

Course Outcome for UG Courses Department of History

Bankim Sardar College

Course Outcome for General Course

Semester	Paper	Core Course	Course Outcome (CO) _Students will know-
Semester-1	CC 01/GE 01 History of India (From the Earliest times to C 300 BCE)	I. Sources and Interpretation. II. A broad survey of Palaeolithic , Mesolithic and Neolithic Culture. III. Harappan Civilization: Origin, Extent, dominant features & decline, chalcolithic age. IV. The Vedic Period: polity, society, economy and religion. Iron Age with reference to PGW and Megalith. V. Territorial states and the Rise of Magadha. Conditions for the rise of Mahajanapadas and the causes of the Magadha's success. VI. Irranian and Macedonian Invasions and its impact. VII. Jainism and Buddhism: Causes, Doctrine, spread, Decline and Contributions. VIII. Mauryan Empire: Administration, Economy, Ashoka's Dhamma, Art and Architecture. IX. The Satavahana Phase: Polity, Administration, Material culture and Religion. X. The Sangam age: Sangam literature, the three early kingdoms Society and the Tamil language. XI. The age of Indo-Greeks, Shakas, Parthian and Kushanas: Polity, Society, Religion, art & crafts, Coins Commerce and Towns.	<ul style="list-style-type: none"> ➤ Source materials of ancient Indian history: Archaeological and Literary sources. ➤ Prehistory and Proto-historic period of ancient India. ➤ Story of Man :a systematic study of the past-includes polity, society, education, economy, custom, religion- culture from earliest time to present day. ➤ The salient features of Indus Valley Civilisation and post-HarappanCivilisation. ➤ Sources to reconstruct history of the early and later Vedic period. Features of Non-iron, Iron using phase of Vedic Culture. ➤ Sixteen Mahajanapadas – rivalry for political supremacy ➤ Emergence of Protestant religion- Jainism and Buddhism. ➤ History of South India as reflected in Sangama Literature ➤ In Maurya Period political unification over a vast part of India and proliferation of many new tribes changes the settlement pattern and social stratification. ➤ Rise of 'empire' in ancient India. ➤ Increasing Foreign invasions from the west including Greeks, Sakas and Kushans. ➤ Conflict between the Sakas (western India) and Satavanas of Deccan to control trade route. ➤ Growth of administrative machinery and elaborate system of taxation ➤ From Sectarian religion to Bhaktivada, Last Buddhist Council –Mahayanist get royal patronage from Kaniska. ➤ Regional variations of language, literature, art and architecture, cave paintings. Rock cut sculptures and architectures were mostly built under royal patronage.

<p>Semester-2</p>	<p>CC 02/GE 02 History of India C 300 to 1206</p>	<p>I. Rise and the growth of the Gupts: Administration, society, economy, religion, art, literature, science and technology.</p> <p>II. Harsha and his times: Harsha's Kingdom, Administration, Buddhism and Nalanda.</p> <p>III. South India: Polity, society, Economy and culture</p> <p>IV. Towards the early medieval: Changes in society, polity, economy and culture with reference to the Pallavas, Chalukyas and Vardhanas.</p> <p>V. Evolution of Political structures of Rashtakutas, Pala and Pratiharas.</p> <p>VI. Emergence of Rajput states in Northern India: Polity, Economy and Society.</p> <p>VII. Arabs in Sindh: Polity, Religion and Society.</p> <p>VIII. Struggle for power in Northern India and establishment of sultanate.</p>	<ul style="list-style-type: none"> ➤ Sources of early mediaeval India comprising mostly literary works and archaeological also. ➤ Elements of change and land transfer over time and space, Agrahar. ➤ Growth of administrative machinery and elaborate system of taxation ➤ Society became more rigid, untouchability prevalent in Gupta period. ➤ After Kushan, Gupta domination in ancient Indian politics. ➤ From Sectarian religion to Bhaktivada, Last Buddhist Council –Mahayanist get royal patronage from Kaniska. ➤ Popularisation of Brahmanical Cult religion and animal sacrifices. ➤ Regional variations of language, literature, art and architecture, cave paintings. Rock cut sculptures and architectures were mostly built under royal patronage. ➤ Some renowned Mathematicians, Scientists, and their works. ➤ Golden Age Debate. ➤ Controversy over land-ownership and feudalism. ➤ Emergence of Rajputs ➤ In absence of one central power India was ruled by regional powers- Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas. ➤ Chola administration. ➤ Advent of Islam / Series of Turki attack from western part of India. ➤ Village administration . ➤ Social stratification and status of lower castes. ➤ Writings of Turkish: Al-Biruni;Al-Hujwiri ➤ Contribution of Pallavas and Cholas to Art and Architecture ➤ Brahmanical Cult religion was very popular. A large number of temple erected in different parts of India in different styles. ➤ Spread of Indian culture in South-East Asia.
<p>Semester-3</p>	<p>CC-3/GE-3 : History of India from 1206 to1707</p>	<p>I. Foundation, Expansion & consolidation of the Delhi Sultanate; Nobility & Iqta system.</p> <p>II. Military, administrative & economic reforms under the Khiljis & the Tughlaqs.</p>	<ul style="list-style-type: none"> ➤ Attraction to Indian wealth and absence of indigenous monarchical power paved the way of Turkey invasion. ➤ Phases of sultani rule in India: the Slave dynasty, the Khaljis, the Tughluq, the Syed dynasty, and the Lodi dynasty-battle of Panipath.

		<p>III. Bhakti & Sufi Movements.</p> <p>IV. Provincial kingdoms: Mewar, Bengal, Vijaynagara & Bahamanis.</p> <p>V. Second Afghan State.</p> <p>VI. Emergence and consolidation of Mughal State, C.16th century to mid 17th century.</p> <p>VII. Akbar to Aurangzeb: administrative structure-Mansab & Jagirs, State & Religion, Socio-Religious Movements.</p> <p>VIII. Economy, Society & Culture under the Mughals.</p> <p>IX. Emergence of Maratha Power.</p>	<ul style="list-style-type: none"> ➤ Independent rulers and provinces. ➤ The social hierarchy of Hindus and Muslims. ➤ Increasing trade and commerce, helped to grow new urban centers; monetisation, Market control policy- an attempt to state controlled economy. ➤ Doctrines and impact of Sufi and Bhaktivad; Nathpanthis. ➤ Indo-Islamic style of Architectures, Sculptures—Identify cultural synthesis ➤ Military and administrative reforms of the Sultans. ➤ Competitor—Conflict between Humayun and Sher Shah Suri. ➤ Administration of the Afghan ruler Sher Shah. ➤ Second battle of Panipath, consolidation of Mughal power under Akbar, the great. ➤ Some important steps of Akbar:- mansabdari, friendship with Rajputs, religious tolerance and propagation of Din-e-Ilahi. ➤ Wrong administrative policy of Aurangzeb ➤ Activities of Jahangir and Shah Jahan including change in administration, Use of white Marble in Mughal architecture. ➤ Conflict execution of Sikh Guru Arjun Deb by Jahangir was turned the Sikhs into a Martial community. ➤ War of succession. ➤ Arrival of British East India Company, Ambassador Sir Thomas Roe—received permission from Jahangir, establishment of factories in Surat & Broach. ➤ Distinctive features of Aurangzeb’s reign—religious intolerance, Deccan policy and execution of Sikh Guru Arjun Deb.
<p>Semester-4</p>	<p>CC-4/GE-4 History of India; 1707- 1950.</p>	<p>I. Interpreting the 18th Century.</p> <p>II. Emergence of Independent States & establishment of Colonial power.</p> <p>III. Expansion & consolidation of Colonial Power upto 1857.</p> <p>IV. Uprising of 1857: Causes, Nature & Aftermath.</p> <p>V. Colonial economy: Agriculture,</p>	<ul style="list-style-type: none"> ➤ Importance of Persian and Vernacular literature along with monuments, inscriptions and coins. ➤ Beginning of disintegration of Mughal empire. ➤ Emergence of independent states- Hyderabad, Carnatic, Bengal, Oudh, Mysore, Punjab. ➤ Advent of Europeans. ➤ The great social evils of 18th cent. India- Caste and Religion was major divisive force and element of disintegration in Hindu and Muslim society.

		<p>Trade & Industry.</p> <p>VI.Socio-Religious Movements in the 19th century.</p> <p>VII. Emergence &Growth of Nationalism with focus on Gandhian nationalism.</p> <p>VIII. Communalism: Genesis, Growth and partition of India.</p> <p>IX. Advent of Freedom: Constituent Assembly, establishment of Republic.</p>	<ul style="list-style-type: none"> ➤ English defeated the French to become the main European nation here. ➤ Beginning of British political sway over India by the battle of Plassey. ➤ Stages of consolidation of power of Company under the leadership of Lord Cornwallis, Lord Warren Hastings, Lord Wellesley, Lord Dalhousie. ➤ Restrictions over exporting finished – products, India was forced to export raw materials. ➤ Causes and effects of Drainage of wealth. ➤ Spread of western education, New Intelligentsia, Reform movements. ➤ After Revolt of 1857 British imposed direct rule. ➤ New Intelligentsia, Reform movements, causes of extension of Railways, Telegraph system. ➤ Congress- beginning of nationalist movements. ➤ Partition of Bengal- Swadeshi movement, boycott, militant nationalism. ➤ Struggle for Independence- Satyagraha— impact of three nationalist movements lead by M.K.Gandhi. ➤ Leftist movements. ➤ 1947- Independence- birth of two separate States: India & Pakistan brought the change in geographical boundaries, Communal riots. ➤ Rise of India as a Democratic, Secular, Socialist Country under J.L.Nehru.
Semester	Paper	Course Skill Enhancement Courses	Outcome
3 rd /5 th	SEC-A- 1: Historical Tourism: Theory &Practice	<p>I. Defining Heritage Art &Architecture in India: An overview: Field Work: Visit to historical sites &Museums</p> <p>II. Understanding Built Heritage: Stupa Architecture Temple Architecture Indo Persian Architecture, Forts, Palaces, Mosques Colonial Architecture Present day structures</p> <p>III. Field Work: Visit to site &Conducting of research</p> <p>IV. Modalities of conducting tourism</p>	<ul style="list-style-type: none"> ➤ Students to understand the different facets of heritage and their significance. ➤ They will gather knowledge and insight about the heritage through project and visit to Museums and historical sites. ➤ Understand / recognize art as a cultural expression and stimuli to human existencesince ancient times. ➤ Recognize the transformation of forms, style, medium/ material in Colonial India ➤ Historical or heritage tourism means traveling with the primary purpose of exploring the history and heritage of a place ➤ Acquire a huge knowledge towards the documentation, codification, classification,

			<p>analysis of findings through field work performed.</p> <ul style="list-style-type: none"> ➤ The principles of tourism must include the modalities. Otherwise tourism will not happen. ➤ They also understand about 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 work and visit to the Museum and Archives.
4 th /6 th	SEC-B -1: Museums &Archives in India	<ol style="list-style-type: none"> I. Definitions II. History of setting up of Museums and Archives: Some case Studies III. Field Work; Studying of structures & Functions IV. Training & Employmen 	<ul style="list-style-type: none"> ➤ Identify archives and museums as one of the central source of information and guidance ➤ Techniques /Method of preserving different historical artifacts ➤ Identify different methods of data collection. ➤ Can conduct Exhibition on gatheredresources ➤ Feel proud of our own culture and encouraged to take part in archaeological and historical insights. ➤ Gather knowledge about the heritage through project work and visit tothe Museum and Archives.
Semester	Paper	Course Discipline Specific Elective	Outcome
5 th	DSE- A -2: Some Aspects of European History: C.1780-1945	<ol style="list-style-type: none"> I. The French Revolution: Genesis Nature & Consequences II. Napoleonic Era and aftermath. III. Revolutions of 1830 & 1848. IV. Unification of Italy & Germany. V. Social and economic Changes. VI. Imperialist Conflicts: World War I VII. Rise of Fascism and Nazism. VIII. Origins of World War II 	<ul style="list-style-type: none"> ➤ The causes and results of French revolution. ➤ Phases of exploitation, and reign of terror. ➤ Achievements of Napoleon Bonaparte. ➤ Series of confrontations in Europe, Revolt of July and February. ➤ Industrial Revolution-its effect— Mercantile economy—Spread of colonialism. ➤ Growth of Capitalism and its impact. ➤ Role of Cavour and Bismarck for the unification of Italy and Germany respectively. ➤ First World War- causes and impact. ➤ Impact of Nazism and Fascism in Germany and Italy respectively. ➤ Factors led Civil War in Spain. ➤ Causes of World War II ➤ The exhibition of devastating atomic power in World War II.

6 th	DSE-B-2: Some aspects of Society & Economy of Modern Europe: 15th – 18th Century	<p>1: Historiographical Trends</p> <p>II. Feudal Crisis: Main strands</p> <p>III. Renaissance: Origin, Spread & Dominant Features</p> <p>IV. European Reformation: Genesis, nature & Impact</p> <p>V. Beginning of the era of colonization: motives; mining and plantation; the African slaves</p> <p>VI. Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic</p> <p>VII. Transition from Feudalism to Capitalism: Industrial Revolution in England</p>	<ul style="list-style-type: none"> ➤ Disintegration of feudal system in Europe ushered a new social and economic order and marked the beginning of a new era. ➤ Rise of Capitalism ➤ The age of Discoveries. ➤ A large no. of geographical discoveries caused the expansion of international trade which gave birth to Colonialism. ➤ Renaissance – meaning, causes and growth of renaissance. ➤ Impact of Art, Literature, Science , Education—Humanism, Rationalism and spirit of Inquiry ➤ Meaning of Reformation,. Assess the causes and effects of and Reformation counter- reformation movement. ➤ Split in Roman Church ➤ Role of Martin Luther and protestant Reformation ➤ Change in economic field with increasing trade and commerce and emerged rich merchant class. ➤ Impact of Industrial Revolution—urbanization, factory system, slums, more trade. ➤ Discrepancy, injustice and agitation of working class gave birth to Socialism.
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Bankim Sardar College
A College with Potential For Excellence
Department of History
Programme Outcome(PO)For General Course

It is expected that on completion of History General Programme, the –

- A strong understanding of critical analysis and interpretation of the historical events and theories.
 - Developing deeper insight about the world politics regarding the throne – an idea about the power struggle all along history and the glory of the victorious party.
 - Having a strong socio-economic and cultural awareness of Indian history and the essence of traditionalism and modernism in contemporary Indian context.
 - Developing social interaction and improved communication skills.
 - Creating passion and interest regarding knowledge for rich heritage of India and also developing an interest about the rich historic art and architecture of Europe.
 - Inheriting strong base for ethics and cultivating values among the young minds absorbing the lessons learnt from history.
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Programme Specific Outcome(PSO) of General Course

A general graduate student of History of the college should possess the capability to –

- ✓ Understand the history of India in four phases – from earliest times to 300 CE, from 300 CE to 1206 AD, from 1206 to 1707, from 1707 to 1950.
 - ✓ Grasp the understanding of the broad domain of society and economy of modern Europe in the 15th to 18th century.
 - ✓ Gain knowledge about the political history of modern Europe from the 15th to 18th century.
 - ✓ Develop passion and enthusiasm regarding historic diversity through the knowledge of heritage and tourism – by critical study of theory and practice.
 - ✓ Witness the historical artefacts and priceless and timeless resources through field visits of museums and archives all over India.
 - ✓ Understand the contemporary existing socio-political, religious and economic scenario of the people.
 - ✓ Draw and connect the relationship between the past and the present – thus, a strong contribution of the history.
 - ✓ Have a good scope in different fields like teaching, public service, historical institutions, tourism industry etc.
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