutas and the Pratiharas. The overviews of the other local rulers Harshavardhana, Sasanka, their political development in South India.

**CO 10** Arab conquest in Sind with the special reference of Ghaznavid and Ghori's invasions.

### **Paper II: History of India (1206 to 1757)**

**CO 01** Students will get to know about sources of Medieval Indian History.

**CO 02** Students will understand the political history of Delhi Sultanate, mainly establishment, growth, administration, nature of state, the Mongols, nobility, Ulema, Afgan despotism.

**CO 03** They will understand the economic system (land revenue, Iqta system, non-agrarian economy, market regulation, trade) and society of the Sultanate Empire.

**CO 04** They will know about regional political frontier mainly Vijayanagar and Bahamani Kingdom.

**CO 05** Students will be acquainted with the Sufi Movement and Bhakti Movement especially religion and culture of the Sultanate Empire.

**CO 06** They will learn about the foundation and expansion of the Mughal Empire from Babur to Aurangzeb.

**CO 07** From this chapter students will learn Akbar's imperialist agenda mainly administration, Mansabdari system, Zabt system, religion, state, evolution of the nobility under the Mughals.

**CO 08** This chapter will give some information regarding Mughal society, economy, culture, trade, technology, architecture and painting.

**CO 09** This chapter will give some information about disintegration of the Mughal Empire. Students will get to know the problems of succession and court politics in the reign of Aurangzeb, revolts within the Mughal Empire, crisis in the Jaghirdar system, peasant uprising, agrarian crisis.

**CO 10** Students will get to know the political ascendancy of the English mainly East India Company.

### **Paper III: BA Old, History of Europe (1789 – 1945)**

**CO 01** This chapter deals with the causes of French revolution and socio-economic background of Pre-revolutionary France.

**CO 02** Napoleon Bonaparte and his political rises, career and downfall is covered here.

**CO 03** The courses of European politics after Napoleon is discussed here with special references of July & February revolution in France.

**CO 04** The unification of Italy, Germany. The starting of Balkan problem is stated here.

**CO 05** The industrial revolution of England along with the Europe and its impacts are discussed here.

**CO 06** Diplomacy policies of Bismark. Change in German thinking about foreign affairs is the main topic here.

**CO 07** The horrified stories of First World War with cause and effect are told here.

**CO 08** The changing courses of European history, rises of Fascism, Nazism, French security questions are discussed here.

**CO 09**The causes and discourses are of 2<sup>nd</sup> World War are discussed here. Special references are given about Hitler and the policies of war and failure of Germany.

**CO 10**Finally the world needs peace, so the creation of UNO is the subject here to study.

#### **Paper IV History of India (1757 – 1964)**

**CO 01**How the britishers started to capture Indian political powers with economic holds are discussed here with Battle of Plassey, Battle of Boxer etc.

**CO 02**The diplomatic policies as subsidiary alliances, doctrine of lapse and the relationship with the regional powers are stated in this chapter.

**CO 03**The colonial economy, land settlement, drain of wealth is discussed here to make the student understand about the Britishers torture for wealth.

**CO 04**The stories of resistance against the British are stated here.

**CO 05**The social changes and the reformers along with their contribution are discussed. The birth of National Congress is also stated.

**CO 06**The pre-Gandhian politics of Indian Congress movements in Bengal are stated with great interest.

**CO 07**The era of great Gandhi with all his movements are stated with special references in his thoughts and impacts among the Indians.

**CO 08**The course of Indian politics in the time of 2<sup>nd</sup> World War, Subhas Bose and his brave INA are the subject matter here along with the partitions.

**CO 09**Finally India got its independence. The story of constructing Indian Parliaments, democracy is discussed here.

**CO 10**Indian foreign policies such as NAM is told here. Indo- China, Indo-Pak relations are discussed here.

#### **PO HISTORY OLD PASS COURSE (1+1+1) Patterns**

**PO 01** While pursuing general course of studies in history is mandatory that a student develops proper knowledge of the historical events. In this sphere also the 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.

**PO 02** The students may acquire knowledge of the historical events of the ancient, medieval, modern and European history in new aspects.

**PO 03** The programme will acquaint the learner in understanding the sources of history in varied forms, uses and analysis, growth of human civilizations, it's basic and glimpses of ancient history.

**PO 04** It deals with the state formation process, polity and society both in medieval and modern aspects.

This programme will enhance the students with different school of thought which ushered the great revolutions in Europe and the beginning of colonial dominion in India till its freedom.

**PO 05** Understand the basic themes, concept, chronology, and scope of Indian history. Acquaint with range of issues related to Indian history that span distinct eras.

**PO 06** Understand the history of countries other than India with comparative approach. Think and argue historically and critically in writing and discussion. Prepare various types of competitive examinations.

**PO 07** Critically recognize the social, political, economic and cultural aspects of history. They can teach at various levels and undertake any other responsibilities that involve human resources. It develops practical skills in the study of history and understanding the historical events.

**PO 08** The study of history helps to impart moral education. History installs the feeling of patriotism in the hearts of the students.