



**Nathaniyal Murmu Memorial college**  
**B.A. History Honours**  
**Department of History: Programme outcome**

Students of this department are expected to gain their knowledge in the various fields of History and attain their Professional skills with greater exposure. They have to have the capacity to demonstrate comprehensive knowledge of scholarly research and Professional literature in History. After graduation they will establish a platform from which they will pursue higher studies. It is expected that the discipline specific knowledge helps them to be aware about wider life skills and career. Besides this they will be furnished with practical skills of argumentation, communication, attitude, temperament, general values and their dedicated studies in the discipline will discover complexity of human life in society, economy, culture, religion, politics and ultimately enable learners to live rich, productive and meaningful lives.

During this period of his course the department aims to familiarize students with the significant development of South Asia and other parts of the world through the different time periods. While the main focus remains on the Indian subcontinent, Students also study other parts of the world, European as well as non-European. Course aims to make the students cross beyond the idea of textbooks at school level and to expose various problems and conflicts as the inherent parts of historical exercise of reconstructing the past and through the knowledge of multiple perspectives reconstruct the past. Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place and context and role of human agencies involved. Thus, the students are encouraged to think critically, analyses different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the extant historical scholarship in the field, available in the form of secondary texts. By the end of the three years of the undergraduate programme, the student would have obtained elementary ideas of some of the more important issues that crop up in a historian's reading and interpretation of primary sources. Certain thematic courses like those on gender and environment are designed to sensitize students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources. The objective is that they should be able to do this through their written work – essays, project, research papers etc. as well as in the oral form- presentations, debates and discussions.

The program aims to develop students' ability to formulate cogent arguments and present evidence, grounded in the rigorous methods of History. Beyond intellectual growth, it shares broader educational goals common to the humanities and social sciences. These include fostering active citizenship, responsible political choices, and democratic engagement. The program seeks to equip students to participate in public debates and generate public opinion. It also aims to instill a humanitarian spirit, empathy, and critical thinking.

Graduates often pursue various knowledge domains and professional fields, benefiting from skills in argumentation, communication, and critical thinking, enabling them to lead rich, productive lives.

### **Course Learning Outcomes:**

After completing the undergraduate program in History, the student is expected to:

#### 1. Construct Historical Narratives

Describe significant historical developments covered in the syllabus.

Identify, analyze, and explain the significance of historical changes and continuities within societies or cultures.

#### 2. Formulate Historical Arguments

Engage with historiography and sustain historical arguments with evidence from secondary and, where possible, primary sources.

Situate arguments within broader scholarly narratives.

Understand that history involves critical evaluation and interpretation of facts.

#### 3. Engage with Scholarly Writings

Abstract and explain main arguments, concepts, and empirical evidence in historical scholarship.

#### 4. Answer Questions, Write Essays, and Research Papers

Access, identify, and evaluate reliable source materials.

Synthesize arguments and facts from scholarly writings.

Formulate historical questions and interpret primary sources.

Write clear, cogent essays and research papers with proper citations and footnotes.

Deliver well-researched oral presentations and participate in debates.

#### 5. Work Collaboratively

Make presentations and listen attentively to peers.

Participate in discussions, ask questions, and provide feedback.

Learn the formal protocol of academic engagement in seminars and conferences.

## **B.A. History Honours Semester -I Paper: DC-I Department of History: Course Outcomes**

History of India: Pre-history to 6th Century BC" aims to provide students with a comprehensive understanding of India's early history through the study of geographical, cultural, and socio-economic developments. Here are the detailed course outcomes:

### **Unit I: Geographical Background**

1. Physiographic Understanding: Gain knowledge about India's major physical features and how they influenced ancient civilizations.

2. Major Routes of Communication: Understand the importance and impact of ancient trade routes and communication channels.

3. Environment, Peoples, and Languages: Study the diverse environmental conditions, cultural backgrounds, and linguistic variations of early Indian societies.

### **Unit II: Survey of Sources and Different Approaches to Ancient Indian History**

1. Sources of Ancient History: Learn about the various sources of ancient Indian history, including literature, archaeology, epigraphy, and numismatics.
2. Different Approaches: Analyze different methodological approaches to the study of ancient Indian history, understanding their strengths and limitations.

### **Unit III: Prehistory**

1. Palaeolithic Culture: Understand the sequence and geographical distribution of Palaeolithic cultures, including climatic changes, evolution, and the use of stone tools.
2. Mesolithic Culture: Examine the regional and chronological distribution of Mesolithic cultures, technological advancements, and economic changes, including rock art.
3. Neolithic Food Production: Explore the concept of the Neolithic period, focusing on the complexities and beginnings of food production and settled life.

### **Unit IV: Proto-history**

1. Chalcolithic Village Societies: Study the growth of Chalcolithic village societies from Baluchistan to Gujarat, understanding their social and economic structures.
2. Harappan Civilization: Gain insights into the origin, distribution, and major sites of the Harappan civilization, including aspects such as agrarian base, craft production, trade, religious practices, art, architecture, and script. Analyze the reasons behind the urban decline and the late Harappan cultures.
3. Neolithic-Chalcolithic Cultures in Non-Harappan India: Understand the characteristics and development of Neolithic-Chalcolithic cultures outside the Harappan region.

### **Unit V: Background to the Emergence of Early Historic India**

1. The Aryans: Study the Aryan problem, their original homeland, and the spread of Aryan culture. Understand the significance of the Ramayana and Mahabharata epics.
2. Society and Varna System: Analyze the social structure with a focus on the Varna system and the position of women in early Indian society.
3. Iron Age Culture: Examine Iron Age cultures with a special reference to Painted Grey Ware and Northern Black Polished Ware cultures, including the significance of megaliths.

General Course Outcomes:

Develop a thorough understanding of the key phases in early Indian history, from prehistory to the 6th century BC.

Enhance analytical skills by examining

## **B.A. History Honours Semester -I Paper: DC-II Department of History: Course Outcomes**

### **Course Outcomes for History of India: 6th Century to BC-Gupta Period**

#### **1. Understanding Ancient Material and Ideological Foundations:**

Students will be able to comprehend the material and ideological background of early Indian society, including the key philosophical and religious movements such as Jainism, Buddhism, Ajivikas, and other systems.

## **2. Insight into Early Indian Social Structure and Urbanization:**

Students will gain knowledge about the expansion of settlements, urbanization, and the social structure of early Indian society.

### **3. Knowledge of Mahajanapadas to Empires:**

Students will be able to analyze the transition from Mahajanapadas to large empires, understanding the political, economic, and social dynamics involved.

### **4. Detailed Study of Sixteen Mahajanapadas and Magadhan Imperialism:**

Students will be equipped to discuss the growth of the sixteen Mahajanapadas and the rise of Magadhan imperialism, alongside craft production, trade, and coinage in this period.

### **5. Comprehensive Understanding of the Maurya Empire:**

- Students will gain an in-depth understanding of the Maurya Empire, its political and cultural relations, especially with Sri Lanka and West Asia, Ashoka's dharma, and the empire's society, economy, art, and architecture.

### **6. Impact of Invasions in the Post-Mauryan Period:**

Students will learn about the invasions by the Bactrian Greeks, Scythians, and Kushanas, and their impact on the polity, economy, society, religion, and culture of India from 200 BC to 300 AD.

### **7. Post-Mauryan Political and Cultural Developments:**

Students will be able to critically examine the post-Mauryan political landscape, particularly focusing on the Kushanas, Satavahans, and Tamil Chieftaincies (Chera, Chola, Pandya).

### **8. Economic and Social Changes in Post-Mauryan Period:**

Students will understand the economic developments such as land grants, agricultural expansion, urban growth, trade, and the social phenomena like peasantry and assimilation of incoming peoples.

### **9. Religious and Cultural Evolution:**

Students will explore the spread of Jainism and Buddhism, the emergence of Mahayana Buddhism, Vaishnava and Saiva forms of worship, and the cultural advancements in art, architecture, sculpture, and literature.

### **10. Sangam Age Analysis:**

Students will be able to analyze the society, language, literature, and megalithic culture of the Sangam Age, along with an understanding of Tamil literature.

### **11. Study of the Gupta Age:**

- Students will gain insight into the state and administrative institutions, social and economic changes, cultural developments, and cultural contacts with Central Asia during the Gupta period.

### **12. Post-Gupta Polity:**

Students will learn about the political entities post-Gupta era including the Maukharis, Vakatakas, Sasanka, and the later Guptas, with a focus on their contributions to the continuity and change in Indian history.

By the end of the course, students will have a comprehensive understanding of the critical historical developments in India from the 6th century BC to the Gupta period, encompassing political, social, economic, religious, and cultural dimensions.

**B.A. History Honours Semester -II**  
**Paper: DC-3**  
**Department of History: Course Outcomes**

**Course Outcomes for History of India: Post-Gupta to 1200 AD**

**1. Understanding Post-Gupta Historiography and Approaches:**

Students will be able to comprehend historiographical methods and approaches used to study the post-Gupta period, with an emphasis on interpreting primary sources like epigraphy, numismatics, and literature.

**2. Analysis of Harshavardhana's Political and Administrative Systems:**

Students will gain insights into the political system and administrative institutions under Harshavardhana's reign, understanding his contributions to the socio-political landscape of India.

**3. Study of Peninsular Indian Dynasties:**

Students will understand the polity, society, and economy of the Chalukyas and Pallavas, with a focus on their culture

**B.A. History Honours Semester -III**  
**Paper: DC-4**  
**Department of History: Course Outcomes**

Studying the political history of India from 1200 AD to 1526 AD provides several key course outcomes:

**Understanding of Dynastic Politics:** Students grasp the dynamics of power shifts among various ruling dynasties such as the Slave dynasty, Khaljis, Tughlaqs, and the Lodi dynasty, and how they shaped the political landscape of medieval India.

**Analysis of Administrative Systems:** They gain insights into the administrative structures, governance policies, and revenue systems implemented by different rulers during this period, including the establishment of provincial administrations and the role of local governance.

**Examination of Socio-cultural Impact:** Students explore the socio-cultural impacts of Muslim rule in India, including changes in language, architecture, and social practices, as well as interactions between different religious and cultural communities.

**Evaluation of Military Strategies:** They assess the military strategies employed by various rulers and empires, including tactics, alliances, and technological advancements, which played a crucial role in shaping territorial expansion and defence mechanisms.

**Synthesis of Historical Narratives:** By synthesizing primary and secondary sources, students construct coherent narratives of political developments, conflicts, and alliances during this period, enhancing their critical thinking and analytical skills.

**Contextualization of Historical Events:** They contextualize historical events within broader regional and global contexts, considering factors such as trade networks, cultural exchanges, and geopolitical rivalries, to understand the interconnectedness of medieval Indian history with the wider world.

Overall, studying this period provides a comprehensive understanding of the political dynamics and transformations that occurred in medieval India, laying the foundation for deeper insights into the country's historical evolution.

## B.A. History Honours Semester -III Paper: DC-5 Department of History: Course Outcomes

### **Course Outcomes for History of India: 1200 AD to 1526 AD (Socio-Cultural, Economic History)**

#### 1. Understanding Society and Economy in North India:

Students will be able to comprehend the environmental context, agricultural production, technology, rural society, and the revenue system in North India.

They will understand urbanization, technology, agricultural production, monetization, market regulations, and trade during this period.

#### 2. Exploring Religion and Culture:

Students will gain insights into the doctrines, silsilas, and practices of Sufism.

They will explore the Bhakti movements, including Nathpanthis, Kabir, Nanak, and the Sant tradition.

Understanding of Sultanate architecture and the development of Persian and indigenous literature will be achieved.

#### 3. Analysing Historiographical Issues and Sources:

Students will critically examine historiographical issues and sources such as regional chronicles, bardic narratives, Sufi and Bhakti texts, and travelogues.

#### 4. Regional Societies and Political Formations:

Students will study the political formations in Bengal, including its emergence as an independent kingdom and the rule of the Illius Sahi and Hussain Sahi dynasties.

They will analyze the political and cultural aspects of Vijayanagar and Bahamani.

Understanding the interplay between warfare and society will be emphasized.

5. Society and Economy: A Regional Perspective:

- Students will explore the society and economy of Vijayanagar, the impact of Vaishnavism in Bengal, trade and urbanization in South India, and the Indian Ocean trade.

6. Religion, Culture, and Regional Identities:

Students will study the Vaishnavite movements in eastern India, regional art and architectural forms, and regional literature, particularly in Eastern India.

## B.A. History Honours Semester -III Paper: DC-6 Department of History: Course Outcomes

Course Outcomes for History of India: 1526 AD-1707 AD (Political History)

1. Understanding Sources and Historiography:

Students will comprehend the historiography and sources of the Mughal period, including key texts like Abul Fazal's works, Badauni, Abdul Hamid Lahori, Bernier, Tuzuk-i-Babaxi, and Humayun Nama.

2. Analyzing Mughal Polity:

Students will study the evolution of the administrative system, including the Mansab and Jagir systems.

They will understand the Mughal ruling classes, including nobility and zamindars, and the Mughal policies towards the North West frontier, Central Asia, Rajputs, and the Deccan.

3. State and Religion:

Students will gain insights into Akbar's religious ideas, Sulh-i-Kul, relations with religious elites, and Aurangzeb's relations with religious groups and institutions.

4. Decline of the Mughal Empire:

Students will analyze the crisis in the Mughal Empire, including agrarian crisis, peasant revolts, court politics, and the dynastic, administrative, and economic causes of the Mughal decline.

5. Patterns of Regional Polity:

Students will study the political developments in Bengal and Maharashtra during the decline of the Mughal Empire and the emergence of successor states.

## B.A. History Honours Semester -III

## Paper: DC-7

### Department of History: Course Outcomes

Course Outcomes for History of India: 1526 AD to 1707 AD (Socio-Economic, Cultural History)

#### 1. Understanding Rural Economy and Society:

Students will comprehend the environmental context, forests, agricultural zones, production, water resource management, agricultural technology, crop patterns, cash nexus growth, rural credit, and the role of the state.

They will analyse the agrarian structure, land ownership, revenue system, village community, and peasantry.

#### 2. Trade, Commerce, and the Monetary System:

Students will study trade routes, internal commerce patterns, the Indian Ocean trade network in the 17th century, markets, and the monetary system.

#### 3. Urban Centres and Economy:

Students will understand the morphology of cities, city and town administration, urban economy, crafts, industries, organization of production, imperial karkhanas, textiles, and the urban social structure, including merchant communities, bankers, artisans, craftsmen, and labourers.

#### 4. Cultural Developments:

Students will explore the languages and literature of the period, architectural developments, and advancements in visual and performing arts.

By the end of these courses, students will have a comprehensive understanding of the socio-cultural, economic, and political history of India from 1200 AD to 1707 AD, encompassing significant historical developments and their impacts on Indian society

## B.A. History Honours Semester -IV

### Paper: DC-8

### Department of History: Course Outcomes

Course Outcomes for History of India: 1707 AD to 1818 AD

#### 1. Understanding Modern India:

Students will grasp key concepts, terminologies, and approaches used in the study of Modern India.

#### 2. Expansion and Consolidation of British Rule:

Students will analyse the growth of British power in Bengal, the Mysore challenge, the rise and fall of the Marathas, the Sikh challenge, and Anglo-Awadh relations leading to annexation.



### 3. Colonial State and Ideology:

Students will understand the orientation, utilitarianism, evangelicalism, classical political thought in relation to India, and the colonial state's attitude towards social institutions such as caste, tribe, and communities.

### 4. Rural Economy and Society:

Students will study the rural agrarian social structure, land revenue settlements, commercialization of agriculture, de-industrialization, peasants, landless labour, rural credit, indebtedness, and the changing rural landscape and environment.

They will understand the changing economy and society of the tribal world and popular resistance to British rule.

## B.A. History Honours Semester -IV Paper: DC-9 Department of History: Course Outcomes

### Course Outcomes for History of India: 1818 AD to 1885 AD

#### 1. Indian Awakening in Bengal:

Students will explore the contributions of Rammohan Roy, Derozio, Young Bengal, and Ishwar Chandra Vidyasagar, as well as the debates surrounding the Bengal Renaissance.

#### 2. Cultural Changes and Social and Religious Reform Movements:

Students will study the rise of modern education and the press, the emergence of a new intelligentsia, and various socio-religious reform movements such as Bramho Samaj, Prarthona Samaj, Arya Samaj, Theosophical Society, Wahabi, Faraizi, and New Hindu movements.

They will understand the changing position and attitudes towards women, Sanskritization, caste movements, and the dynamics between Brahmanical and depressed classes.

#### 3. Revolt of 1857:

- Students will analyse the causes, failure, and results of the Revolt of 1857, along with the historical controversies surrounding it.

## B.A. History Honours Semester -IV

# Paper: DC-10

## Department of History: Course Outcomes

Course Outcomes for History of India: 1885 AD to 1950 AD

### 1. Nationalism and Its Historiography:

Students will understand the beginning of Indian nationalism, its historiography, the rise of the middle class, early political associations, the foundation of the Indian National Congress, and the division between moderates and extremists.

They will study the Swadeshi and Boycott movements, the problem of Bengal, and the trends in Muslim politics, including the Aligarh movement and the foundation of the Muslim League.

### 2 Ideas and Movements (1919-1947):

Students will analyze the impact of World War I on Indian economy and politics, the rise of Gandhian ideology, and the emergence of mass politics.

They will study various Gandhian movements (e.g., Rowlatt Satyagraha, Khilafat, Non-cooperation, Civil Disobedience, Quit India), revolutionary nationalism, left movements, and the mobilization of peasants and workers.

They will understand the constitutional changes and responses, including key events like the Morley-Minto Reforms, Government of India Acts, Swarajists, Simon Commission, and the transfer of power.

### 3. Communal Politics and Partition:

Students will explore the demand for Pakistan, responses to the demand, British policies, and the events leading to partition.

### 4. India 1947-1950:

Students will study the challenges of displaced persons and rehabilitation, agrarian reforms, integration of princely states, framing of the constitution, and situating India in the global context.

They will understand the Nehru era, the establishment of the Planning Commission, and the formation of linguistic states.

## B.A. History Honours Semester -V

### Paper: DC-11

## Department of History: Course Outcomes

Course Outcomes for "Rise of the Modern West" (17th Century to Mid-18th Century)

### 1. Renaissance and Humanism:

Students will understand the social roots of the Renaissance and the spread of humanism across Europe, including its impact on art and culture.

They will analyze the origins, course, and results of the Reformation and Counter-Reformation, and the significance of the Thirty Years' War.

### 2. European State System and Colonial Expansion:

Students will study the political structures of Spain, France, England, and Russia.

They will explore the motives and impacts of colonial expansion, including voyages, explorations, and early colonial empires of Portugal and Spain.

They will comprehend the shift of economic balance from the Mediterranean to the Atlantic, the commercial revolution, and the price revolution.

## B.A. History Honours Semester -V

### Paper: DC-12

### Department of History: Course Outcomes

#### 1. 17th Century Crisis in Europe:

Students will investigate the economic, social, and political dimensions of the 17th-century crisis in Europe.

They will delve into the English Revolution, focusing on major issues and political and intellectual currents.

#### 2. Scientific and Economic Developments:

Students will gain insights into the scientific revolution up to the 18th century.

They will study mercantilism and the European economy during the 17th and 18th centuries.

They will understand the political and economic issues of the American War of Independence and its significance.

They will explore European political patterns in the 18th century, including parliamentary monarchy and patterns of absolutism.

#### 3. Industrial Revolution and Economic Transition:

Students will engage in the debate on the transition from feudalism to capitalism, understanding the problems and theories associated with this significant economic transformation.

## B.A. History Honours Semester -VI

### Paper: DC-13

### Department of History: Course Outcomes

#### **Course Outcomes for "History of Europe: 1789 AD to 1870 AD"**

#### 1. French Revolution:

Students will understand the crisis of the ancient regime, intellectual and political currents, and the participation of social classes, including the role of women, art, and culture.

They will study the emergence, expansion, consolidation, and downfall of Napoleon Bonaparte, and the outcomes of the Congress of Vienna, 1815.

#### 2. Social and Political Developments (1815-1848):

Students will analyze Metternich's forces of conservatism, the restoration of old hierarchies, and the social, political, and intellectual currents leading to the revolutionary movements of 1830 and 1848.

#### 3. Changes and Developments (1848-1871):

Students will explore the processes of economic change in Britain, the German states, and Russia.

They will understand the political developments in France (Louis Napoleon and the Paris Commune), and the making of the nation-states of Italy and Germany.

They will study the evolution of liberalism and democracy in Britain.

**B.A. History Honours Semester -VI**  
**Paper: DC-14**  
**Department of History: Course Outcomes**

**Course Outcomes for "History of Europe: 1871 AD to 1945 AD"**

**1. Europe between 1871-1914:**

Students will understand Bismarckian diplomacy, systems of alliances, the Eastern question, and the scramble for African and Asian colonies.

They will analyse theories and mechanisms of imperialism, power blocks, alliances, and the causes and impacts of World War I.

**2. Europe from 1914 to 1945:**

Students will study the Russian Revolution of 1917, peace settlements, and the post-1919 world under economic crisis.

They will explore the Great Depression, recovery, and the rise of Fascism and Nazism.

They will understand the significance of the Spanish Civil War and the origins of World War II.

**B.A. History Honours Semester -V**  
**Paper: DSE-1A**  
**Department of History: Course Outcomes**

**Course Outcomes for "India after Independence"**

**1. Making of the Republic:**

-Students will understand the process and significance of drafting the Indian Constitution and the integration of princely states.

**2. Indian Democracy at Work (1950-1970s):**

Students will study the dynamics of language, region, caste, and religion in Indian democracy.

They will analyse electoral politics, the changing party system, regional experiences, and India's role in the Non-Aligned Movement.

**3. Economy, Society, and Culture (1950-1970s):**

Students will explore the land question, planned economy, industry, labour, science, and education.

They will understand the women's movement, legislation, and cultural trends, including institutions and ideas, literature, media, and arts.

**B.A. History Honours Semester -V**  
**Paper: DSE-1B**

# Department of History: Course Outcomes

## Course Outcomes for DSE-1B: "Economic History of Modern India"

### 1. Colonial Economy (1757-1813):

Understand the concept of the drain of wealth and its impact on India's economy.

Analyze the introduction of new property rights in land and foreign trade during this period.

### 2. Agriculture and Property Rights (1813-1947):

Examine the impact of land settlements, commercialization of agriculture, and the rise of wage labourers.

Understand the role of irrigation, population dynamics, and famines in shaping rural economies.

### 3. Industry (1813-1947):

Study the transformation of towns and manufactures, the debate on de-industrialization, and the growth of modern industries.

Analyze the development of the industrial working class and trade unions.

### 4. Trade and Commerce (1813-1947):

Understand the development of transportation and commodity movement, including roads, railways, canals, and ports.

Examine the internal and external trade, and the money and banking system.

## B.A. History Honours Semester -V

### Paper: DSE-2A

## Department of History: Course Outcomes

### Course Outcomes for DSE-2A: "History of China and Japan"

#### 1. History of China:

Understand Chinese feudalism, the Confucian value system, and the Canton commercial system.

Analyse the impact of imperialism, the Opium Wars, unequal treaties, and the scramble for concessions on China.

Study the agrarian and popular movements like the Taiping and Yi Ho Tuan.

Examine attempts at self-strengthening through reforms in the late 19th and early 20th centuries.

#### 2. Emergence of Nationalism in China:

Understand the causes, nature, and significance of the Revolution of 1911.

Analyse the May Fourth Movement of 1919 and its significance.

Examine the formation and activities of the Chinese Communist Party and the Guomintang.

#### 3. History of Japan (1868-1945):

Study the transition from feudalism to capitalism, including the Meiji Restoration and its reforms.

Analyse Japanese imperialism in China, Manchuria, and Korea.

Examine the rise of militarism, democracy, and political parties in Japan, including its role in WWII and post-war changes.

#### 4. Emergence of Modern Korea:

Understand the institutional decay of Joseon Korea and its interactions with Western powers.  
Examine Japan's colonization and the rise of Korean nationalism, including post-war changes.

## B.A. History Honours Semester -V Paper: DSE-2B Department of History: Course Outcomes

### **Course Outcomes for DSE-2B: "Regional History with Special Reference to North Bengal (1206-1947)"**

#### 1. Primary Sources and Historiography:

Understand the literary and archaeological sources, foreign travellers' accounts, and European factory records relevant to North Bengal's history.

#### 2. Medieval North Bengal:

Study the Sultanate and Mughal expansion, including the polity, economy, society, and culture.

Analyse the agrarian economy, trade and commerce, industries, production technology, and the monetary system.

Understand the religious, social, and cultural dynamics, including Sufism and Vaishnavism.

#### 3. Modern North Bengal:

Examine the British conquest and expansion, including the polity, economy, society, and culture.

Analyse the commercialization of agriculture, plantation economy, and control over forest resources.

Understand the anti-colonial movements, including the Swadeshi and Quit India movements, and peasant movements.

## B.A. History Honours Semester -VI Paper: DSE-3A Department of History: Course Outcomes

### **Course Outcomes for DSE-3A: "Contemporary World (1945-1990)"**

#### 1. Impact of the Second World War on the International System:

Understand the origins of the Cold War, the division of Europe, and the emergence of American and Soviet spheres of influence.

Analyze the decline of European imperialism, decolonization, and the rise of national movements in Asia and Africa.

Examine regional conflicts in Europe, Asia, and Latin America during the Cold War.

#### 2. The New World System:

Study the persistence of Western economic domination and the strategies of the Third World.

Analyze the economic integration of Western and Eastern Europe and other international economic attempts.

3. From Bipolarism to Unipolarism:

Understand the impact of Glasnost and Perestroika on the Soviet Union and Eastern Europe.

Examine the emergence of the Russian Federation, German reunification, and new kinds of American intervention.

**B.A. History Honours Semester -VI**  
**Paper: DSE-3B**  
**Department of History: Course Outcomes**

**Course Outcomes for DSE-3B: "Gender and Education"**

1. Basic Concepts and Theories:

- Understand the definitions of gender, patriarchy, and their relationship with caste, class, religion, and politics.

2. Emergence of Women Studies in India:

- Study the development and significance of women's studies as an academic discipline in India.

3. Gender and Social History:

Analyse the family and marriage structures, the women's question in the 19th century, and women's movements in colonial and post-colonial India.

4. Gender, Law, and Politics:

Understand political participation, violence against women, and preventive laws.

Examine issues of labour, health, access to resources, and gender audits.

**B.A. History Honours Semester -VI**  
**Paper: DSE-4A**  
**Department of History: Course Outcomes**

**Course Outcomes for DSE-4A: "Contemporary World (1990-till date)"**

1. Globalization:

Understand the impact of globalization on the Third World, including the information revolution and technology transfer.

Analyse the revival of economic liberalism in the developed world and its implications for development strategies in the Third World, with special reference to India.

**B.A. History Honours Semester -VI**  
**Paper: DSE-4B**  
**Department of History: Course Outcomes**

**Course Outcomes for DSE-4B: "History of South-East Asia (20th Century)"**

1. Migration:

- Study the patterns of Indian and Chinese labour and capital migration in South-East Asia.

2. Movements of Resistance and New Identities:

Analyze peasant resistance, the origins of the Vietnamese Revolution, and the Indonesian Revolution.

Examine the formation of modern national identities and states in Burma, Indonesia, and Cambodia.

By completing these courses, students will have a thorough understanding of key historical events, social transformations, and political developments in the respective regions and time periods, equipping them with the analytical skills necessary for advanced historical inquiry.

**B.A. History Honours Semester -V**  
**Paper: SEC-1**  
**Department of History: Course Outcomes**

**Course Outcomes for SEC-1: "Understanding Indian Heritage"**

1. Defining Heritage:

Outcome: Students will gain a comprehensive understanding of the definitions and distinctions between various types of heritage, including antiquity, archaeological sites, tangible heritage, intangible heritage, and art treasures.

Skills: Ability to identify and classify different types of heritage and appreciate their cultural and historical significance.

2. Evolution of Heritage Legislation and the Institutional Framework:

Outcome: Students will understand the historical development and significance of heritage legislation both nationally and internationally.

Skills: Familiarity with heritage-related conventions, acts, and the roles of various government departments, museums, and regulatory bodies involved in heritage conservation.

3. Challenges Facing Tangible and Intangible Heritage:



Outcome: Students will learn about the various challenges faced by both tangible and intangible heritage, including issues such as development pressures, antiquity smuggling, and conflicts.

Skills: Ability to analyze specific case studies to understand these challenges and propose potential solutions for heritage conservation.

#### 4. Heritage and Travel:

Outcome: Students will explore the relationship between cultural heritage, landscapes, and travel, and how heritage sites are viewed and experienced by visitors.

Skills: Insight into the dynamics of cultural tourism and its impact on heritage sites, including strategies for sustainable tourism and heritage management.

## B.A. History Honours Semester -VI Paper: SEC-2 Department of History: Course Outcomes

### **Course Outcomes for SEC-2: "Project (Related to Honours - Educational Tour, Term-paper, and Seminar etc.)"**

#### 1. Educational Tour:

Outcome: Students will engage in practical, hands-on learning experiences through visits to significant historical and cultural sites.

Skills: Ability to apply theoretical knowledge in real-world contexts, enhancing observational and analytical skills.

#### 2. Term-paper:

Outcome: Students will conduct in-depth research on a specific topic related to their field of study, developing critical thinking and academic writing skills.

Skills: Proficiency in research methodologies, data collection, analysis, and effective communication of research findings through well-structured academic papers.

#### 3. Seminar:

Outcome: Students will present their research and ideas in a seminar setting, fostering public speaking and presentation skills.

Skills: Development of oral communication skills, ability to engage in scholarly discussions, and respond to questions and feedback constructively.

By completing these courses, students will have a robust understanding of the significance of heritage, the legislative and institutional frameworks that support its conservation, and the challenges and opportunities associated with heritage management. Additionally, they will gain practical experience in research, analysis, and presentation, preparing them for advanced studies and professional careers in the field of heritage and cultural management.