

**Programme Outcomes, Programme Specific Outcomes and Course Outcomes  
For PG Programmes**

**Programme Name: M.A in History**

**Number of Semesters: 4**



**Department of History  
University of North Bengal  
West Bengal, INDIA**

## Programme Outcomes

- Developed scientific, impartial and critical understanding of History
- Allows a glimpse into the past of a nation and its people.
- The programme in its various ramifications is directed towards helping the students come to terms with the understanding of the rich heritage and glorious past of our country.
- A study of the concept of “Continuity and Change” throughout history.
- Offers a definitive study of the evolution of the social, cultural and economic life of the Indian Subcontinent
- Analyses political structure, consolidation of power, institutions of governance
- Developed the idea of economic conditions, both in terms of agriculture and Industry
- Gives an idea about the development of trade and crafts, new centers of administration, new elements of science and technology
- Developed a sense of respect and pride towards Indian heritage, culture, the national movement
- Nurtured the idea of India and its constitutional values
- Encouraged students towards research
- Offered academic exposures by encouraging students to participate in various academic activities, like seminars, webinars and debate and discussions
- Analysed the Indian national movement from the perspective of ‘war of position’, Subaltern, Nationalist and Cambridge schools of thoughts and understanding its inclusive and non-violent nature
- A study of gendered history.
- Understanding the recent trends in history writing.
- Careful study and use of primary and secondary sources.
- Critical analysis of the various approaches of study by the historians and scholars.

## Programme Specific Outcomes

- Understanding the careful study and use of primary and secondary sources
- Developed a scientific, impartial and critical understanding of History
- Analysed the colonial history through power relation; cultural and economic hegemony of colonialism and Indian responses towards them
- Analysed multiple dimension of history while bringing a research-oriented perception
- Enhanced the knowledge base of students by encouraging them to read books and articles related to several topics
- Making the students aware of new researches and findings on the subject
- Analyses the impact that colonial ideologies and approaches had on the Indian Society and assesses the various aspects of the Indian society vis-à-vis the colonial discourse.
- Evaluates the colonial conception of the Indian caste system and assesses the non-Brahmin movements in India.
- Explains the basis of economic problems that occur in societies and evaluates the economic problems of India during colonial times.
- Develops consciousness of ecology and environment in modern India
- Prepare the students for competitive examinations like NET/SET, UPSC, WBCS etc.
- Develop critical analysis of the various approaches of study by the historians and noted scholars.
- Prepare and motivate students for further research in the field.



## Course Outcomes

SEMESTER—I		
Course Code	Course Name	Course Outcomes
101 1st Half	Twentieth-Century and Contemporary World	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● To understand the growth and development of ideologies like capitalism and the challenges faced by it</li> <li>● Liberalism-Rise, progress and challenges in the world</li> <li>● Socialism-Growth, expansion and acceptance in the world political order</li> <li>● Nationalism and conservative nationalism: Rise , development and significance</li> <li>● Imperialism-the Rise, development and impact on the world politics</li> <li>● First World War-Background, Events, Reasons for outbreak and causes of its decline</li> <li>● The Peace Settlement : Structure and consequences</li> <li>● The Russian Revolution(1917)-Background, Events and Impact</li> <li>● The foreign policy of USSR after 1917-Impact on World politics</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>● Ability to understand the rise and growth of ideologies like nationalism, liberalism, socialism, imperialism and capitalism.</li> <li>● To analyse and learn the impact of nationalism, capitalism, liberalism, socialism and imperialism on economy, society and politics of the twentieth century.</li> <li>● To develop the capacity to understand the background , reasons for outbreak and causes of decline of the First world war.</li> <li>● To understand the working of the Peace Settlement and the consequences</li> <li>● To know the foreign policy of USSR after 1917 and how it was accepted in by the nations of the world.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>● Became knowledgeable to under the rise, development and impact of nationalism, liberalism, imperialism, capitalism and socialism in world politics during the twentieth century.</li> <li>● Became competent in understanding the challenges faced by nationalism, liberalism, imperialism, capitalism and socialism in the world politics and economy .</li> <li>● Able to know about the First World war- the background, events, reasons and causes of decline</li> <li>● Became competent to understand the Peace Settlement and its consequences</li> <li>● Able to know the foreign policy of USSR since 1917-1945.</li> </ul>

101 2 <sup>nd</sup> half	Twentieth-Century and Contemporary World	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● Workings of the League of Nations: Failures and Collective Security</li> <li>● Consequences of World War I: Repartition problem, Crisis in Capitalism, Great Depression.</li> <li>● Fascism and Nazism: A case study of Germany, Japan and Italy. Origin, Nature and the Consequences of the War</li> <li>● Nationalist Movements and Decolonization in Asia and Africa: Causes and Nature, Forms of resisting colonialism (1900-1945 onwards)</li> <li>● Communist Revolution in China and its impact on World Politics</li> </ul> <p>Skills gained:</p> <ol style="list-style-type: none"> <li>a. Ability to understand the cause and impact of the First World War on Europe and America</li> <li>b. World economy between the wars</li> <li>c. Ability to understand the reasons, course and impacts of the Second World War</li> <li>d. Ability to understand the impacts of the decolonization movement on different countries</li> <li>e. To understand the impacts of the communist revolution on China and world politics</li> </ol> <p>Competency developed:</p> <ol style="list-style-type: none"> <li>a. Became competent to understand of world's political developments from 1918 to 1949</li> <li>b. Became competent to understand the danger of radical Nationalism and Fascism</li> <li>c. Became competent to identify the problems of Chinese communism</li> <li>d. Became competent to understand decolonization and its impacts</li> </ol>
102 1st Half	State in India	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● Use of various primary and secondary sources for study.</li> <li>● An insight on various approaches to the study of the process of State formation in ancient India.</li> </ul> <p>A holistic idea on the concept of "State" and the process of its formation in ancient India.</p> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>● Ability to understand the development of state system in ancient India.</li> <li>● Ability to understand the function of state, bureaucracy in ancient India</li> <li>● Ability to understand theories of development and function of the state in ancient India</li> </ul> <p>Competency developed:</p>

		<ul style="list-style-type: none"> <li>Became competent to understand lineage of state in India</li> <li>Became competent to understand the gradual growth and its function in India</li> </ul>
102 Second Half	State in India	<p><b>Knowledge Gained</b></p> <ul style="list-style-type: none"> <li>Ideologies of the Colonial State(oriental, evangelical, utilitarian ideologies) and their impact on the Indian society.</li> <li>Response of the Indian elite to their new colonized status and the changes that took place in the civil services under the British rule.</li> <li>Important features of the army and police under the colonial state.</li> <li>Major Nationalist writings on the colonial state.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>Ability to assess the various aspects of the Indian society vis-à-vis the colonial discourse.</li> <li>Ability of Evaluating the reasons for the British government's intelligence gathering, mapping and surveying endeavours</li> <li>Skill to analyse the changes that took place in the civil services, police, army and Judicial System under the British rule.</li> </ul> <p><b>Competency Developed:</b></p> <ul style="list-style-type: none"> <li>Applying the concepts of orientalism, evangelicalism, utilitarianism, humanism into the study of history.</li> <li>Facility in applying formal idea generation to address multiple questions on the colonial ideologies</li> <li>Facility in working with the major critiques on the colonial state.</li> </ul>
103 1 <sup>st</sup> Half	History of Ancient India: Upto 650 AD	<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>Concept of sources and historiographical interpretation of Ancient Indian history up to 650 A.D.</li> <li>Harnessing the use of fire, developed intricate knowledge of plant life and refined technology for hunting and domestic purposes.</li> <li>Early farming communities or Neolithic cultures. On the running out of regular and sufficient wild animals and wild plants, movement of people from hunting and gathering to trying their hand at farming of wild varieties of crops and herding wild animals.</li> <li>The Bronze Age in the Indian subcontinent beginning of the Bronze Age around 3000 BCE, giving rise to the Indus Valley Civilization with its mature period between 2600 BCE and 1900 BCE and continuity into the early part of the Vedic period.</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>Visit to the North Bengal University AKMH University makes students skilled in identification of literary and archeological sources and teamwork, leadership, time management, etc.</li> <li>Palaeolithic and Mesolithic tools and their use as well as rock art become well-known things through PPT.</li> <li>Life of Early farming communities becomes lively appears as lively as possible through PPT.</li> <li>PPT shows different aspects of the Bronze Age in chronological sequence make students' idea of intra-connectivity cause-effect relationship.</li> </ul>

		<ul style="list-style-type: none"> <li>Computer skill and communication.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>Mixing together knowledge, skills, actions and attitude.</li> <li>Acquisition of contextual meaning</li> <li>Analytical Ability.</li> <li>Improving research-mindedness.</li> <li>Data-based decision</li> </ul>
103	2 <sup>nd</sup> Half	<p>HISTORY OF ANCIENT INDIA: UPTO 650 AD</p> <p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>A thorough study of the socio, political and economic aspect of the period of study.</li> <li>Emphasis on the dynamics of continuity and change.</li> <li>A careful study of the various primary sources and historian's approaches to the study of the period concerned.</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>Visit to the ancient past makes students skilled in identification of literary and archeological sources and teamwork, leadership, time management, etc.</li> <li>Palaeolithic and Mesolithic tools and their use as well as rock Art become well-known things.</li> <li>Life of Early firming communities becomes lively appears a lively as possible.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>Mixing together knowledge, skills, actions and attitude.</li> <li>Acquisition of contextual meaning</li> <li></li> </ul>
104	1 <sup>st</sup> Half	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>A thorough transitional study of the socio, political and economic aspect of the period of study.</li> <li>Emphasis on the dynamics of continuity and change.</li> <li>A careful study of the various primary sources and historian's approaches to the study of the period concerned.</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>Study to the early medieval makes students skilled in identification of literary and archaeological sources.</li> <li>Indian literary accounts and foreign account make their use as tool of writing history.</li> <li>Life of Early medieval communities becomes lively appears a</li> </ul>

		<p>lively as possible.</p> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• A thorough study of the socio, political and economic aspect of the period of study.</li> <li>• Emphasis on the dynamics of continuity and change.</li> <li>• A careful study of the various primary sources and historian's approaches to the study of the period concerned.</li> </ul>
104 2 <sup>nd</sup> Half		<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• A thorough transitional study of the economic aspect of the period is made.</li> <li>• Emphasis on the dynamics of continuity and change in economic pattern of early medieval India</li> <li>• A careful study of the various primary sources and historian's approaches to the economic study of the period concerned.</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Study to the early medieval makes students skilled in identification of literary and archaeological sources in regard to economy of the period</li> <li>• Indian literary accounts and foreign account make their use as tool of writing history of the period concerned.</li> <li>• Life of Early medieval communities becomes lively appears a lively as possible.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• A thorough study of the economic aspect of the period of study.</li> <li>• Emphasis on the economic dynamics of continuity and change.</li> <li>• A careful study of the various primary sources and historian's approaches to the study of the period concerned.</li> </ul>
105 1 <sup>st</sup> half		<p><b>Knowledge Gained :</b></p> <ul style="list-style-type: none"> <li>• Primary Sources and Secondary Sources</li> <li>• Archeologically, literary and foreign accounts</li> <li>• Theory of Kingship</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to discuss the primary and secondary sources</li> <li>• Ability to understand the theory of kingship.</li> <li>• Skill of explaining the problem of legitimacy, pressure group etc</li> </ul>

		<p>Competency Developed:</p> <ul style="list-style-type: none"> <li>● Comparing and contrasting primary, secondary &amp; archaeological sources</li> <li>● Facility in applying formal idea generation to address multiple questions on the changing problem of legitimacy, pressure group and state and regional relations.</li> <li>●</li> </ul>
105 2 <sup>nd</sup> half		<p>Knowledge Gained :</p> <ul style="list-style-type: none"> <li>● Urbanisation in Medieval India</li> <li>● origin and development of the Medieval Town</li> <li>● Patterns of governance.</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>● Ability to discuss the growth of Urbanisation.</li> <li>● Ability to understand the development of medieval town.</li> <li>● Ability to understand pattern of governance and has the ability to understand debates in it.</li> </ul> <p>Competency Developed:</p> <ul style="list-style-type: none"> <li>● Understanding Qasbas, Cities, Ports and forts.</li> <li>● Facility in applying formal idea generation to address multiple questions on the changing urbanisation in medieval India.</li> <li>● Facility in working with the issues like development of composite culture in Medieval India.</li> </ul>
106 First Half	History of Medieval India: Society and Culture	<p>Knowledge Gained :</p> <ul style="list-style-type: none"> <li>● Bhakti Movement</li> <li>● origin and development of the Bhakti movement</li> <li>● Contributions of different Bhakti Saints.</li> <li>● Sufi Movement: Sufism, Various Sufi Saints.</li> <li>● concept and practices adopted in Sufism</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>● Ability to discuss the Bhakti movement, its origin and development.</li> <li>● Ability to understand the teachings and impact of the leaders (saints) of the movement</li> <li>● Ability to appreciate the work of the leaders (saints) of the Bhakti Movement.</li> <li>● Skill of explaining the origin of Sufism, its concept, practices and relation with other religious groups.</li> <li>● Ability to recognize the contribution of Sufi and saints towards the growth of a composite Indian culture.</li> </ul> <p>Competency Developed:</p> <ul style="list-style-type: none"> <li>● Comparing and contrasting Bhakti Movement with Sufi movement.</li> <li>● Facility in applying formal idea generation to address multiple questions on the changing religious and cultural milieu in medieval India.</li> <li>● Facility in working with the issues like development of composite culture in Medieval India.</li> </ul>

106 2 <sup>nd</sup> Half	HISTORY OF EARLY MEDIEVAL INDIA(650 AD- 1206 AD)	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• A study of the social dynamics and elements of continuity and changes</li> <li>• A study of the gender aspect of early medieval India.</li> <li>• The use of primary sources for the study of the social dynamics and the gender aspect</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>• Understand the social dynamics and elements of continuity and changes</li> <li>• Discusses the gender aspect of early medieval India.</li> <li>• The use of primary sources for the study of the social dynamics and the gender aspect</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Develop the idea to understand the social dynamics and elements of continuity and changes</li> <li>• Enhance the aptitude to discuss the gender aspect of early medieval India.</li> <li>• The use of primary sources for the study of the social dynamics and the gender aspect</li> </ul>
107 1 <sup>st</sup> half	History of Modern India (1757 A.D. – 1858 A.D.)	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• Understanding Modern India through sources, like Archival records, Private papers, Newspapers and memoirs, periodicals and oral tradition, Approaches and interpretation – different schools of thought</li> <li>• India in the 18th Century: Transition and Changes</li> <li>• The historiography of the 18th century</li> <li>• Social, economic, political, military and cultural conditions in the second half of the eighteenth century in India</li> <li>• The British conquest of India</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>• To develop a clear conception of the socio-political scenario of the 18<sup>th</sup> century</li> <li>• To understand the socio-cultural debates of the 18<sup>th</sup> century</li> <li>• To understand the changing land revenue system and the emergence of new power relation</li> <li>• Territorial expansion of British East India Company</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Became competent to understand the rise of different successor states and its administrative and fiscal systems</li> <li>• Became qualified to address multiple questions related to the regional differences based on socio-cultural and political development</li> </ul>

		<ul style="list-style-type: none"> <li>Became competent to compare East India Company's different strategies of territorial expansion and its clauses</li> </ul>
107 2 <sup>nd</sup> half	History of Modern India (1757 A.D. – 1858 A.D.)	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>To understand the Colonial Construction of India:</li> <li>Changing framework of Colonial governance &amp; administrative Structure</li> <li>The Constitutional History of Regulating Act to Queen's Proclamation 1858</li> <li>To understand the basic institution of the State: Police, Army, Law</li> <li>To recognize the ideologies of the Raj and racial attitudes</li> <li>To know on the changing society in colonial period: British understanding of Indian Society, Colonial Ideology and Colonial Rule: Orientalism, Utilitarianism, Evangelicalism and Missionary activities</li> <li>The new educational policy in colonial India</li> <li>Printing and the British perception of Indian society and culture</li> <li>Collaboration and resistance: Muslims in Indian armies</li> <li>Peasant and Popular resistance</li> <li>The Great Revolt of 1857</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>To develop a clear conception of Changing framework of Colonial governance &amp; administrative Structure</li> <li>To understand and analyse the Constitutional History of Regulating Act to Queen's Proclamation 1858</li> <li>To make out the ideologies of the Raj and racial attitudes</li> <li>To recognize on the changing society in colonial period: British understanding of Indian Society, Colonial Ideology and Colonial Rule: Orientalism, Utilitarianism, Evangelicalism and Missionary activities</li> <li>To figure out the new educational policy in colonial India</li> <li>To recognize the printing and the British perception of Indian society and culture</li> <li>To understand the Collaboration and resistance: Muslims in Indian armies and Peasant and Popular resistance</li> <li>To understand the new trends in The Great Revolt of 1857</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>Became competent to develop a clear conception of Changing framework of Colonial governance &amp; administrative Structure like the administrative institutions as Police, army and Law.</li> <li>Became competent to understand and analyse the Constitutional History of Regulating Act to Queen's Proclamation 1858</li> <li>Became competent to make out the ideologies of the Raj and racial attitudes</li> <li>Became competent to recognize the changing society in the</li> </ul>

		<p>colonial period: British understanding of Indian Society, Colonial Ideology and Colonial Rule: Orientalism, Utilitarianism, Evangelicalism and Missionary activities.</p> <ul style="list-style-type: none"> <li>● Became competent to figure out the new educational policy in colonial India</li> <li>● Able to recognize the printing and the British perception of Indian society and culture</li> <li>● Became capable to know the Collaboration and resistance: Muslims in Indian armies and Peasant and Popular resistance</li> <li>● Became able to understand the new trends in The Great Revolt of 1857</li> </ul>
108 First Half	History of Modern India (1858 A.D. - 1971 A.D.)	<p><b>Knowledge Gained</b></p> <ul style="list-style-type: none"> <li>● British economic policies and their impact on colonial society.</li> <li>● Agricultural output, levels and brands and natural and regional explanations.</li> <li>● Domestic and craft industry, rise of modern industry and capitalist class, State and industrial growth and the rise of the Working Class (formal and informal sectors).</li> <li>● Establishment of industries based on India natural resources and its impact on environment and ecology.</li> <li>● Environmental problem in Independent India.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to discuss the agrarian issues that arose in India and the ramifications of the Champaran Satyagraha.</li> <li>● Skill of explaining the basis of economic problems that occur in societies.</li> <li>● Ability to evaluate the main features of the different land revenue settlements in India.</li> <li>● Ability to address various issues and problems related to ecology and environment in colonial and post-colonial India.</li> </ul> <p>.</p> <p><b>Competency Developed:</b></p> <ul style="list-style-type: none"> <li>● Comparing and contrasting the economic changes in terms of agricultural growth vis-à-vis the growth of industry in colonial India.</li> <li>● Facility in applying formal idea generation to address multiple questions on the colonial economy.</li> <li>● Facility in working with the major environmental and ecological issues at national and global level.</li> </ul>
108 2 <sup>nd</sup> half	History of Modern India (1858A.D. 1971 A.D.)	<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>● Approaches to Indian Nationalism: Conceptual Debates</li> <li>● The emergence of organized nationalism till 1919, Birth of I.N.C, Advent of Gandhi and new phase</li> <li>● Understanding the Indian national movement while discussing its nature, programme, social composition, limitations and challenges</li> <li>● Revolutionary and Left movements, Peasant movements, like Kisan Sabha, Bardoli Satyagraha</li> <li>● States Peoples Movements</li> </ul>

		<ul style="list-style-type: none"> <li>● Working of Congress and non-Congress provincial ministers</li> <li>● Birth of Muslim League – growth and activities and demand for Pakistan</li> <li>● Growth and activities of Communists and Socialists, Subhas Chandra Bose and Indian National Congress, Forward Bloc, Bose and I.N.A</li> <li>● Circumstances and historical factors led to the partition of India.</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>● The ability of critical understand the socio-cultural and political condition of India during the late 19<sup>th</sup> and 1<sup>st</sup> half of the 20th century India</li> <li>● Ability To understand different trends of Indian National Movement critically</li> <li>● Ability to understand the struggle between nationalism with communalism and its outcome</li> <li>● Ability to understand the partition of India and the aftermath</li> <li>● Ability to understand the left-wing movement in India</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>● Became competent to apply formal idea generation to address multiple questions related to the national movement</li> <li>● Became competent to use formal idea generation to address various questions related to communalism, partition</li> <li>● Became competent to understand the Gandhian non-violence movement and its different stages</li> </ul>
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SEMESTER—II		
Course Code	Course Name	Course Outcomes
201 1 <sup>st</sup> half	Twentieth Century and Contemporary World	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● Cold War and its effects</li> <li>● Cold War and Bipolarism in World politics</li> <li>● The historical context of the emergence of the Third World</li> <li>● UNO and the concept of World Peace and regional tensions, like Cuba, Korea, Vietnam,</li> <li>● Importance of the Middle East in World politics</li> <li>● The birth of Israel, The Palestine Question, Oil diplomacy, 1979 Iranian Revolution, Iraq – Kuwait conflict, Gulf – War,</li> <li>● Indo-Pak relations, Kashmir Question</li> <li>● Bangladesh War</li> </ul>

		<p>Skills gained:</p> <ul style="list-style-type: none"> <li>● Ability to understand the course and impact of the cold war</li> <li>● Ability to understand the civil wars in Korea and Vietnam</li> <li>● Ability to understand the regional tensions in the Middle East, Cuba</li> <li>● Ability to understand the stands of India on the cold war issue</li> <li>● Impact of the cold war on the relation between India and Pakistan</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>● Became competent to apply formal idea generation to address multiple question-related world politics and its impact on India's foreign affairs</li> <li>● Became competent to address multiple questions related to struggles of the newly independent third world country during the second half of the 20<sup>th</sup> century</li> <li>● Became competent to understand the importance of global politics</li> </ul>
201 2 <sup>nd</sup> half	Twentieth Century and Contemporar y World	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● Cultural Revolution</li> <li>● Civil Rights Movements</li> <li>● Apartheid</li> <li>● Feminism and Gender issue in Global context</li> <li>● Disintegration of the Socialist Bloc,</li> <li>● End of Cold War: Genesis and process of disintegration – its impact on society and politics</li> <li>● Changes in the political order from bipolar to Uni-polar World</li> <li>● Context of Globalization: a) Historical context, Instruments and impact b) International Terrorism: its impact on World politics</li> <li>c) U.S. aggression on Iraq (2003): background and nature</li> <li>d) Age of progress: Economic and social Industry, agriculture, science, technology and information, communication</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>● To understand the Cultural Revolution</li> <li>● To have a clear conception of Civil Rights Movements</li> <li>● To understand Apartheid in South Africa</li> <li>● To know the Feminism and Gender issue in Global context</li> <li>● To understand the Disintegration of the Socialist Bloc</li> <li>● To have a concept of End of Cold War: Genesis and process of disintegration – its impact on society and politics</li> <li>● Able to understand the End of Cold War: Genesis and process of disintegration – its impact on society and politics</li> <li>● To understand Context of Globalization: a) Historical context, Instruments and impact b) International Terrorism: its impact on World politics c) U.S. aggression on Iraq (2003): background and nature d) Age of progress:</li> </ul>

		<p>Economic and social Industry, agriculture, science, technology and information, communication</p> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>● Became competent to understand the Cultural Revolution.</li> <li>● Became competent to have a clear conception of Civil Rights Movements</li> <li>● Became capable to understand Apartheid in South Africa</li> <li>● Became able to know the Feminism and Gender issue in Global context</li> <li>● Became competent to understand the Disintegration of the Socialist Bloc</li> <li>● Became capable to have a concept of End of Cold War: Genesis and process of disintegration – its impact on society and politics</li> <li>● Became able to understand the End of Cold War: Genesis and process of disintegration – its impact on society and politics</li> <li>● To be able to understand Context of Globalization: a) Historical context, Instruments and impact b) International Terrorism: its impact on World politics c) U.S. aggression on Iraq (2003): background and nature</li> <li>● Able to understand the d) Age of progress: Economic and social Industry, agriculture, science, technology and information, communication.</li> </ul>
202 1 <sup>st</sup> Half	State in India	<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>● Nature and Function of States in Medieval times: Delhi Sultanate, Mughal Empire, Vijayanagara State</li> <li>● Historiographical debates regarding ‘transitions’, geopolitical contexts; continuities and changes.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to explain the evolution of medieval States, its salient features and its framework.</li> <li>● Ability to discuss democracy and administration in medieval India with emphasis vijayanagara state.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>● Comparing and contrasting medieval state with the democratic model of other countries.</li> <li>● Facility in applying formal idea generation to address multiple questions related to state and geopolitical issues in medieval India.</li> </ul>
202 Second Half	State in India	<p><b>Knowledge Gained:</b></p> <ul style="list-style-type: none"> <li>● Post independent state in India .</li> <li>● Social welfare state.</li> <li>● The making of a parliamentary democracy: Lineage and institutions.</li> <li>● Development of the policy of science and technology.</li> <li>● Linguistic Reorganization of states.</li> </ul> <p><b>Skills Gained:</b></p>

		<ul style="list-style-type: none"> <li>● Ability to explain the evolution of Indian administration, its salient features and its framework.</li> <li>● Ability to discuss democracy and administration in India with emphasis on India's democratic structure.</li> <li>● Skill of understanding Linguistic identities and the various problems based on linguistic identities.</li> <li>● Ability to understand the very nature of the Welfare State.</li> </ul> <p>Competency Developed:</p> <ul style="list-style-type: none"> <li>● Comparing and contrasting Indian Democracy with the democratic model of other countries.</li> <li>● Facility in applying formal idea generation to address multiple questions related to ethnicity and linguistic issues in post independent India.</li> <li>● Facility in working with the issues like development of sixth schedule and autonomous councils in post independent India.</li> </ul>
203 1 <sup>st</sup> half	History of Ancient India: up to 650 A.D.	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● Indian History of post-Maurya period to the Kushana period as well as of Sangama age of South India.</li> <li>● Gupta age: Political structure, evolution of land grants into feudal system, dominant resurgence of Brahmanical religion and literature and art; Coins and Currency as marks of comparatively thriving trade.</li> <li>● Hunas, Vakataka, Vardhana, Chalukya and Pallavas: Expansion, administration, society, religion and cultural activities.</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>● Ability to reason, plan, think abstractly and comprehend complex ideas of cyclic building and disintegration of empires.</li> <li>● Visual Processing of contemporary literature and art.</li> <li>● Proficiency in understanding of synthesis of indigenous and foreign culture.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>● Analytical Ability.</li> <li>● Acquisition of contextual meaning</li> <li>● Mixing together knowledge, skills, actions and attitude.</li> <li>● Demonstration of scholarly attitude.</li> <li>● Manifestation of synthesizing indigenous and alien value systems.</li> </ul>
203 2 <sup>nd</sup> half	History of Ancient India: up to 650 A.D.	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● Science and Technology: Major development in Medicinal Science, Surgery, Astrology, Metallurgy, Positive Sciences, Ideological Shift,</li> <li>● Slavery, Labour, untouchables and Varna Sanskara</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>● Ability to reason, plan, think abstractly and comprehend complex ideas of science and technology in ancient India.</li> </ul>

		<ul style="list-style-type: none"> <li>• Visual Processing of contemporary literature and art.</li> <li>• Proficiency in understanding of synthesis of slavery, labour and Varnasanskara.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Analytical Ability.</li> <li>• Acquisition of contextual meaning</li> <li>• Mixing together knowledge, skills, actions and attitude.</li> <li>• Demonstration of scholarly attitude.</li> <li>• Manifestation of synthesizing indigenous and alien value systems.</li> </ul>
204 1st Half	HISTORY OF EARLY MEDIEVAL INDIA(650 AD- 1206 AD)	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• Social stratification, Proliferation of Castes, Untouchability</li> <li>• Educational ideas and institutions, migration and settlement of Aryan group in different regions of India, Issues related to social stratification</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>• Ability to reason, plan, think abstractly and comprehend complex ideas of social stratification in ancient India.</li> <li>• Visual Processing of contemporary educational ideas and institutions.</li> <li>• Proficiency in understanding of synthesis of migration, and settlement and social stratification.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Analytical Ability.</li> <li>• Acquisition of contextual meaning</li> <li>• Mixing together knowledge, skills, actions and attitude.</li> <li>• Demonstration of scholarly attitude.</li> <li>• Manifestation of synthesizing indigenous and alien value</li> </ul>
204 2 <sup>nd</sup> half		<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• Literature: Sanskrit, Pali, Tamil and Apabhransha, Rise of regional language and literature</li> <li>• Orality and literacy: Epics, Kavya, Shastra, Hagiographies, Locating ‘popular’ element in ancient literature.</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>• Ability to reason, plan, think abstractly and comprehend complex ideas of languages in ancient India.</li> <li>• Visual Processing of contemporary literature and institutions.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Analytical Ability.</li> <li>• Acquisition of contextual meaning</li> <li>• Mixing together knowledge, skills, actions and attitude.</li> <li>• Demonstration of scholarly attitude.</li> <li>• Manifestation of synthesizing indigenous and alien value</li> </ul>

205 1 <sup>st</sup> half	<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>Evolution of the Institutional Structure and System of Government: <i>Iqta, Amaram, Mansab and Jagir</i></li> <li>Ruling Classes: Evolving composition, immigration, local alliances and conflicts</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>Ability to describe the rural and urban society in medieval India.</li> <li>Ability to explain the customs and social institutions prevalent in rural and urban society.</li> <li>Skill of understanding the role of cultivators and non-cultivating class; artisans.</li> <li>•</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting rural and urban society in medieval India.</li> <li>Facility in applying formal idea generation to address multiple questions related to classes and castes of the people, their lifestyles and the standards of living in Medieval India</li> </ul>
205 2 <sup>nd</sup> half	<p><b>Knowledge gained:</b></p> <p>Systematic crisis and collapse: (in context to Sultanate and Mughals)</p> <ul style="list-style-type: none"> <li>Tensions and Conflicts inherent in the imperial system</li> <li>patterns of Resistance,</li> <li>collapse of empire</li> <li>emergence of regional states,</li> <li>patterns of state formation</li> <li>The Eighteen Century in Indian History.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>Ability to describe the rural and urban society in medieval India.</li> <li>Ability to explain the customs and social institutions prevalent in rural and urban society.</li> <li>Skill of understanding the role of cultivators and non-cultivating class; artisans.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting rural and urban society in medieval India.</li> <li>Facility in applying formal idea generation to address multiple questions related to classes and castes of the people, their lifestyles and the standards of living in Medieval India</li> </ul>
206 First Half	<p><i>History of Medieval India: Society</i></p> <p><b>Knowledge Gained:</b></p> <ul style="list-style-type: none"> <li>Rural society: Social Formation, Caste, Mobility, Structure, Composition</li> </ul>

	<b>and Culture (1206 A.D. – 1757 A.D.)</b>	<p>and Stratification of rural society, state and rural society and village administration.</p> <ul style="list-style-type: none"> <li>● Urban setting and Structure of Urban Society.</li> <li>● The making of a parliamentary democracy: Lineage and institutions.</li> <li>● Language and Literature, Sufi Folk Literature, Persian, Arabic, Sanskrit and Vernacular literature.</li> <li>● Approaches to Environment and Ecology in Medieval India.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to describe the rural and urban society in medieval India.</li> <li>● Ability to explain the customs and social institutions prevalent in rural and urban society.</li> <li>● Skill of understanding the role of cultivators and non-cultivating class; artisans.</li> <li>● Ability to trace the development of Persian and Sanskrit and Hindi literature in Medieval India.</li> <li>● Ability to understand ecological consciousness in Medieval India.</li> </ul> <p>.</p> <p><b>Competency Developed:</b></p> <ul style="list-style-type: none"> <li>● Comparing and contrasting rural and urban society in medieval India.</li> <li>● Facility in applying formal idea generation to address multiple questions related to classes and castes of the people, their lifestyles and the standards of living in Medieval India.</li> <li>● Facility in working with the issues like development of literature production during medieval India.</li> </ul>
206 Half	<b>HISTORY OF MEDIEVAL INDIA: 1206 AD – 1757 AD</b>	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● A gendered study of the Bhakti movement.</li> <li>● A study of the cultural aspect of medieval India.</li> <li>● A study of composite culture and its impact on medieval India.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to describe the rural and urban society in medieval India.</li> <li>● Ability to explain the customs and social institutions prevalent in rural and urban society.</li> <li>● Skill of understanding the role of cultivators and non-cultivating class; artisans.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>● Comparing and contrasting rural and urban society in medieval India.</li> <li>● Facility in applying formal idea generation to address multiple</li> </ul>

		questions related to classes and castes of the people, their lifestyles and the standards of living in Medieval India.
207 First Half	History of Modern India (1757 A.D. - 1858 A.D.)	<p><b>Knowledge Gained:</b></p> <ul style="list-style-type: none"> <li>● New types of changes in village economy: pre-colonial land revenue administrative: Eastern India, South India, Western India, Central and Northern India, Urban setting and Structure of Urban Society.</li> <li>● Land market and agricultural prices; peasants, landlords, agricultural labour and institutions of finance, Rural indebtedness</li> <li>● Commercialization of Agriculture: Indigo, Opium and cotton: Eastern, Western, Central, Northern South India.</li> <li>● Artisans and industrial production Debate over de-industrialization – regional variations.</li> <li>● Rise of internal markets and urban centers and communications: post and telegraphs, railways, roads and water transport.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to analyse the implications of commercialization of agriculture in colonial India.</li> <li>● Ability to assess the main features of indigo, opium and cotton cultivation in the colonial state.</li> <li>● Skill of understanding nature of de-industrialization in colonial India.</li> <li>● Ability to trace the development of new modes of communication in colonial India</li> <li>● Ability to understand the development of land and labour market in colonial India</li> </ul> <p><b>Competency Developed:</b></p> <ul style="list-style-type: none"> <li>● Comparing and contrasting rural and urban economy in modern India.</li> <li>● Facility in applying formal idea generation to address multiple questions related to commodification of land, rural and urban industries in colonial India.</li> <li>● Facility in working with the issues like decline of the village artisan industries in colonial India</li> </ul>
207 2 <sup>nd</sup> half	History of Modern India (1757 A.D. - 1858 A.D.)	<p><b>Knowledge gained:</b></p> <p>Strategies of Imperial Control</p> <p>a) Administrative changes after the Revolt; structure; Nature; Process of Legitimatization</p> <p>b) Bureaucratic Apparatus: Personal; Recruitment ; Training; Social Composition; Indigenous Component</p> <p>c) The British Indian Army: Reorganization after the revolt; Recruitment of Sipahis - Changes since 1880s; Officer Cadre</p> <p>d) Martial races and colonial Ideology: Ideas about the race</p> <p>e) Princely states: ‘Indirect’ rule in theory and practice, some cases studies of</p>

	<p>princely states.</p> <p><b>Science and Technology:</b></p> <p>a) Science and Empire: Theoretical perspectives: East India Company and Scientific Exploration: early European Scientists, Surveyors, botanist, doctors under the Company's services</p> <p>b) Growth and establishment of engineering and medical college</p> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to have a clear perception of the strategies of Imperial Control as Administrative changes after the Revolt; structure; Nature; Process of Legitimation</li> <li>● To understand the bureaucratic Apparatus: Personal; Recruitment ; Training;Social Composition; Indigenous Component</li> <li>● To have an understanding of the British Indian Army: Reorganization after the revolt;Recruitment of Sipahis - Changes since 1880s; Officer Cadre</li> <li>● Ability to have a concept of martial races and colonial Ideology: Ideas about the race</li> <li>● To understand the concept of 'Indirect' rule in theory and practice in Princely states with some case studies.</li> <li>● To have a conception of the new trends and historiography of Science and Technology: Science and Empire: Theoretical perspectives: East India</li> <li>● To have a perception of Company and Scientific Exploration: early European Scientists, Surveyors, botanist, doctors under the Company's services</li> <li>● To recognised the growth and establishment of engineering and medical college</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>● Became competent to attend to the strategies of Imperial Control as Administrative changes after the Revolt; structure; Nature; Process of Legitimization</li> <li>● Became competent to understand the bureaucratic Apparatus: Personal; Recruitment ; Training;Social Composition; Indigenous Component</li> <li>● Developed the ability to have an understanding of the British Indian Army: Reorganization after the revolt; Recruitment of Sipahis -Changes since 1880s; Officer Cadre</li> <li>● Became competent to have a concept of Colonial perception of Martial races and colonial Ideology about the race</li> <li>● To be capable to understand the concept of 'Indirect' rule in theory and practice in Princely states with some cases studies</li> <li>● Became competent To have a conception of the new trends and historiography of Science and Technology: Science and Empire: Theoretical perspectives</li> <li>● To be capable to understand To have a perception of Company and Scientific Exploration: early European Scientists, Surveyors, botanist, doctors under the Company's services</li> <li>● Competent to recognize the growth and establishment of engineering and</li> </ul>
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208 1 <sup>st</sup> half	History of Modern India (1858 A.D.- 1971 A.D.)	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● Colonial intervention and Social change:</li> </ul> <p>a) Socio-religious Reform Movements, Modern education, Rise and growth of Middle Class b) Caste movements: Caste associations, Writings of Jyotiba Phule to Ambedkar, Communalism and Dalits, Upper Caste reformers and Dalits</p> <p>c) Social composition: Ethnic groups – Tribes, Criminal tribes in Colonial Period. How were Tribes Defined, Impact of ITDP on the Tribes and the modern economic and political status.</p> <ul style="list-style-type: none"> <li>● Women in Colonial India:</li> </ul> <p>a) Impact of Colonial rule on Indian Women: Occupational structure, education and social status</p> <p>b) Social reform movement and the Women question in the 19th &amp; 20th Century</p> <p>c) Freedom struggle and Women's response, Revolt of 1857, Indian National Congress and its activities, Rise of Women's Organizations (Regional emphasis)</p> <p>d) Gandhi and thoughts on Women, Nehru and other leaders of New India</p> <p>e) Constitutional Rights of Women: History and debates</p> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>● Ability to have a clear concept of Colonial intervention and Social change: Socio-religious Reform Movements, Modern education,</li> <li>● Rise and growth of Middle Class</li> <li>● To be capable to understand the Caste movements: Caste associations,</li> <li>● Writings of Jyotiba Phule to Ambedkar, Communalism and Dalits, Upper Caste reformers and Dalits</li> <li>● To understand the social composition: Ethnic groups – Tribes, Criminal tribes in Colonial Period. How were Tribes Defined, Impact of ITDP on the Tribes and the modern economic and political status.</li> </ul> <p>To have a clear conception of Impact of Colonial rule on Indian Women: Occupational structure, education and social status</p> <ul style="list-style-type: none"> <li>● To understand the Social reform movement and the Women question in the 19 th &amp; 20th Century</li> <li>● To have a recognize the Indian Freedom struggle and Women's response, Revolt of 1857, Indian National Congress and its activities,</li> <li>● Rise of Women's Organizations (Regional emphasis)</li> <li>● To understand the Gandhi and thoughts on Women, Nehru and other leaders of New India</li> <li>● To be able to grasp the concept of Constitutional Rights of Women: History and debates.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>● Women: Occupational structure, education and social status</li> <li>● To understand the Social reform movement and the Women question in the 19 th &amp; 20th Century</li> <li>● To have a recognize the Indian Freedom struggle and Women's response,</li> </ul>

		<p>Revolt of 1857, Indian National Congress and its activities,</p> <ul style="list-style-type: none"> <li>● Rise of Women's Organizations (Regional emphasis)</li> <li>● To understand the Gandhi and thoughts on Women, Nehru and other leaders of New India</li> <li>● To be able to grasp the concept of Constitutional Rights of Women: History and debates.</li> </ul>
208 2 <sup>nd</sup> half	History of Modern India (1858 A.D.-1971 A.D.)	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● Freedom and Partition: Mass Exodus from both sides, the problem of resettlement and rehabilitation: Tangible and intangible</li> <li>● Debates on economic and integration of Princely States</li> <li>● Constitutional Framing</li> <li>● Beginning of Planned Economy</li> <li>● Land question and industrial policy</li> <li>● Education, Health, Science and Technology, Green Revolution</li> <li>● Growth of regionalism and regional inequality</li> <li>● India's foreign policy – Panchasheel, Relations with Pakistan: Creation of Bangladesh</li> <li>● Terrorism and extremist groups in India</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>● Ability to understand India's development as a democratic republic after 1947</li> <li>● Ability to understand the nature of Indian constitution values</li> <li>● Ability to understand the Nehruvian socio-political, economic, cultural and foreign development</li> <li>● Ability to understand the politico-economic and socio-cultural development between 1962-1971</li> <li>● India's relation with China, Bangladesh and Pakistan</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>● Became competent to understand the Indian history between 1947 to 1971 helps the students to conceptualize the changing course of Indian politics from independence</li> <li>● Became competent to develop the base for understanding contemporary political development</li> <li>● Became competent to research contemporary history and on topics like ethnicity, class, gender, environment, agrarian history</li> </ul>
SEMESTER—III		

301 1st Half	<i>Historiography: Concepts, Methods and Tools</i>	<p><b>Knowledge Gained :</b></p> <ul style="list-style-type: none"> <li>● Definition and Scope of History.</li> <li>● Collection and selection of data, evidence, different ways to ascertain historical evidence and its transmission, Causation.</li> <li>● The subjectivity / objectivity debate in History.</li> <li>● History and other disciplines: Relations with archaeology, geography anthropology, linguistics, sociology, economics, philosophy, politics, natural sciences, applied sciences and literature.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to define the scope of history.</li> <li>● Ability to explain the correlation of History with other Social Science and Natural Science Subjects.</li> <li>● Skill of understanding the role objectivity debate and bias in history.</li> <li>● Ability to collect and select historical data.</li> <li>● Ability to understand theory of causation in history.</li> </ul> <p><b>Competency Developed:</b></p> <ul style="list-style-type: none"> <li>● Correlating and contrasting history with other subjects.</li> <li>● Facility in applying formal idea generation to address multiple questions related to theory of causation and objectivity in history.</li> <li>● Facility in working with the issues like various kinds of primary and secondary data.</li> </ul>
301 2 <sup>nd</sup> half	<i>Historiography: Concepts, Methods and Tools</i>	<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>● What is History</li> <li>● Collection and selection of data, evidence, different ways to ascertain historical evidence and its transmission, Causation</li> <li>● The subjectivity / objectivity debate in History</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to define the scope of history.</li> <li>● Ability to explain the correlation of History with other Social Science and Natural Science Subjects.</li> <li>● Skill of understanding the role objectivity debate and bias in history.</li> <li>● Ability to collect and select historical data.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>● Correlating and contrasting history with other subjects.</li> <li>● Facility in applying formal idea generation to address multiple questions related to theory of causation and objectivity in history.</li> <li>● Facility in working with the issues like various kinds of primary and secondary data.</li> </ul>
302 1st Half	<i>History of Ideas</i>	<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>● A holistic approach to the study of the political ideas and institutions in ancient India.</li> <li>● Reconstructing the idea of “polity” in ancient India.</li> </ul>

		<p>Various approaches of the historians to the study of political ideas in ancient India</p> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>Ability to define the scope of history.</li> <li>Ability to explain the correlation of History with other Social Science and Natural Science Subjects.</li> <li>Skill of understanding the role objectivity debate and bias in history.</li> <li>Ability to collect and select historical data.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>Correlating and contrasting history with other subjects.</li> <li>Facility in applying formal idea generation to address multiple questions related to theory of causation and objectivity in history.</li> <li>Facility in working with the issues like various kinds of primary and secondary data.</li> </ul>
302 2 <sup>nd</sup> half	History of Ideas	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>COLONIALISM AND EMERGENCE OF NEW POLITICAL IDEAS</li> <li>Utilitarianism, Liberalism, Nationalism, Democracy, Socialism, Communalism, Secularism, Positivism, Fundamentalism, Religious Universalism.</li> <li>Pacifism: John Ruskin and Leo Tolstoy – Impact on Indian Thought</li> <li>Ideas of dissent and protest: Constitutional Oppression (Dada Bhai Naoroji, Gokhale, Swadeshi and Boycott; Passive Resistance; Satyagraha &amp; Civil Disobedience; Arms Struggle and Concept of Active resistance</li> <li>Humanism: Integral and Radical</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>To understand the concepts of emerging new political ideas: Utilitarianism, Liberalism, Nationalism, Democracy, Socialism, Communalism, Secularism, Positivism, Fundamentalism, Religious Universalism</li> <li>Ability gained to understand Pacifism: John Ruskin and Leo Tolstoy – Impact on Indian Thought</li> <li>To understand Ideas of dissent and protest: Constitutional Oppression (Dada Bhai Naoroji, Gokhale, Swadeshi and Boycott; Passive Resistance; Satyagraha &amp; Civil Disobedience; Arms Struggle and Concept of Active resistance</li> <li>Ability to grasp the concept of Humanism: Integral and Radical</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>Became competent to understand the concepts of emerging new political ideas: Utilitarianism, Liberalism, Nationalism, Democracy, Socialism, Communalism, Secularism, Positivism, Fundamentalism, Religious Universalism</li> <li>Became capable to understand Pacifism: John Ruskin and Leo Tolstoy – Impact on Indian Thought</li> <li>Became competent to recognise the Ideas of dissent and protest:</li> </ul>

		<p>Constitutional Oppression (Dada Bhai Naoroji, Gokhale, Swadeshi and Boycott; Passive Resistance; Satyagraha &amp; Civil Disobedience; Arms Struggle and Concept of Active resistance</p> <ul style="list-style-type: none"> <li>● Became capable to Ability to grasp the concept of Humanism: Integral and Radical</li> </ul>
303 1 <sup>st</sup> half	Art and Architecture of India: up to 1206 A.D.	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● Definition of art and craft; Originality and creativity in art and its different kinds.</li> <li>● Different forms of art.</li> <li>● Early European wrong notion of Indian art and its dispelling by A K Coomaraswami and others.</li> <li>● Early Indian art and Symbols and symbolism in it.</li> <li>● Indian art and underlying iconographic concept.</li> <li>● Understanding sculpture; Early Indian sculpture and forms as well as underlying concepts of iconography and iconometry.</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>● Ability to distinguish art and craft in surroundings.</li> <li>● How to create or identify originality and creativity in art.</li> <li>● Ability to correctly use artistic terminology.</li> <li>● Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>● Conceptualisation of sculpture and icons.</li> <li>● Comparative Capacity to locate and identify sculptures.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>● Excellent performance in art museums during tour</li> <li>● Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>● Motivation of creating awareness for preservation.</li> <li>● Organizing artistic exhibitions.</li> </ul>
303 2 <sup>nd</sup> half		<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● What is Architecture? Understanding architectural plan, section and elevation. Different types of Arches, Pillars and their Capitals. What is 'Sculptural' or Rock-cut Architecture? Indian Architectural terms</li> <li>● Manuals of Hindu architecture-Manasara</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>● Ability to distinguish art and craft in surroundings.</li> <li>● How to create or identify originality and creativity in art.</li> <li>● Ability to correctly use artistic terminology.</li> <li>● Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>● Conceptualisation of sculpture and icons.</li> <li>● Comparative Capacity to locate and identify sculptures.</li> <li>●</li> </ul> <p>Competency developed:</p>

		<ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> <li>• Organizing artistic exhibitions.</li> </ul>
304 1 <sup>st</sup> half		<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• Definition and Scope of Archaeology</li> <li>• Relationship of Archaeology with History, Anthropology and pure sciences</li> <li>• Development of Archaeology from Antiquarian Study: Archaeology from the 19<sup>th</sup> century till the present,</li> <li>• Development of field techniques and Archaeological Science</li> <li>• History of Indian archaeology: The colonial background – new issues and perspectives since 1947, Pioneering Personalities</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>• Ability to distinguish art and craft in surroundings.</li> <li>• How to create or identify originality and creativity in art.</li> <li>• Ability to correctly use artistic terminology.</li> <li>• Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>• Conceptualisation of sculpture and icons.</li> <li>• Comparative Capacity to locate and identify sculptures.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> <li>• Organizing artistic exhibitions.</li> </ul>
304 2 <sup>nd</sup> half		<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• Stratigraphy</li> <li>• Relative Dating : Study of Pottery</li> <li>• Absolute Dating: Carbon 14, Thermoluminescence etc.</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>• Ability to distinguish art and craft in surroundings.</li> <li>• How to create or identify originality and creativity in art.</li> <li>• Ability to correctly use artistic terminology.</li> <li>• Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>• Conceptualisation of sculpture and icons.</li> <li>• Comparative Capacity to locate and identify sculptures.</li> </ul> <p>Competency developed:</p>

		<ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> <li>• Organizing artistic exhibitions.</li> </ul>
305	<i>History of Medieval Bengal 1206 A.D 1757 A.D</i>	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• A study of primary sources and literature for an overall insight into the socio, political, economic and cultural aspect of the period.</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>• Ability to distinguish art and craft in surroundings.</li> <li>• How to create or identify originality and creativity in art.</li> <li>• Ability to correctly use artistic terminology.</li> <li>• Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>• Conceptualisation of sculpture and icons.</li> <li>• Comparative Capacity to locate and identify sculptures.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> <li>• Organizing artistic exhibitions.</li> </ul>
305	<i>History of Medieval Bengal 1206 A.D 1757 A.D</i>	<p>Knowledge Gained:</p> <ol style="list-style-type: none"> <li>1. Political Islam in Bengal</li> <li>2. Conversion and Islamization in Bengal</li> <li>3. Accommodation and assimilation,</li> <li>4. Problematising the study of the ‘Hindu-Muslim encounter’, Religion and eclecticism.</li> </ol> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>• Ability to distinguish art and craft in surroundings.</li> <li>• How to create or identify originality and creativity in art.</li> <li>• Ability to correctly use artistic terminology.</li> <li>• Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>• Conceptualisation of sculpture and icons.</li> <li>• Comparative Capacity to locate and identify sculptures.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> </ul>

		<ul style="list-style-type: none"> <li>Organizing artistic exhibitions.</li> </ul>
306 1 <sup>st</sup> Half		<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>What is architecture? Understanding architectural plan, section, elevation</li> <li>What is painting? Understanding painting composition, perspective, dimensionalities, organization of pictorial space</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>Ability to distinguish art and craft in surroundings.</li> <li>How to create or identify originality and creativity in art.</li> <li>Ability to correctly use artistic terminology.</li> <li>Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>Conceptualisation of sculpture and icons.</li> <li>Comparative Capacity to locate and identify sculptures.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>Excellent performance in art museums during tour</li> <li>Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>Motivation of creating awareness for preservation.</li> <li>Organizing artistic exhibitions.</li> </ul>
306 2 <sup>nd</sup> half		<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>Mosques, Mausoleums, Palaces, Forts</li> <li>Sultanate architecture – Delhi (Early Sultan, Khilzi, Tughlaq, Lodhi)</li> <li>Regional Styles: Deccan, Gujral, Malwa, Bengal</li> </ul> <p>Skills Gained:</p> <ul style="list-style-type: none"> <li>Ability to distinguish art and craft in surroundings.</li> <li>How to create or identify originality and creativity in art.</li> <li>Ability to correctly use artistic terminology.</li> <li>Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>Conceptualisation of sculpture and icons.</li> <li>Comparative Capacity to locate and identify sculptures.</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>Excellent performance in art museums during tour</li> <li>Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>Motivation of creating awareness for preservation.</li> <li>Organizing artistic exhibitions.</li> </ul>

307 First Half	Economic History of India (1757 A.D. - 1947 A.D.)	<p><b>Knowledge Gained :</b></p> <ul style="list-style-type: none"> <li>● Issues and problems of Indian economic History: Different approaches and their limitations.</li> <li>● Sources of Economic History of British India.</li> <li>● Nature and structure of economy –rural and urban.</li> <li>● Agrarian and non-agrarian production: Technology and methods of production.</li> <li>● Trade and indigenous banking.</li> <li>● Debate on the potentialities of capitalist change inter-colonial economy , question of growth in the pre-colonial Indian economy</li> <li>● Mercantilism and European economic interests in India. The East India Company and its rule in Bengal.</li> <li>● Drain of wealth and its mechanism, magnitude and effects</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to describe the nature and structure of rural and urban economy of India in the mid-eighteenth century.</li> <li>● Ability to describe technology and the methods of production employed in the mid-eighteenth century India.</li> <li>● Skill of explaining the position of trade and indigenous banking in the colonial times</li> <li>● Ability to understand Mercantilism and European economic interests in India.</li> </ul> <p><b>Competency Developed:</b></p> <ul style="list-style-type: none"> <li>● Correlating and contrasting rural and urban economy in the mid-eighteenth-century.</li> <li>● Facility in applying formal idea generation to address multiple questions related to nature and structure of drain of wealth.</li> <li>● Facility in working with the issues like trade and indigenous banking in the colonial period.</li> </ul>
307 2 <sup>nd</sup> half	Economic History of India (1757 A.D. -1947 A.D.)	<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>● Impact of the establishment of RAILWAYS on Indian economy</li> <li>● Economic and political compulsions</li> <li>● Effects on agrarian production and export of raw material, commercialization of agriculture</li> <li>● Famines and British policy, nationalist criticism</li> <li>● Growth of communication like roads, inland waterways, post and telegraph</li> <li>● Condition of industrial development during the colonial period</li> <li>● A nationalist critic of British industrial policies and swadeshi industry</li> <li>● Establishment and growth of large scale and small industry</li> <li>● Impact of the first world war and economic depression on Indian Industries</li> <li>● Rise, growth and evolution of the Indian industrial labourers</li> <li>● Establishment of the Labour organization and development of Labour movements</li> <li>● Colonial state and industrial growth</li> </ul>

		<ul style="list-style-type: none"> <li>● History of Banking 1757-1947</li> <li>● Growth of Currency policy</li> <li>● The Evolution of Central Bank, Insurance and emergence of Reserve Bank of India</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>● Ability to understand the economic exploitation of colonialism and the rise of economic nationalism</li> <li>● Ability to understand the nature of industrialization during the colonial period</li> <li>● Ability to understand the development of the banking system during the colonial period</li> <li>● Ability to understand that rise, growth and changing social composition of industrial labourers</li> <li>● Ability to understand the debate on the relationship between the Indian Capitalist class and the Indian national movement</li> <li>● Ability to understand the contribution of the Indian capital class to the economic battle against the British Government</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>● Became competent to apply formal idea generation to address multiple questions related to the impact of the British economic policy</li> <li>● Became qualified to identify the exploitative nature and discrimination of British economic policy</li> <li>● Became competent to correlate the Indian demand for gold standard, Indian Currency system and a national bank with the national movement</li> <li>● Became competent to compare the large scale and small scale industry</li> <li>● Became competent to apply formal idea generation to address multiple questions related to the formation of the industrial labour class, labour organization and the labour movement</li> </ul>
308 1 <sup>st</sup> half	History of Modern Bengal with special reference to North Bengal (1757 A.D. – 1971 A.D.)	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>● The advent of the colonial economy and its impact on the education system</li> <li>● New Education system and Bengal's response to its</li> <li>● Birth of Renascent Bengal: Renaissance and Historiography of the Bengal Renaissance</li> <li>● Indigenous Reaction towards Political and Cultural development and changes</li> <li>● Coming of the Printing Press.</li> <li>● Impact of this technology on and Literature: Bengali and Nepali,</li> <li>● Tracing the cultural response of Bengal towards colonialism through Drama, Theatre, Art, Painting, Music, Architecture</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>● Ability to understand the socio-cultural development of the nineteenth</li> </ul>

		<p>century</p> <ul style="list-style-type: none"> <li>● Ability to understand the evolution of western education and its clashes with the traditional education system</li> <li>● Aptitude to understand the impact of the printing press on Bengal's society</li> <li>● Ability to understand the popular, folk and high culture of the Nineteenth century Bengal</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>● Became competent to apply formal idea generation to address multiple questions related to colonialism and power structure</li> <li>● Became competent to examine the developments of western education and the scientific temperament in Bengal and its relation with the indigenous education</li> <li>● Became competent to compare the relationship between the printing press, growing readership and development of Indian languages</li> <li>● Became competent to identify the tone of resistance/challenge towards the colonialism through the vernacular print media</li> </ul>
308 Second Half	History of Modern Bengal with special reference to North Bengal (1757 A.D. – 1971 A.D.)	<p><b>Knowledge Gained :</b></p> <ul style="list-style-type: none"> <li>● Introducing Northern Bengal: Historical Background, Impact on Geographical Situation.</li> <li>● Advent of East India Company, British Conquest of Bengal, Dewani of 1765 and its impact on Society, Polity and Economy of North Bengal (Special emphasis on Rajshahi Division, Famines, Sannyasi and Fakir Uprising, Zamindars).</li> <li>● Permanent Settlement, Changes in Economic system and Administrative structure, Agrarian expansion, Jotdari system.</li> <li>● Plantation Industry, Railway, DHR Communication and transport with Jalpaiguri District, New urban centres in the hills.</li> <li>● Missionary activities in Darjeeling hills and in the Plains of North Bengal, health Management and education in Tea Gardens, Government's policy for establishment of Municipalities in different towns.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to describe the pre-colonial history and geographical situation of North Bengal.</li> <li>● Ability to describe the impact of British Conquest on the society, economy and polity of North Bengal.</li> <li>● Skill of explaining the development of the plantation industry in Darjeeling Hills, Terai, Dooars and its impact on the economy of North Bengal.</li> <li>● Ability to understand the development of Missionary activities in Darjeeling hills and the Plains of North Bengal.</li> <li>● Ability to explain health management and education in Tea</li> </ul>

		<p>Gardens.</p> <ul style="list-style-type: none"> <li>Ability to explain Government's policy for establishment of Municipalities in different towns.</li> </ul> <p>Competency Developed:</p> <ul style="list-style-type: none"> <li>Correlating and contrasting society, culture and economy in different districts of North Bengal during the colonial period.</li> <li>Facility in applying formal idea generation to address multiple questions related to nature and structure administration, urbanization, agriculture and communication in colonial North Bengal.</li> <li>Facility in working with the issues like public health and education in colonial North Bengal.</li> </ul>
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#### SEMESTER—IV

Course Code	Course Name	Course Outcomes
401 1 <sup>st</sup> Half	<i>Historiography: Concepts, Methods and Tools</i>	<p><b>Knowledge Gained</b></p> <ul style="list-style-type: none"> <li>Meaning and scope of Graeco-Roman historic tradition.</li> <li>Meaning and scope of Indian historical tradition in the ancient and the medieval period.</li> <li>Positivist and Whig historiography along with debate on historicism.</li> <li>Marxist and Annals historiography.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>Ability to distinguish between historical tradition and history.</li> <li>Capacity to understand history in Graeco-Roman and early-medieval Indian perspective.</li> <li>Capability to understand the role of natural science, constitutional monarchy and industrial revolution in historiography.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>Achievement in explaining the varying course of history of major civilisations in the world.</li> <li>Confidence in employing the different approaches to history.</li> <li>Locating the area of their choice of doing historical research through articles as well as thesis writing.</li> </ul>
401 2 <sup>nd</sup> Half	<i>Historiography: Concepts, Methods and Tools</i>	<p><b>Knowledge Gained :</b></p> <ul style="list-style-type: none"> <li>The colonial economy and state, peasants, labour- migrant labour: Calcutta, Bombay, Burma, Fiji and Trinidad,</li> <li>Tribes and Other Communities,</li> <li>Gender and environment,</li> <li>Science and technology,</li> <li>Economic and power relations in colonial India;</li> <li>Invisible Role of Women in economy, Caste identities: Colonial knowledge, Caste and Census, Emerging Caste associations: Debates around Sanskritisation; Migration and disease and health services.</li> </ul>

		<p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● The ability to recognise the changing economy in the colonial period and state, peasants, labour- migrant labour: Calcutta, Bombay, Burma, Fiji and Trinidad</li> <li>● The ability to understand Tribes and other communities in colonial period</li> <li>● The ability to know the recent trends on gender and environment</li> <li>● Invisible Role of Women in economy and</li> <li>● To understand the new historiography on medicine and technology</li> <li>● The ability to recognise the Economic and power relations in colonial India</li> <li>● The ability to understand the Caste identities: Colonial knowledge,</li> <li>● Caste and Census, Emerging Caste associations: Debates around Sanskritisation</li> <li>● To identify the recent trends of Migration and disease and health services.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>● Became capable to understand the changing economy in the colonial period and state, peasants, labour- migrant labour: Calcutta, Bombay, Burma, Fiji and Trinidad</li> <li>● Became competent to identify the new trends on gender and environment Invisible Role of Women in economy and Developed capacity to understand Tribes and other communities in colonial period</li> <li>● Became competent to understand the new historiography on medicine and technology</li> <li>● Developed the ability to recognise the Economic and power relations in colonial India</li> <li>● Became competent to understand the Caste identities: Colonial knowledge, Caste and Census, Emerging Caste associations: Debates around Sanskritisation</li> <li>● Developed the understanding to identify the recent trends of Migration and disease and health services in colonial India</li> </ul>
402 1 <sup>st</sup> half	History of Ideas	<p><b>Knowledge Gained:</b></p> <ul style="list-style-type: none"> <li>● Ideas of Polity-monarchy</li> <li>● The legitimacy of political power: Texts and Practice</li> <li>● Intellectual traditions, Identity Formations, Temple Desecration and the Indo-Muslim States, Sufism, Rhetoric of State- Building.</li> <li>● Philosophy of Islam</li> <li>● Formation of religious thought and cultural synthesis: Bhakti movement: Shaivite and Vaishnavite, Regional Developments, Sikhism, Din-I-llahi.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to understand the ideas of polity-monarchy in India</li> <li>● Ability to understand how the Indo-Muslim lead to the state building</li> <li>● Ability to understand the Islam</li> </ul> <p><b>Competency developed:</b></p>

		<ul style="list-style-type: none"> <li>• Became competent to apply the formal idea to address multiple questions related to Islam, Sufism.</li> <li>• Became competent to apply standard concepts to address multiple questions related to Islam</li> </ul>
402 2 <sup>nd</sup> half	History of Ideas	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• Social reform and revivalism: Brahmo Samaj, Prarthana Samaj, Arya Samaj, Deoband and Aligarh Movement, Sing Sabha Movement</li> <li>• Anti-Caste Movements: Satyasadhak Samaj, Sree Narayan Guru Movement (SNP), Self-Respect Movement</li> <li>• Social Movement: Mahatma Gandhi's Programme of Social upliftment of Harijans</li> <li>• B.R. Ambedkar's struggle against Casteism</li> <li>• Colonialism, nationalism and Women's rights</li> <li>• Tracing the emergence of nationalism and social change in India through rising and growth of the middle class</li> <li>• Understanding Cultural Changes through Literacy and Languages.</li> <li>• Formation of the idea of nationalism and community identity through languages. Some theoretical considerations on identity formation through languages.</li> <li>• Development of Visual art and Music (with regional variations) while countering colonialism</li> <li>• Print media, Paintings and other artistic developments</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>• Ability to understand the social movements of India</li> <li>• Ability to understand how the social movement lead to the revivalism</li> <li>• Ability to understand the Anti-caste movement</li> <li>• Ability to understand Gandhi and Ambedkar stands on the Caste issue</li> <li>• Ability to understand the emergence of new classes with the help of the colonial economy</li> <li>• Ability to understand the cultural changes through language, literature, visual art, music, print media and painting</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Became competent to apply the formal idea to address multiple questions related to caste, class and gender</li> <li>• Became competent to apply standard concepts to address multiple questions related to anti-caste movement</li> <li>• Became qualified to address multiple problems related to the politics of language and identity formation</li> <li>• Became qualified to address multiple questions on the relationship between the development of popular culture and colonial power structure</li> </ul>
403 1 <sup>st</sup> half		<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• Evolution of Gupta Sculpture.</li> <li>• Late Classical Indian Art.</li> <li>• Vakataka-Maitraka-Early Chalukya art, especially sculpture.</li> </ul>

		<ul style="list-style-type: none"> <li>• Early medieval Indian art: North, East, West and South India</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to find out the similarity and dissimilarity in evolution of art style especially sculpture in Aryavarta and Dakshinavarta.</li> <li>• Capability to trace the impact of central Indian art on the peripheral region and vice versa.</li> <li>• Aptitude in reconstructing the role of art and sculpture in writing the history of India.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Experience of creating a synthetic view of both North and South India through art.</li> <li>• Proficiency in understanding the continued philosophy of in the life of both parts of India beyond external crosscurrents.</li> <li>• Confidence in highlighting the glorious past of India through display of unsurpassable charm and beauty of sculptures and expertise of the contemporary people in the wake of aggressive globalisation.</li> </ul>
403	2 <sup>nd</sup> HALF	<p>ART AND ARCHITECTURE OF INDIA(UPTO 1206 AD)</p> <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• The study of the various art and architectures in ancient India.</li> <li>• A detailed study of the features, building material, purpose of construction of the various architectural structures in ancient India.</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to distinguish art and craft in surroundings.</li> <li>• How to create or identify originality and creativity in art.</li> <li>• Ability to correctly use artistic terminology.</li> <li>• Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>• Conceptualisation of sculpture and icons.</li> <li>• Comparative Capacity to locate and identify sculptures.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> <li>• Organizing artistic exhibitions.</li> </ul>
404	1 <sup>st</sup> half	<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Social and economic organization: settlement patterning at the macro and micro level; site catchments analysis, site formation processes</li> <li>• Ethno-archaeology: methods</li> <li>• Cognitive Archaeology: archaeological indicators of rituals; conventions of representation in art; symbols of organization and power in complex</li> </ul>

		<p>societies, Mortuary Archaeology</p> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>Ability to distinguish art and craft in surroundings.</li> <li>How to create or identify originality and creativity in art.</li> <li>Ability to correctly use artistic terminology.</li> <li>Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>Conceptualisation of sculpture and icons.</li> <li>Comparative Capacity to locate and identify sculptures.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>Excellent performance in art museums during tour</li> <li>Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>Motivation of creating awareness for preservation.</li> <li>Organizing artistic exhibitions.</li> </ul>
404 2 <sup>nd</sup> half		<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>Assessing the beginning of the use of Iron in India</li> <li>Distribution of early Iron Age settlements in North and North West India</li> <li>Megalithic Cultures: Deccan and the peninsular South</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>Ability to distinguish art and craft in surroundings.</li> <li>How to create or identify originality and creativity in art.</li> <li>Ability to correctly use artistic terminology.</li> <li>Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>Conceptualisation of sculpture and icons.</li> <li>Comparative Capacity to locate and identify sculptures.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>Excellent performance in art museums during tour</li> <li>Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>Motivation of creating awareness for preservation.</li> <li>Organizing artistic exhibitions.</li> </ul>
405	History of Medieval Bengal 1206 A.D 1757 A.D	<p><b>KNOWLEDGE GAINED:</b></p> <ol style="list-style-type: none"> <li>Culture and Social Dynamism, Society, and Cultural Islam</li> <li>Mosque and Shrine in the Rural Landscape,</li> <li>The Rooting of Islam in Bengal.</li> <li>Agrarian Economy and the State/Subah.</li> <li>Control over land and relations of production, resource base, and pattern of resource use in agrarian production.</li> <li>Europeans in Bengal</li> <li>Inland and maritime trade.</li> <li>The architecture of Bengal: Islamic Architecture and Temple Architecture,</li> </ol>

		<p><b>Language and Literature</b></p> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to distinguish art and craft in surroundings.</li> <li>• How to create or identify originality and creativity in art.</li> <li>• Ability to correctly use artistic terminology.</li> <li>• Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>• Conceptualisation of sculpture and icons.</li> <li>• Comparative Capacity to locate and identify sculptures.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> <li>• Organizing artistic exhibitions.</li> </ul>
405 HALF	2 <sup>nd</sup> History Medieval Bengal	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• An analysis of various literature and primary sources for the study of the evolution of the language and literature of medieval Bengal.</li> </ul> <p>A study of the various industries and production technologies in medieval Bengal.</p> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to distinguish art and craft in surroundings.</li> <li>• How to create or identify originality and creativity in art.</li> <li>• Ability to correctly use artistic terminology.</li> <li>• Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>• Conceptualisation of sculpture and icons.</li> <li>• Comparative Capacity to locate and identify sculptures.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> <li>• Organizing artistic exhibitions.</li> </ul>
406 1 <sup>st</sup> half		<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• Babarnama, Akbarnama, Tutinama, Hamjanama, Padshahnnama paintings</li> <li>• Mughal painters</li> <li>• Mughal painting styles</li> <li>• Theme of Mughal paintings</li> </ul> <p><b>Skills Gained:</b></p>

		<ul style="list-style-type: none"> <li>• Ability to distinguish art and craft in surroundings.</li> <li>• How to create or identify originality and creativity in art.</li> <li>• Ability to correctly use artistic terminology.</li> <li>• Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>• Conceptualisation of sculpture and icons.</li> <li>• Comparative Capacity to locate and identify sculptures.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> <li>• Organizing artistic exhibitions.</li> </ul>
406 2 <sup>nd</sup> half		<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Deli, Agra, Fatepur-Sikri</li> <li>• Regional styles – Deccan, Bengal, Kashmir, Lahore</li> <li>• Different types of arches</li> <li>• Different types of domes and vaults</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to distinguish art and craft in surroundings.</li> <li>• How to create or identify originality and creativity in art.</li> <li>• Ability to correctly use artistic terminology.</li> <li>• Self-confidence over the artistic notion as desired in Indian perspective.</li> <li>• Conceptualisation of sculpture and icons.</li> <li>• Comparative Capacity to locate and identify sculptures.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Excellent performance in art museums during tour</li> <li>• Application of skill in producing miniature of early art and sculpture by a few students.</li> <li>• Motivation of creating awareness for preservation.</li> <li>• Organizing artistic exhibitions.</li> </ul>
407 First Half	Economic History of India (1757 A.D. - 1947 A.D.)	<p><b>Knowledge Gained :</b></p> <ul style="list-style-type: none"> <li>• Agrarian conditions-Regional variations.</li> <li>• Different Land Revenue Settlements in colonial India.</li> <li>• Ecological change and rural society.</li> <li>• Agrarian and non-agrarian production: Technology and methods of production.</li> <li>• Traditional Handicraft Industry and the question of De-industrialization.</li> <li>• Handicraft industry in transition under colonialism.</li> <li>• Capital and labour in the handicraft industry.</li> </ul>

		<p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability describe agrarian conditions in different regions of colonial India</li> <li>● Ability to describe Different Land Revenue Settlements in Colonial India.</li> <li>● Skill of explaining the various technology and methods in agrarian production.</li> <li>● Ability to understand traditional handicraft industry and the question of De-industrialization</li> <li>● Ability to understand the nature of Capital and labour in the handicraft industry.</li> </ul> <p>.</p> <p><b>Competency Developed:</b></p> <ul style="list-style-type: none"> <li>● Correlating and contrasting rural and urban economy in colonial India.</li> <li>● Facility in applying formal idea generation to address multiple questions related to the nature of de-industrialization.</li> <li>● Facility in working with the issues of ecological change and rural society.</li> </ul>
407 2 <sup>nd</sup> half	Economic History of India (1757 A.D. – 1947A.D.)	<p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>● Knowing the fiscal system by discussing the shift from direct to indirect taxation, tariff and excise and monetary policies and credit system</li> <li>● Price Movements from 1860 to 1947</li> <li>● Movement of National Income after 1858</li> <li>● Population, pre-census and post census period</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to understand the direct and indirect taxes and their impact on colonial India</li> <li>● Ability to understand the excise and monetary policies and credit system</li> <li>● Ability to understand the different trends in the price movement and how did it impact the landlords, state revenues collection and the trade</li> <li>● Skill to understand the divergent, assumption and estimating the national income after 1858 and its impact on the formation of economic nationalism</li> <li>● Ability to understand the explanation of the demographic changes and de-urbanization in the colonial period through narratives of the census data</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>● Became competent to understand the Indian national movement taken forward by both economic and social issues. Economic issues</li> </ul>

		<p>strengthened the demand for independence.</p> <ul style="list-style-type: none"> <li>• Became competent to comprehend National income and its estimation and assumption during colonial period along with the understanding of price movement and tariff system helped to do research on the economic history as well as encourage to take endeavours towards the writing of the ‘total history’.</li> <li>• Became competent to understand Economic nationalism reveals the financial exploitation of the British colonialism and provides a counter-narrative to British civilization mission.</li> </ul>
408 1 <sup>st</sup> half	History of Modern Bengal with special reference to North Bengal (1757 A.D. – 1971 A.D.)	<p>Knowledge gained:</p> <ul style="list-style-type: none"> <li>• Colonial Bengal Society and colonial cultural penetration</li> <li>• Trauma in Bengal politics from the first partition to the second partition</li> <li>• The understanding colonial economy of Bengal</li> <li>• Peasant and Plantation movement in Bengal</li> <li>• The saga of the National Movement</li> <li>• India and Bangladesh Liberation War (With special reference West Bengal)</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>• Ability to understand the cultural response of indigenous society towards colonialism during the first half of the twentieth century</li> <li>• Ability to understand the trauma and memories of partition</li> <li>• Ability to understand the economy of the colonial Bengal</li> <li>• Skill to understand the reason and nature of the peasant and plantation workers' movements</li> <li>• Aptitude to understand the Bangladesh Liberation war</li> </ul> <p>Competency developed:</p> <ul style="list-style-type: none"> <li>• Became competent to develop formal idea generation to address multiple questions related to the cultural development of twentieth-century Bengal</li> <li>• Became competent to develop formal idea generation to address multiple problems related to memory and trauma of partition</li> <li>• became competent to develop formal ideas on the colonial economy</li> <li>• Became competent in developing formal ideas on present and plantation labour movement</li> <li>• Became competent to apply formal idea generation to address multiple questions on the socio-political condition of Bengal after 1947</li> <li>• Understanding the Bangladesh liberation movement</li> </ul>
408 2 <sup>nd</sup> half	History of Modern Bengal with special reference to	<p>Knowledge Gained</p> <ul style="list-style-type: none"> <li>• Princely State of Cooch Behar and the British Raj: Political and Cultural penetration of the British into the State and its impact, Merger of Cooch Behar after Independence.</li> </ul>

North Bengal (1757 A.D. – 1971 A.D.)	<ul style="list-style-type: none"> <li>● Rajbanshi Kshatriya Movement, Labour Movements, Tebhaga Movement.</li> <li>● Left Politics and Mass Movements (Tolabati Movement, Hat tola, Chhottisha Movement, Santal Revolt in Dinajpur and Malda).</li> <li>● Freedom and Partition: Influx of Refugees, Demographic Changes, Problems of the Government, Rehabilitation, Readjustment, New social and economic crisis.</li> <li>● Political Changes: Mass Movements, Left Politics on String foothold, Peasant and Workers Movement, Naxalbari Movement, Defeat of INC, Left Front Government in power (1977).</li> </ul> <p><b>Skills Gained:</b></p> <ul style="list-style-type: none"> <li>● Ability to describe the colonial and post-colonial history of the Princely State of Cooch Behar.</li> <li>● Ability to describe the impact of different peasant movements in colonial North Bengal.</li> <li>● Skill of explaining Left Politics and Mass Movements in different districts of North Bengal.</li> <li>● Ability to understand the changing political scenario in post -colonial North Bengal.</li> </ul> <p><b>Competency Developed:</b></p> <ul style="list-style-type: none"> <li>● Correlating and contrasting various peasant movements in different districts of North Bengal during the colonial period.</li> <li>● Facility in applying formal idea generation to address multiple questions related to Influx of Refugees, Demographic Changes, Problems of the Government, Rehabilitation, Readjustment, New social and economic crisis in post-colonial North Bengal.</li> <li>● Facility in working with issues like the rise of Naxalbari Movement in post-colonial North Bengal.</li> </ul>
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