

Dewan Abdul Gani College
Course Outcomes
 History Honors & Program Curriculums in UG Level, CBCS Pattern
 University of Gaur Banga

Curriculum Structure Based on Learning Outcomes in BA Honors and Program Course in History:

The curriculum of History Honors and Program courses deals with Indian history from the birth of civilization to the history of India after independence. This course also emphasizes the history of Europe from the Renaissance period to the Second World War. The course focuses on international relations during the period of post-World War II and contemporary events of world particularly up to 1990 CE. There is ample opportunity for students in the Department of History to choose a variety of options for units that provide a vibrant knowledge of the political, social, cultural and economic history of India, Europe and the contemporary world.

After completing the course students of the department of History are able to develop their skills in primary and secondary sources, historiography, and archaeology, socio-economic-cultural history from pre-historic period to colonial period of Indian history, evaluations of the European history from mid fifteenth century to the period of the World War II and international relations. At the same time, they will be able to acquire multifaceted knowledge, establish effective communication and explore the relationship between past and present.

Semester	Course Title	Course Objective	Course Outcome
I	DC-1 History of India: Pre-history to 6th Century BCE	a) To impart knowledge about the chronology of pre-history, proto-history and historical period based on archaeological sources. b) To teach about the Birth of Civilization from Mehargarh to Harappa. c) To Provide knowledge about the migration of Aryan people to the emergence of the sixteen independent Mahajanapadas and the establishment of state under the Magadha (6 th century BCE)	a) Students will obtain knowledge about the merits and demerits of the Archaeological sources to reconstruct the ancient Indian History and culture. b) Students will be able to gather knowledge about the gradual evaluation of Indian History from pre-historic period to the establishment of the period first urbanization. c) Students will realize the causes of decline of the first urban settlement in India. d) Students will get information about migration of Aryan people, their religious and cultural interpretation, their gradual accumulation with non-Aryan culture. e) Students will able to analyze data related to the political, economical, social and cultural history of India from the Mahajanapadas to the emergence of the State.
	DC-2 History of India: 6th Century BC- Gupta Period	a) To provide knowledge about the impact of caste and religious orthodoxy on society and the emergence of new religions such as Ajjvikism, Jainism and Buddhism in the 6th century BCE. b) To impart knowledge about the establishment	a) Students will get information about the emergence of Ajjibikism, Jainism and Buddhism as protest religions against Brahmanism. b) Students will understand in detail a social, political, economic and cultural condition in India from the 6th century BC to the Gupta period. c) Students will be able to analyze information on the history of art, architecture, science, religion and

		<p>of the first Empire in India by the Chandragupta Maurya in 322 BCE.</p> <p>c) To give information about the political, economical, cultural and social conditions of India during the time of the Mauryas and the post Mauryan Period.</p> <p>d) To teach about the emergence of the Gupta empire c. 320 and its achievements in the arts, architecture, sciences, religion, and philosophy up to 550 CE.</p> <p>e) To impart knowledge about the period of decline of the Gupta Empire and the decentralization.</p>	<p>philosophy from the sixth century BCE to 550 CE.</p> <p>d) Students will gain knowledge about the difference between centralized administration and decentralized administration under Maurya emperors and Gupta emperors respectively.</p>
II	DC-3 History of India: Post-Gupta to 1200 AD	<p>a) To impart knowledge about the emergence of the regional independent rulers in Northern, Southern and Eastern India during mid sixth century CE.</p> <p>b) To provide knowledge about the political, economical and social history from the post-Gupta period to 1200 CE under the various independent regional rulers in India.</p>	<p>a) Students will understand the history of the emergence of the regional kingdoms and its struggle for existence during the post-Gupta period to 1200 CE.</p> <p>b) Students will be able to analyze the data related to the existence of the Feudalism in Indian history like the European model.</p> <p>c) Students will get information about the emergence of regional political, social and cultural history through the analysis of the primary and secondary literary sources especially with the help of epigraphic data.</p>
	DC-4 History of India: 1200 AD to 1526 AD (Political History)	<p>a) To impart knowledge about the emergence of the Delhi Sultanate and their political achievements.</p> <p>b) To provide knowledge about frequent dynastic changes of the Delhi Sultanate and final decline by the Mughals particularly by the Babur in the battle of first Panipath in the year 1526 CE.</p>	<p>a) Students will understand the transition from ancient to medieval period through the primary and secondary sources of Indian History.</p> <p>b) Students will understand the political History of the period from 1200 CE to 1526 CE under the Delhi Sultanate.</p> <p>c) Students will be able to analyze the relation between the regional administration and central administration during medieval period of Indian History.</p>
III	DC-5 History of India: 1200 AD to 1526 AD	<p>a) To impart knowledge about the Socio-Cultural, Economic</p>	<p>a) Students will understand the Socio-Cultural, Economic History of the period from 1200 AD to 1526 AD.</p>

	(Socio-Cultural, Economic history)	<p>history of India during the period of Delhi Sultanate.</p> <p>b) To provide knowledge about the development of the regional culture and society.</p>	<p>b) Students will be able to analyze the development of the regional culture and medieval literature like Puranas and Mangal kavayas etc.</p>
	DC-6 History of India: 1526 AD to 1707 AD (Political History)	To provide knowledge about the political History under the early Mughals specifically from the emperor Babur to Aurangzeb from 1526 to 1707 CE.	Students will gain knowledge about the sources of Mughal history and historiography and the political achievements of the Mughal emperors from 1526 to 1707 AD especially from Babur to Aurangzeb.
	DC-7 History of India: 1526 AD to 1707 AD (Socio-Economic and Cultural history)	To impart knowledge about the Socio-Cultural, Economic History of India under the early Mughals specifically from the emperor Babur to Aurangzeb from 1526 to 1707 CE.	Students will understand the Socio-Cultural, Economic History of India like Agriculture production, trade and Commerce and Monetary System, development of Urban Centers during Mughal period from 1526 to 1707 CE with the help of the primary and secondary sources.
IV	DC-8 History of India: 1707 AD to 1818 AD	To teach about the detail history of the period from 1707 CE to 1818 CE especially the scenario of Indian History after the decline of the Mughals and beginning of the colonial rules.	<p>a) In this paper students will understand the concept of the transition from medieval period to Modern period in India History.</p> <p>b) They learnt about the establishment of the British Rule in India after the battle of Plassey and the various policies of British East India Company to invade the Indian states like Mysore, Marathas, Punjab and Awadh.</p> <p>c) Students will gain knowledge about the implementation of the regulating Act, Pitt's India Act, Charter Acts of 1813, Administrative, Military, Police and Educational Reforms under the rules of British East India company.</p> <p>d) They will learn towards the land revenue systems, Commercialization of agriculture, De-industrialization under the company's rule in India at the same time. They also learnt about the early resistant of tribal and others like the Chuars. The Pinderies, the Santals.</p>
	DC-9 History of India: 1818 AD to 1885 AD	To impart knowledge about the social-cultural scenario under the British rule in India since the age of Enlightenment (Bengal Renaissance) up to the birth of the Indian National Congress.	In this paper the student will understand the renaissance and socio-religious reforms movement under the leadership of Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar during the Company's rule in Bengal. They also learnt about the Prarthona Samaj, Arya Samaj, Satya Sadbok Samaj, Theosophical Society, Wahabi, Faraizi, and New Hindu movements, Ramakrishna Mission

			<p>movement. They will also learn about the changing position and attitudes for women, Sanskritization; Cast movements; Brahmanical and depressed classes. They will also acquire knowledge about the first national war of rebellion i.e. 1857 revolt, its causes, nature, extent and cause of failure.</p>
	<p>DC-10 History of India: 1885 AD to 1950 AD</p>	<p>a) To provide knowledge about the development of the social, religious and cultural history of India after the great revolt of 1857.</p> <p>b) We also tried to teach about the history of freedom movement and the Indian Independence in 1947.</p> <p>c) This course deals with the history of Indian states and their status during the period of independence.</p>	<p>a) Students will learn about local uprisings and movements like the indigo Rebellion, the Deccan Riots, the rise of the new middle class; Aligarh Movement, Arya and Parthna samaj after 1857.</p> <p>b) They will learn the real historiography of Indian Nationalism; birth of Indian National Congress, the role of Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905. They can acquire knowledge about the rise of Gandhi's power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, the Swarajya party, Poona Pact, Civil Disobedience Movement, and Quit India Movement. They also learn how to raise communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partition in India.</p>
V	<p>DC-11 Rise of the Modern West: Mid 15th - 17th Century & DC-12 Rise of the Modern West: 17th Century-Mid 18th Century</p>	<p>To impart knowledge about the impact of Renaissance on socio-cultural, political and economic spheres. The Renaissance played a major role in the rise of modern Europe after the decline of the Medieval age.</p>	<p>a) Students learn about the rise of the modern Western world and the social and economic transition from feudalism to capitalism.</p> <p>b) They learn about the rise of the Renaissance in Italy and the spread of humanism in Europe, as well as the results of the European Reformation and changes in economic balance, the Commercial Revolution, from the Mediterranean to the Atlantic in the 16th century CE.</p> <p>c) Spread the colonial economy in the Afro-Asian and American countries during eighteen century</p>

			<p>CE.</p> <p>d) They gathered knowledge about the emergence of the absolutism and National Monarchy system in European countries such as Spain, France and England.</p>
VI	DC-13 History of Europe: 1789 AD to 1870 AD	<p>a) To impart knowledge about the history of the French Revolution and its worldwide influence.</p> <p>b) b) To teach about the significance of outbreak of industrial revolution in England and its impact on European economy.</p> <p>c) Changes in political policies and the expansion of European colonies towards Afro-Asian countries.</p> <p>d) The rise of nationalism and the development of integration among European countries on the eve of World War II.</p>	<p>a) They will learn about history of the French Revolution and its significance on European countries.</p> <p>b) Emergence of industrial revolution and its impact on the socio-economic transformation of Europe.</p> <p>c) They will learn about super power politics among European countries. Growth of nationalism and integration develop among European countries on the eve of World War II.</p>
	DC-14 History of Europe: 1871 AD to 1945 AD	<p>a) To impart knowledge about the social-economic and political changes before and after the World War I.</p> <p>b) To teach about the social economic and political causes of the outbreak of the World War II.</p> <p>c) This course deals with the major political and economic impact after the treaty of Versailles in 1919 which was one of the major cause of the World War II</p>	<p>a) Students of the department of history will discover how the superpowers of the world split apart after the First World War.</p> <p>b) Additionally, they discover how Germany's and Italy's aggressive foreign policies affected other European nations and forced them to unite as allied world powers.</p> <p>c) The Second World War developed gradually, and the League of Nations was founded as a result of the conflict, which had an impact on global affairs.</p> <p>d) In the end, there were only two superpowers left in the planet. i.e., the USA and its allies, as contrast to the USSR and its allies.</p>

Discipline Specific Elective (DSE) Programme Outcome

Semester	Course Title	Course Objective	Course Outcome
V	DSE-1-A India after Independence OR DSE-1-B Economic History of Modern India	This course consists of two contiguous periods of Indian history. Students have to choose any one paper. These two papers discuss the economic history of modern India and the socio-political and economic consequences of post-independence India.	<p>a) The students will study from this course how the Indian Constitution was created, about its various branches, and how the multi-party system and elections from 1950 to 1970 affected democracy.</p> <p>b) They prepared their lesson on economy, society, and culture in the 1950s to 1970s</p> <p>c) Planned economy, industry, labor, science, and education, as well as the land question Movements and Legislation Regarding the Women's Question Institutions, ideas, literature, media, the arts, and other cultural trends.</p> <p>d) Students will get knowledge of the economic development of contemporary India under colonial authority through this course along with the Colonial Economy (1757–1813), Agriculture and Property Rights (1813–1947), Industrial Development (1813–1947), and Trade and Commerce of India (1813–1947).</p>
	DSE-2-A History of China and Japan OR DSE-2-B Regional History with special reference to North Bengal (1206-1947)	<p>Students have to choose any one paper. We will try to explain the problems and consequences of the political and economic history of the modern China and Japan.</p> <p>OR To impart knowledge about the social, economic, and political conditions of Northern region from the rise of the Sultanate of Bengal to the independence of India.</p>	<p>Students will be informed about the rise of the Chinese Communist Party and its impact on all Asian nations. They will discover how the Chinese Republic overcame colonial oppression and slavery. Additionally, they will learn about how Japan became a military power in East Asia on the eve of World War II, which had an impact on World War II.</p> <p>Or In this study, students learn about the history and social, economic, and political conditions of Northern region from the rise of the Sultanate of Bengal to the independence of India. From this study, students can also find out from the primary and secondary sources which provide information about regional history. They also learned about the medieval and modern history of North Bengal from this study. They also study various aspects of this period, such as</p>

			social, economic, cultural, and religious developments during 1206 to 1947 CE.
VI	DSE-3-A Contemporary World (1945-1990) OR DSE-3-B Gender and Education	To provide knowledge about the international politics after the end of the Second World War. Or To teach about the various topics in gender and education, including basic concepts and theories, the emergence of women's studies in India, history of gender and society: family and marriage, women's issues in the 19th century, and the women's movement during Colonial period and post-colonial period - Colonial India	Students will aware about the Impact of the Second World War on the International System, Origins of the Cold War and the division of Europe, the decline of European Imperialism, impact of the cold war on the Third World, Vietnam, Korea and Cuba crisis, The New World System, from Bi - Polarism to Uni-Polarism system. Or In this study, students will learn about various topics in gender and education, including basic concepts and theories, the emergence of women's studies in India, history of gender and society: family and marriage, women's issues in the 19th century, and the women's movement during Colonial period and post-colonial period - Colonial India
	DSE-4-A Contemporary World (1990-till date) OR DSE-4-B History of South-East Asia (20 th Century)	To impart knowledge about the globalization - its impact on the Third World - the information revolution, technology issues - the resurgence of economic liberalism. Implications for changes in development strategies of developing countries, especially in relation to India and various issues such as this. OR To provide knowledge about modern Southeast Asia in the 20 th century. You will be familiar with various topics related to this theme, such as immigration, Indian and Chinese labor and capital, resistance movements and the creation of new identities [a] peasant	From this course, students will learn about globalization - its impact on the Third World - the information revolution, technology issues - the resurgence of economic liberalism. Implications for changes in development strategies of developing countries, especially in relation to India and various issues such as this. OR In this paper, students learn about modern Southeast Asia in the 20 th century. You will be familiar with various topics related to this theme, such as immigration, Indian and Chinese labor and capital, resistance movements and the creation of new identities [a] peasant resistance. [b] Radicalism and the origins of the Vietnamese Revolution, 1920-1946, 1945-1949 revolutions, and other topics such as the emergence of modern states and states in Myanmar, Indonesia, and Cambodia.

		resistance. [b] Radicalism and the origins of the Vietnamese Revolution, 1920-1946, 1945-1949 revolutions, and other topics such as the emergence of modern states and states in Myanmar, Indonesia, and Cambodia.	
	SEC-1 Understanding Indian Heritage	<ul style="list-style-type: none"> a) To impart knowledge about the various dimensions of heritage and its importance. b) The obstacles facing India's institutional and legislative systems for heritage protection. c) To provide knowledge about the impact of how fast history and tradition are interacting. d) Students will do projects, visit museums, and archives to learn more about the heritage. 	Students are aware of the various dimensions of heritage and its importance. They are also aware of the obstacles facing India's institutional and legislative systems for heritage protection. They can research the effects of how swiftly history and heritage are interacting. They will do projects, go to museums, and visit archives to learn more about the heritage.
	SEC-2 Project (will be decided by the concerned department of the colleges)	<ul style="list-style-type: none"> a) Research design b) Methodology c) Preparation of project paper d) Importance and the process of field work. 	Students will be given various assignments from the college (like educational tours, term-papers, and seminars etc.) to check how well they understand the subject. This paper includes historical education tours where they try to bring to life what they have read in the book, in addition to familiarizing themselves with local or indigenous historical sites.