

# **COURSE OBJECTIVE & COURSE OUTCOME**

## **B.A. PROGRAMME IN HISTORY**

### **DSC P1**

### **History of India (from earliest times to C.300)**

#### **SEMESTER I**

#### Course Objectives

The objective of this paper is to trace the origin of Indian history beginning from Palaeolithic, Mesolithic, and Neolithic cultures, to know about the Chalcolithic age, particularly of Harappan Civilization – its origin, extent, dominant features, and causes of decline. To familiarize the students with the Vedic Age – polity, society, economy, and religion, Iron Age concerning Painted Gray Ware, the origin of 16 Mahajanapadas, particularly the rise of Magadha. The course aims to understand the invasion of Alexander the Great and its impact, the rise of Jainism and Buddhism, the administrative systems of Mauryas & Satavahanas, to gain knowledge on Sangam literature and Kushana art and architecture

#### Course Outcome

- Students will be able to acquire knowledge of history of India from the earliest times up to c.300.
- They will understand the different sources while reconstructing ancient Indian history.
- The course will help them to gather knowledge about changes in the political, social, and cultural life of the people of India from prehistoric time to historic period.
- They will acquire knowledge on various political, social, economic and cultural developments in north and central India and Tamilakkam regions of South India.

  
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## **DSC P2**

### **History of India (From C. 300 to 1206)**

#### **SEMESTER II**

#### Course Objectives

The objective of this paper is to provide the students' with knowledge of a vast period of Indian history right from the Gupta period to the advent of Islam in India. The paper would include administration of the Guptas, its society, economy, religion, art, literature, science, and technology. Further the paper would try to focus on Harshavardhana's administration, society, politics, economy and Buddhism and different Buddhist sites such as Nalanda. The course is designed to inform students about the early medieval age regarding Pallavas, Chalukyas and Vardhanas and to understand political relations between Palas, Pratiharas, and Rashtrakutas. The paper also includes Arab invasions and the establishment of the Delhi Sultanate.

#### Course Outcome

- Students will be able to trace the formation of the empire in the Indian sub-continent.
- They will gain knowledge about the chronological aspect of Indian history from the ancient to early medieval period.
- The course will help them to gather information about the contest of different political powers for supremacy such as the tripartite struggle between the Palas, Pratiharas, and Rashtrakutas.
- They will be able to analyze political struggle among the various indigenous powers and the Turks which finally led to the foundation of the Delhi Sultanate.

## **DSC P3**

### **History of India (From 1206 to 1707)**

#### **SEMESTER III**

#### Course Objectives

The objective of this paper is to understand the sources for the reconstruction of medieval Indian history, and to know about the administrative structure during the medieval period. The paper would provide the students with knowledge of Khalji and Tughluq dynasties and also they would be able to know important provincial dynasties such as Vijayanagara, Bahmani,

Mewar and Bengal, the second Afghan State. The course would give an outline of the emergence of the Mughal state in India, particularly highlighting Akbar's Rajput policy and Mansabdari system and Aurangzeb's policy towards South India. The paper also had tried to focus on Shivaji and the emergence of the Maratha power in India.

#### Course Outcome

- Students will be able to acquire knowledge about the foundation, expansion, and consolidation of the Delhi Sultanate
- The course will help them to understand the emergence and consolidation of the Mughal State system.
- They will be capable to analyze the society, culture, administration, economy of medieval India
- Students will be able to learn about the growth and development of the Bhakti and Sufi movements during the Sultanate period and also the pluralistic trend of religion under Mughal emperor Akbar.

### **DSC P 4**

#### **History of India (From 1707-1950)**

##### SEMESTER IV

#### Course Objectives

This paper tries to interpret the 18<sup>th</sup> century India from social, political, economic and cultural aspects. Further it tries to highlight the establishment of the colonial rule with a focus on indigenous and modern education, rural economy, land revenue system, commercialization of agriculture, trade and industry, etc. The course also deals with socio-religious movements in the 19<sup>th</sup> century, various popular resistance, the uprising of 1857, the growth of nationalism, freedom movements, the partition of India, and the formation of Constituent Assembly.

#### Course Outcome

- Students will be able to understand the 18<sup>th</sup>- century India and how colonial powers especially the English East India Company gradually expanded and consolidated in the Indian subcontinent.
- The course will enrich the knowledge of students about the uprising of 1857 and also various popular movements.
- Students will acquire knowledge about the rise of nationalism and various movements for independence, especially Gandhian course of struggle.
- They will be to gather knowledge about partition and the emergence of the Republic of India

**DSE Paper I**  
**Some Aspects of European History**  
**C. 1780-1945**  
SEMESTER V

Course Objectives

This paper deals with the important phases of European history such as the causes, nature, and consequences of the French Revolution of 1789 and its impact on European countries, the political and social changes that occurred in France and subsequently in Europe after the rise of Napoleon Bonaparte. The paper aims to teach students about the changing demarcation of the European nations after Napoleon's conquest and consolidation of power and also the revolutionary and radical movements of 1830-1848. The course highlights the administrative and political re-organization of two important nations of Europe i. e., Italy and Germany and also the background of the First World War, Nazism and Fascism, and also the background of the Second World War.

Course Outcome

- The paper makes students aware of important events in modern European history.
- They will be able to gather knowledge about Napoleon, one of the important figures of modern European history and political upheavals after his downfall.
- Students come to know about the two world wars – the most important phases of world history.

OR

**DSE Paper III**  
**History of North Bengal I**  
SEMESTER V

Course Objectives

This paper has covered the changes in the political, social, economic, and cultural scenario of North Bengal right from the beginning of the ancient period up to the medieval times. A student of history must know the history of the area he/she belongs and this paper gives this opportunity to the students of North Bengal. The students are introduced to the history of Gauda, Pundravardhana under the Guptas and Sasanka and further the Pala period and spread of Buddhism in North Bengal. The course also deals with the advance of Islam in North Bengal.

#### Course Outcome

- Students are made familiar with the history of their area.
- Students get ideas about changes in demographic pattern, political, economic and cultural aspects.
- They get illuminated with the history of local dynasties such as the Khen and Kamta Koch dynasty.

### **DSE Paper II**

### **Society and Economy of Modern Europe: 15<sup>th</sup> – 18<sup>th</sup> century**

#### SEMESTER VI

#### Course Objectives

This paper deals with some very important phases of European history such as the background of the European Renaissance its beginning, spread, and characteristics, the origin of Renaissance in Italy and the spread of humanism in Europe, the European Reformation in the 16<sup>th</sup> century, the transition of society and economy from feudalism to capitalism along with the history of early colonial expansion. The course introduces students to how there was a shift of economic balance from the Mediterranean to the Atlantic and about the Commercial Revolution, Price Revolution, and lastly Industrial Revolution.

#### Course Outcome

- Students will learn about the rise of the modern western world and the transition of society and economy from feudalism to capitalism.
- They will gather knowledge about early colonial expansion, plantation economy, and slavery.
- The course will make the students analyze how the economic shift brings drastic changes in European society.
- They will acquire knowledge of how the first Industrial revolution had taken place in England.

OR

**DSE Paper IV**  
**History of North Bengal II**  
SEMESTER VI

This paper is a continuation of the previous paper on the history of North Bengal. This paper focuses on the history of colonization of North Bengal by the British, the growth of district towns, and hill stations and the process of urbanization, the expansion of economy, the land revenue system, and demographic changes. The students are introduced to the anti-colonial movements' occurred in the districts of North Bengal and also peasant movements and caste movements. Relation of the Princely State of Cooch Behar with the English is also a part of this course.

Course Outcome

- Students will gain knowledge about what kind of political, economic, and social changes and developments took place in North Bengal during the colonial period.
- To illuminate them about the role of the people of north Bengal in Indian freedom struggle.
- To impart knowledge to the students about various peasant movements against colonial oppression.
- An approach to present the history of the area where a student is residing.

**SEC**  
**Paper I**  
**Archives and Museums**  
SEMESTER III & V

Course Objectives

This course introduces students to archives and museums – two important sources to understand ancient Indian history. These two are the repositories of material remains of the past and this course explains their significance and how they work. This paper imparts knowledge about the history of the establishment of archives and museums in India, teaches that an archive is a collection of historical documents or records, and makes aware that an archive is a repository of government documents. Students are taught what types of documents and objects are kept in museums how those are collected and also the various systems of preservation. Visit to archives or museums are an integral part of this course.

Course Outcome

- Students will be able to illuminate themselves after knowing how various museums and archives were established in India.
- They will gain knowledge to the process of collection, documentation, display, and exhibition process of objects in museums.
- They will acquire practical knowledge after a visit to a museum or archive and writing a project makes the study more invigorating for the students.

OR

**SEC**

**Paper II**

**Understanding Heritage**

SEMESTER III & V

Course Objectives

This course will enable students to understand the different facets of our heritage and their importance.

It also highlights the institutional and legal frameworks for the protection of our heritage and also challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be project-based and will require visits to sites and museums.

Course Outcome

- Students will be able to gain knowledge about the rapidly changing interface between heritage and history.
- They will gather practical knowledge because the visit to a heritage site is a part of this course.
- They will acquire knowledge about the challenges in protecting our heritage.

**SEC**

**Paper I**

**Art Appreciation: An Introduction to Indian Art**

SEMESTER IV & VI

Course Objectives

The purpose of this course is to introduce students to Indian art. The paper deals with the art of the Pre-historic period up to contemporary India. The course also included discussion on

the major developments in stupa, caves, temple art and architecture, sculpture, iconography, etc. They will gain special knowledge on Sultanate and Mughal painting and architectural styles, and various art movements during the colonial period.

#### Course Outcome

- Students will gain knowledge on the development, changes, and continuity in the art forms and architectural designs from prehistoric to contemporary period.
- The course will equip students with the ability to understand art as a medium of cultural expression.
- It will give students direct exposure to Indian art through visuals and visits to sites, museums, etc.

OR

## **SEC**

### **Paper II**

### **Understanding Popular Culture**

SEMESTER IV & VI

#### Course Objectives

In a country like India, we have different cultures; this paper highlights some of the popular cultures such as folk art, songs, literature, and dances, and the process of their evolution. Discussion on audio - visual mode of presentation is also a part of this paper. The course objects to discuss how our popular cultures eclectically draw from traditions and also give rise to new traditions. The paper endeavours to equip students to know popular cultures and understand such phenomena historically.

#### Course Outcome

- To impart knowledge about the rich tradition of India's popular culture
- Students will gather knowledge regarding popular cultures through audio-visual methods.
- When students gain knowledge about popular cultures they will enjoy the theatre, cinema, and folk songs and will try to mobilize these more.

## **GE I**

### **History of India from earliest times up to 1193 CE**



SEMESTER I & III (HONOURS STUDENTS OF OTHER DISCIPLINE) ,  
V(PROGRAMME STUDENTS OF OTHER DISCIPLINE)

Course Objectives

The timeline of this course is vast so important topics of the period like the Stone Age Cultures Harappan Civilization, Vedic Civilization, Territorial States and the rise of Magadha, Alexander's Invasion, Mauryan Empire, Gupta Empire, Harshavardhana, along with the history of south India are introduced to the students. Further the economy, polity, and social conditions during the early medieval times are included and the paper ends with a discussion on the advent of Islam in India and its influence in the early phase.

Course outcome

- Students get illuminated with the history of India beginning from earliest times up to 1193 C.E.
- They will come to know about continuity and changes in Indian history.
- The course will illuminate them on the political, economic, and social history of various phases of Indian history.

## GE II

### History of India: 1193 to 1950 CE

SEMESTER II, IV (HONOURS STUDENTS OF OTHER DISCIPLINE), VI  
(PROGRAMME STUDENTS OF OTHER DISCIPLINE)

Course Objectives

This paper covers the entire medieval and modern period of Indian history from the beginning of Balban to the Indian constitution. The political history of the Delhi Sultanate is covered along with the economic, social, and cultural changes during the period. The Islamic influence in India and the ushering of a synthetic Indo-Islamic trend are covered. This is followed by a history of the Mughal Empire in which the policies of the emperors like Akbar, Shahjahan, and Aurangzeb are discussed with the students. The next portion highlights the history of the extractive nature of Indian colonialism, socio-religious reform movements in the 19<sup>th</sup> century, and freedom movements and the paper ends with a discussion on independence and the Indian Constitution

Course Outcome

- Students will gain knowledge on contents and continuity from medieval to modern Indian history.

- They will gain knowledge of political developments and at the same time economic and social changes.
- They will acquire knowledge on the pluralistic culture of India which is an amalgamation of varied cultures in India.

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