



THE BHAWANIPUR EDUCATION SOCIETY COLLEGE
A MINORITY RUN COLLEGE. AFFILIATED TO UNIVERSITY OF CALCUTTA
RECOGNISED UNDER SECTION 2(F) & 12 (B) OF THE UGC ACT, 1956

Department: History

2018-19

Programme Specific Outcomes (PSO)

1. Understand the various methods of analysis with basic understanding of Historiography
2. Preparing the students learn to analyze the relations between the historical texts, narratives and the contemporary society
3. Comprehend the application of theories in studying the historical narratives
4. Understand the socio-economic and cultural development of a society
5. Know the evolution of history of mankind from Stone Age to Globalization
6. Learning the ability to critically perceive historical timeline
7. Understand the role of psycho-social entities in the making of history
8. Make the students aware about the necessity of studying environment and the need to apply the historical principles in reality.



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Department: History

2018-19

Programme Outcome (PO)

	Program Outcome	Description
PO1	Sound domain knowledge	Acquiring knowledge of historiography and texts in their contexts and the basics of historical understanding
	Method of Measurement:	Assessment (Internal & Final)
PO2	Comprehension and communication skills	Applying theoretical understanding and becoming adept at communicating ideas and arguments with clarity.
	Method of Measurement:	Regular Communication Activity Internal Assessment
PO3	Analytical skills and historical awareness	Understanding historical narratives and the application of the same in analyzing history
	Method of Measurement:	Assessment (Internal & Final)
PO4	Cultural awareness	Should develop the sense of cultural and aesthetic tendencies of the past and present and the confluence of traditions and ideas.
	Method of Measurement:	Internal Assessment



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PO5	Spirit of enquiry and life long learning	Applying acquired knowledge and skills to explore new terrains and challenge or corroborate received opinions with original inputs.
	Method of Measurement:	Regular Teacher-Student Interactive Sessions
PO6	Familiarity with recent developments in a particular field.	Should be able to apply recent theories and research methodologies to diverse narratives to evolve new approaches and interpretations.
	Method of Measurement:	Regular Teacher-Student Interactive Sessions
PO7	Social conscience and history	Should be able to understand the politics of social equations and the power of using historical texts to change society or perpetuate stereotypes over a range of inextricable issues like gender, class, caste etc.
	Method of Measurement:	Group Activity Assignments Assessment
PO8	Creative ability, human value and environment consciousness	Honing of innate creative abilities and self expression through deliberations on and understanding of the works of historians, Learning to recognize the recurring motives of human behaviour by studying texts from diverse cultures, ethos and Impact of environmental changes on mankind and how it is reflected on sometimes even predicted through historical narratives.
	Method of Measurement:	Regular Teacher-Student Interactive Sessions



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Sub: History (Honours) 2018-2019	
PAPER – I HIS-A - CC 1 : History of India from the Earliest times to C 300 BCE	COURSE OUTCOME (CO)
<p>Module I</p> <p>I. Reconstructing Ancient Indian History: a) Early Indian notions of History b) Sources and tools of historical reconstruction. c) Historical interpretations (with special reference to gender, environment, technology and regions)</p> <p>Module Two: Hunter-gatherers and the advent of food products</p> <p>a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments. b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art. c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern</p>	<p>1.1. This module briefly describes the importance of primary sources in reconstructing History</p> <p>1.2. This module gives an overview of the Stone Age Culture in India</p>



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Module Three: The Harappan civilization:

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

1.3. Critically examine the Harappan Civilization with its socio-political-geo-economic-cultural aspects

Module Four: Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem. a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE)

1.4. This module gives an overview of the Vedic culture and post-Vedic culture in the subcontinent and assesses the various archaeological cultures with special reference to NBPW



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Paper-II

**Social Formations and Cultural Patterns of the
Ancient World other than India**

Module One: Evolution of human kind: Paleolithic and Mesolithic cultures – Role of kinship social institutions in the development of early societies.

Module Two: Food production: beginnings of agriculture and animal husbandry

Module Three: Bronze Age civilizations, with reference to any one of the following : i)Egypt (Old Kingdom); ii)China(Shang), economy, social stratification, state structure, religion.

Module Four: Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications.

Module Five: Slave society in ancient Greece & Rome: agrarian economy, urbanization, trade.

Module Six: Polis in ancient Greece: Athens and Sparta; Greek culture.

2. 1. This module introduces the students to the Stone Age cultures of the world.

2.2. This module discusses the means of food production among early humans.

2.3. This module discusses the bronze age civilizations of the world with particular focus on economy, social stratification and religion.

2.4. The various nomadic groups, their means of subsistence and modalities of navigating the world through the use of iron is discussed.

2.5. The slave societies of Greece and Rome, their trade and subsistence is discussed in this module.

2. 6. The relevance of polis in Greek culture in introduced briefly to the students.



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Paper-III

History of India C 300 BCE to C 750 CE

Module One: Economy and Society (circa 300 BCE to circa CE 300)

a)Expansion of agrarian economy : production relations b)Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage c)Social stratification: class, Varna, Jati, untouchability; gender; marriage and property relations

Module Two: Changing political formations (circa 300 BCE to circa CE 300)

The Mauryan Empire b)Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana Sanghas

3.1. This module discusses the expansion of agrarian economy and the changing production relations in society. The impact of these changes are then interrogated in societal sphere.

3.2. This module elucidates on Evaluate the nature of Mauryan administration with reference to Asoka's *Dhamma*. The succeeding Kushanas and Satavahanas are also studied.



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Module Three: Towards early medieval India (circa CE fourth century to CE 750):

- a) Agrarian expansion: land grants, changing production relations; graded land rights and peasantry. b) The problem of urban decline: patterns of trade, currency, and urban settlements. c) Varna, proliferation of Jatis: changing norms of marriage and property d) The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities- Pallavas, Chalukyas, and Vardhanas.

Module Four: Religion, philosophy and society (circa 300 BCE – CE 750)

- a) Consolidation of the Brahmanical tradition : dharma, Varnashram, Purushastras, Samskaras. b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition. c) The beginnings of Tantricism

Module Five: Cultural developments (circa 300 BCE to circa CE 750)

- a) A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises. b) Art and architecture and forms and patronage; Mauryan , Post-Mauryan, Gupta , Post-Gupta

3.3. This module critically interprets the intricacies of Varna hierarchy and the position of women in Ancient India and studies the economic rights of the people through changing production relations;

3.4. This module delineates the religion and philosophical traditions of the period concerned and the crystallization of certain doctrines of orders.

3.5. This module enlightens the student about the literary, cultural and artistic achievements of the period concerned



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**Paper-IV Social Formations and Cultural patterns
of the Medieval World other than India**

GROUP- A

Module One: Arabia: Bedouin Society: a) Tribal Organization (families and clans) b) System of Alliances c) Economic Structure d) Language and poetry

Module Two: The Steppes:

a) A brief outline of Central Asia (Geography and History) b) Mongols : (i) The strategic location of Mongolia; (ii) Mongol Society: Tribal organization, different tribal formations, unification of the tribes under Chinghiz Khan (iii) Brief outlines of the Mongol Empire: Case Study: The Golden Horde, Tatar rule in Russia c) The Turks: (i) Conversion of the Turks to Islam from Buddhism (ii) Brief history of the Seljuks and the Ottomans (iii) The rise of the Ottoman Empire (iv) Ottoman Society and Administration.

4.1. This module discusses the basics of Arabian Bedouin society and the various aspects therewith.

4.2. This module elucidates on Steppes and the political vicissitudes.



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GROUP- B	
<p>Module Three: Crisis of the Roman Empire and its principal causes: Historiography</p>	<p>4.3. This module explores one of the most significant debates and interrogates the major historiographical debate and the causes behind the decline</p>
<p>Module Four: Religion and Culture in Medieval Europe:</p> <p>Society, Religious organizations (Church and Monastery), Carolingian renaissance 12th century renaissance, Position of Women in Medieval Europe, Witchcraft and Magic, Urbanization, Rise of University, Medieval art and architecture.</p> <p>Module Five: The feudal society its origins and its crisis:</p> <p>Historiography</p>	<p>4.4. This module studies the important social aspects of medieval Europe and the intellectual aspects as well.</p> <p>4.5 This module seeks to unravel the genesis of feudalism and the complexities which went into the functioning of the system.</p>



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Paper-V: History of India (CE 750 – 1206)

Module One: Studying Early Medieval India:

Historical geography sources: texts, epigraphic and numismatic data.
Debates on Indian Feudalism, rise of the Rajputs and the nature of the state.

Module Two: Political Structures:

a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas. b) Legitimization of kingship; Brahmanas and temples; royal genealogies and rituals c) Arab conquest of Sindh : nature and impact of the new set-up; Ismaili Dawah d) Cause and consequences of early Turkish invasions : Mamud of Ghazna; Shahab-ud-Din of Ghur.

Module Three: Agrarian structure and social change:

a) Agricultural expansion; crops b) Landlords and peasants
c) Proliferation of castes: status of untouchables d) Tribes as peasants and their place in the Varna order

5.1. This module ensures the students are acquainted with the texts, epigraphic and numismatic data of Early Medieval India. Along with that, the evolution of political structures, landlords and peasants and the development of regional languages and literature are some of the essential themes that need to be discussed in undergraduate level

5.2. This module deals with the various political powers and their attempts to establish the legitimacy in the subcontinent

5.3. This module explains the changes in society through the prism of agriculture and how it affected the lives of people.



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Module Four: Trade and Commerce

- a) Inter-regional trade b) Maritime trade c) Forms of exchange
- d) Process of urbanization e) Merchant guilds of South India

5.4 This module introduces the students with robust trade and commercial activities of this period

Module Five: Religious and Cultural developments:

- a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults. b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri c) Regional languages and literature

5.5. The module puts special emphasis on the study of the Islamic intellectual traditions with special reference to Al-Biruni. Al-Hujwiri as well as Bhakti and Puranic traditions as well. Regional languages are briefly studied



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Paper-VI, Rise of the Modern West - I

Module One: Transition Debate on transition from feudalism to capitalism:

Debate on transition from feudalism to capitalism - Problems and theories

6.1. The module introduces students to the Transition Debate from feudalism to capitalism of comparative study of various political systems theoretically and institutionally.

Module Two: Explorations and voyages:

a) The exploration of the new world: motives. b.) Portugese and Spanish voyages

6.2. This module studies the motivations behind the voyages to distant places by Spanish and Portugese.



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Module Three: Renaissance

- a) Its social roots b.) Renaissance humanism c.) Rediscovery of classics d.) Italian renaissance and its impact on art, culture, education and political thought. e.) Its spread in Europe

Module Four: Reformation movements

- a) Origins & courses b.) Martin Luther & Lutheranism c.) John Calvin & Calvinism d.) Radical reformation: Anabapists and Huguenots e.) English reformation and the role of the state f.) Counter Reformation

Module Five:

- a) Economic developments b.) Shift of economic balance from the Mediterranean to the Atlantic c.) Commercial Revolution d.) Price Revolution e.) Agricultural Revolution and the Enclosure Movement

Module Six:

- I. a) Development of national monarchy b.) Emergence of European state system

6.3. The course seeks to explore the manifold nuances of Renaissance and its social roots, the regeneration of classical ideas regarding political theory, governance, humanism and scientific thoughts. The rise of Modernism, Eurocentrism, role of Medici family, the Reformation and the inception of Nation-States are some major aspects to be grappled with. Students will be known to the primary theories and concepts that shape the ideas about the European state system, Reformation and Economic developments.

6.4. This module studies the challenges to orthodox Christianity and students will compare the study from different countries.

6.5 This module studies the major economic changes and students will get an opportunity to know more about these changes which impacted not just Europe but rest of the world.

6.6 In this module, students are provided with the insight to similarities as well as dissimilarities which expands and enhances their analytical skills.



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Paper-VII
HISTORY OF INDIA (c.1206-1526)

Module One: Interpreting the Delhi Sultanate

Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy

Module Two: Sultanate Political Structures:

- a. Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur's invasion; Rise and fall of Syed dynasty; The Lodis; Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat; b. Theories of Kingship; Ruling elites; Sufis, Ulama and the political authority; imperial monuments and coinage c. Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal d. Consolidation of regional identities: regional art, architecture and literature

Module Three: Society and Economy:

- a. Iqta and the revenue-free grants b. Agriculture production; technology c. Changes in rural society; revenue systems d. Monetization; market regulations; growth of urban centres; trade and commerce; Indian Ocean trade

Module Four: Religion and Culture

- a. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles. b. Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition c. Sufi literature; Malfuzat; Premakhayans

7.1. The introduction to Islamic Political theory gives the students an insight to the creation of political institutionalization.

8.2. The examination of the various issues related to political historiography creates new areas for the student to indulge into research as well as to broader avenues which lie beyond the discourses set by the prior historiographic tradition.

8.3. This module helps the students explain the social structure in medieval India

8.4. This module helps explain the mystical and devotional movements and underscores the significance of the study of religion and culture in medieval India.



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Sub: History (Honours) 2018-2019	
PAPER - Transformation of Europe (15th – 17th Centuries)	COURSE OUTCOME (CO)
<p>Module One:</p> <p>Nature of the Feudal Society and its regional variations; Crisis of Feudalism; Transition Debate.</p>	<p>1.1. In this module the students briefly analyze the transition debate</p>
<p>Module Two:</p> <p>Economic Crisis and the commercial decline in the 14th Century Europe, The urban decay and the epidemics</p>	<p>1.2. In this module students learn about the economic crisis in Early Modern Europe .</p>



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Paper-III, Transformation of Europe (15th – 17th Centuries)

Module Three: Impact of the fall of Constantinople and Development of National Monarchy, Economy in the 15th Century Europe, Economic expansion of Europe in the 16th Century, Proto- industrialisation – the rise of new merchants, Price Revolution, Agricultural Revolution and the Enclosure Movement.

Module Four: Printing Revolution; Revolution in war techniques; The exploration of the new world; Portuguese and Spanish voyages; Renaissance; Renaissance humanism; Rediscovery of classics ; Italian renaissance and its impact on art, culture, education and political thought, Northern humanism, The formation of early modern state, The empire of Charles V of Spain, New Monarchy in England, Reformation movements, Origins & courses; Martin Luther & Lutheranism; John Calvin & Calvinism; Radical reformation: Anabaptists and Huguenots; English reformation and the role of the state; Counter Reformation; The economy of the 17th Century Europe.

3.3. In this module students review the 15th and 16th century European economy

3.4. In this module the students contextualize Renaissance: Reemergence of Classicism; Critically examine the political leanings that influenced the protestant leaders to initiate a reform movement in Europe; evaluate the consequences of Portuguese and Spanish voyages: the Age of Exploration; Trace the commercial revolution in Early Modern Europe, price revolution, Atlantic trade and Enclosure movement with reference to Proto-industrialization; Critically assess the impact of printing and Military Revolution on society and polity of Early Modern Europe., Evaluate the reasons behind the formation of nation states in 16th and 17th century Europe



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Module Five:

Origins of modern science; Scientific Revolution; Emergence of scientific academies; Origins of Enlightenment; Peace of Westphalia (1648); Emergence of modern European state system; The English Civil War of the 17th Century; Political ideas of the Civil War; The Settlement of 1688 and the ideas of John Locke and the concept of liberalism.

2.2. Through this module, the students will get the idea on how to theorize the scientific revolution and its influence on the civil society of Europe and Trace the origins of Enlightenment in 18th century Europe, understand the Westphalia treaty and make an assessment about the political and constitutional crisis which emerged in 17th century



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<p style="text-align: center;">PAPER – IV History of India (c.1500-1750)</p>	<p style="text-align: center;">COURSE OUTCOME (CO)</p>
<p>Module One: : The Mughals and Consolidation of Mughal Empire</p> <p>Historiography and sources: i) Historiography: different approaches; An overview of sources including: Abul Fazl, Badauni, Bernier, The foundation and consolidation of Empire; A Brief overview of India on the eve of Babur’s invasion- kingdoms of Delhi, Mewar, Bengal, Bihar, Punjab; Conquest and stability: i) Struggle for Empire in North India- significance of Babur and Humayun’s reign ii) significance of Afghan despotism and rise of Sher Shah Sur to power and his contribution; Expansion and consolidation of the empire: i) making of a new imperial system and administration- the Mughal nobility, mansab and jagir; ii) formation and evolution of the Mughal ruling class iii) Nurjahan – her role in imperial politics and the ‘junta’ The mansabdari system under Shahjahan and Aurangzeb in 17th century; The Mughals and the North- western frontier and Central Asia.</p> <p>Module Two: Ideology and State in Mughal India 3.1. i) The Turko- Mongol tradition; ii) the Akbari imperial agenda and Suhl- i kul ; iii) Akbar’s attitude towards religion and the state; 3.2. Evolution of imperial policy towards religion and state in the 17th century; 3.3. Ideology of alliances- the Mughals and the Rajputs in 16th & 17th centuries.; Economy in Mughal India: Patterns, prospects and structure; The system of agricultural production- agricultural technology and crop patterns; i) Zabt system- magnitude of land tax; ii) non- agricultural production; Trade, commerce and monetary system- i) inland and oceanic trade network in the 17th century; ii) creation of new trading centres; iii) crafts, industries and organization; Crisis of the Mughal Empire; Aurangzeb, the imperial elite and the Deccan wars; Rise of the Marathas under Shivaji. Popular revolts within the Mughal Empire - the Jats, Satnamis,</p>	<p>1.1. Through this module, the students Critically explain the dynamism of and contradicts between ‘<i>Ain-i-Akbari</i>’ and ‘<i>Muntakhab-ut-Tawarikh</i>’, evaluate the foundation of Mughal empire with an critical approach towards the political ideology; Examine the economic patterns and the structures existed in the Mughal agrarian production; Reviewing the Economy and society in Mughal India: patterns and structure: the system of Agricultural production</p>



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Afghans and the Sikhs; Crisis in the Jagirdari system -its political and economic implications.

Module Three:

Society in Mughal India - structure and growth; Rural society and agrarian relations: i) land ownership and nature of land rights, ii) zamindars and peasantry; Urban society: i) towns and town life, ii) merchant communities, artisans and bankers; Religion and culture in Mughal India; Sufism; Bhakti movement in the 17th century –the Vaishnava Bhakti cult in Bengal and its regional variations; Literature, painting and architecture; Technology – an overview of mechanical devices in textile, irrigation, military & building technology.

Module Four:

Decline of the Mughals & the Emergence of Successor States
Interpretations on the decline of the Mughal Empire; Emergence of the regional powers -case studies of Maharashtra, Awadh and Bengal; Bengal Nawabs and the rise of the English East India Co. in Bengal; Consolidation of English Power - The Anglo –French relations; Buxar, Diwani; the Famine, Drain of Wealth; framework of Company's control (the Regulating Act, Pitt's India Act); the Permanent settlement, Company's relationship with the other Indian powers- Mysore and Awadh

Module Five:

Interpreting the 18th century and transition to colonialism

1.2. This module gives an overview of economic patterns and the structures existed in the Mughal agrarian production; Knowing the crisis of the Empire: The decline of Mughal state, rise of Maratha supremacy, crisis in jagirdari system; Comprehending the growth and structure of the rural and urban societies during Mughal rule

1.3. This module discusses the society, culture and literature of the society. Students also get to study the devotional movements of medieval India.

1.4. In this module the students learn about the decline of the Mughals and evaluating the rise of regional powers especially Bengal under the Nawabi rule

1.5. Students trace the main hypothesis regarding the 18th century debate: was the period considered as age of continuity or change?



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<u>PAPER – VA, History of East Asia from 1839 to 1950</u>	COURSE OUTCOME (CO)
<p>Module One:</p> <p>Pre-colonial China - The nature and structure of the traditional Chinese society- the peasantry and the gentry class , Government bureaucracy and central control; China’s pre-modern economy ; Colonial Penetration in China; The tribute system, the Canton system and their collapse; Opium wars and treaties with imperialist powers and struggle for concessions in China; Increasing western economic interests, emergence of a coastal enclave economy- rise of comprador bourgeoisie, open-door policy; Popular Movements with special reference to Taiping Revolt; Background and cause; Nature Causes of failure; Legacy of the Revolt; Other near contemporary rebellions – Nien, Muslim rebellions (1855-1874), Miao insurrection (1850-1872)</p> <p>Module Two:</p> <p>Restoration, Reform, Revolution; Tungchi Restoration; The Self-strengthening Movement; The Reform Movement of 1898; Boxer Rebellion and its consequences; Late Ching Reforms (1901-08); Republican Revolution of 1911; role of various social classes; Sun Yat Sen, principles and politics; Nationalism and Communism in China; Emergence of the Republic and Yuan Shi Kai; Warlordism (1916-1925); New Intellectual ideas and May Fourth Movement - origin, nature and significance; Problem of early industrialization; Political crisis in the 1920’s, The Kuomintang, The first United Front, The Kuomintang, Communist Conflict, Ten years of Nanking Government; The Communist Party under Mao Tse Tung, the making of the Red Army, The Second United Front, Long March, Second Sino-Japanese War (1937), Yen’an experiment, The Chinese Revolution (1949), ideology, causes and significance - the Establishment of the Peoples’ Republic of China.</p>	<p>1.1. Through this module, the students will get a history of pre-colonial China and the confrontations with the West</p> <p>1.2. This module allows the student in critical analysis the popular movements referring Taiping Revolt; Explain the characteristics of Self-strengthening movement and late ching reforms; Theorize the Mao’s hypothesis on revolution and civil war in China.</p>



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Module Three

Pre-Restoration Period - The Tokugawa Shogunate, the feudal society and government; Encounter with the West - the Perry Mission and the opening up of Japan to the West; The crisis and fall of Shogunate; Meiji Restoration (1867-68); Its nature and character ; Different social classes and groups behind the Restoration; Processes of modernization, social, military, political and educational; Contrasting response of China and Japan to the impact of the West; Popular and Democratic Movements; Satsuma rebellion; Popular rights movement; Movements leading to the Meiji constitution; Rise of Political Parties

Module Four:

Economic Modernisation; Abolition of feudalism and economic growth; New land settlement pattern; Industrialisation and the role of state and private entrepreneurs and Zaibatsu

Module Five:

Emergence of Japan as an Imperial Power; The Sino-Japanese War; The Anglo-Japanese alliance; The Russo- Japanese War; World War I and after, Japan in the Pacific and the Washington Conference ; Manchurian Crisis; Failure of the Democratic system and the rise of militarism in the 1930's and 1940's; Japan and the World War II; Post War Japan under General MacArthur.

1.3. The module analyzes the nature of Tokugawa administration and the impact of Perry mission to the political structure of 19th Century Japan; Make an assessment on the Meiji Restoration and the rise of Modern Japan; Knowing the popular and Democratic Movements : Satsuma Rebellion and Movements leading to the Meiji Constitution; Fathoming the Economic modernization: Abolition of feudalism and growth of industrialization and the role of state and Private entrepreneurs.

1.4. This module gives an overview of the economic modernization in Japan and industrialization.

1.5. This module locates the history of Imperial Japan: the Sino-Japanese War (1894) and Russo-Japanese war (1904), World War I and the Washington conference; Take a critical approach to the foundation of imperial Japan: the Sino-Japanese and Russo-Japanese war; and describes the role of Japan as a Military state in second World War with reference to Pearl harbor and Hiroshima and Nagasaki



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Sub: History (Honours): 2018-2019	
PAPER VI: History of India from C1800 to 1964	COURSE OUTCOME (CO)
<p>MODULE ONE:</p> <p>East India Company as a super-ordinate power-colonial state and ideology- Orientalism, Utilitarianism in relation to India- Theory of rent and laissez faire; The Indian Response- Ram Mohun, Vidyasagar and the Young Bengal Movement- Socio-religious movements in other parts of India</p>	<p>1.1. This module briefly describes the eventual changes in foundational colonial ideologies and its impact on early intellectual/ socio- religious movements.</p>
<p>MODULE TWO:</p> <p>Rural Economy and Society- Impact of Colonial Land Revenue Settlements, Permanent Settlement in Operation and Commercialization of Agriculture and effect of rural indebtedness on the peasants- Peasant response with special reference to the tribal dimension- taking Santhal, Oraon and Munda Revolts as examples; The Non-agrarian Sector- The process of Deindustrialization and the related debates- Banking: indigenous and modern- Emergence of modern industries— railway, jute, cotton and steel.</p>	<p>1.2. This module gives an overview of the impact of colonial rule on Indian economy.</p>
<p>MODULE THREE</p> <p>Early Resistance to Colonial Rule- The Revolt of 1857: causes, interpretations and consequence; Colonial Intervention and Growth of Modern Education- Differential impact- growth of a new intelligentsia- formation of early political organizations leading to the formation of the Indian National Congress- Revivalist and reform movements- Women as recipients and agents of change in modern India with reference to women's writings (to be discussed along with some specific and prominent examples).</p>	<p>1.3. This module deals with the early resistance to colonial rule and subsequent changes in native episteme through either colonial institutions or through the native revivalist/ reformist trends.</p>



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MODULE FOUR

Historiography of Indian Nationalism; Economic social and political trends up to 1919 as background- Early Congress and rise of Extremism- Partition of Bengal and the Swadeshi-British response and Morley- Minto Reforms Revolutionaries in India and abroad- Rise of Gandhi- Trends in Muslim politics— Aligarh Movement, The Muslim League Demand for separate electorate- Lucknow Pact; The Gandhian Era- Rowlatt Act and Rowlatt Satyagraha- Montague Chelmsford Reforms- Khilafat and Non-cooperation- Simon Commission, Nehru Report and Round Table Conference- Civil Disobedience- Quit India Movement.

1.4. This module discusses briefly the historiography of Indian nationalism. Then in a length it highlights upon the consequent development in nationalist trends and colonizers role in it with special reference to Gandhian movements.

MODULE FIVE

New Trends in National Movement- Role of social groups and classes including Dalits- Ideological trends in the Congress- Kisan Sabha Agitations and Trade Union Movements, Peoples' Movements- Left Movements and the formation of the Communist Party abroad- Subhas Chandra Bose and the INA; Pre-War Political Developments- Govt. of India Act 1935- Working of the Provincial Ministries- Cripps Mission, Wavell Plan and Cabinet Mission; Post War Upsurges; Communal Politics and Partition- Growth of Hindu Fundamentalism and Muslim Separatism- Demand for Pakistan, Response to the Demand- National and Regional. British Policies- Partition and Independence- Integration of Princely States- Framing of the Indian Constitution.

1.5. This module critically discusses emergence of sectional political identities and changing scenario of nationalist movement up to the partition of India.

MODULE SIX

India from 1947-1964- Partition, Migration and Rehabilitation- Agrarian Reforms. Tebhaga and Telengana- Framing of the Indian Constitution and establishment of Parliamentary Democracy- Making of Indian Foreign Policy and Non-Alignment.

1.6. This module briefly discusses the post partition scenario of Indian democracy in terms of politics.



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Sub: History (Honours): 2018-2019	
PAPER VII: History of Europe from 1789 to 1919	COURSE OUTCOME (CO)
MODULE ONE: Understanding the 18th century Europe- Enlightened despotism- Socio – economic and political background of the French Revolution – philosophers; Trends in the French Revolution- Aristocratic revolt – bourgeois popular and peasant revolt- The Constituent assembly and its achievements- Girondins and Jacobins – the Reign of Terror and the rise and fall of the Jacobin Republic-The Thermidorian reaction and the Directory- Interpreting the French Revolution- Role of women in French Revolution; Napoleon Bonaparte: the revolution legacy- The reorganization of France and Europe – fall of Bonaparte Conflicting estimation of Napoleon’s character and achievements.	1.1. This module discusses the emergence of new intellectual trends along with the different courses of the French Revolution impacted by those trends.
MODULE TWO: The Vienna Congress- Metternich and the Conservative order- An overview of the revolution of 1830 and 1848- Pattern of insurrection in France and other central European countries– collapse of the Revolution; The emergence of nation states in Central Europe- Unification of Italy and Germany- Russian modernization- France under the Second Empire.	1.2. This section deals with the evolving nature of European nation states with special references to few important modernization and unification process.
MODULE THREE Industrialization in Europe – difference in the industrialization process between England and the Continent – French ,German and Russian industrialization- Rise of the working class movements and the Socialist thought (Utopian Socialism and Marxism); Art and culture, literature and Science of the 18th century Europe with special reference to Romanticism and its cultural and political aspects.	1.3. This module gives an overview of European Industrialization process and ideological movements/ intellectual trends associated with that. It also deals with the cultural aspects in the age of European industrialization.



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<p>MODULE FOUR</p> <p>The Third Republic, Paris Commune and the new German Reich; Europe in 1871 – Bismarckian diplomacy – new balance of power – Kaiser William II and the new course in the German foreign policy; The eastern question in later 19th century with reference to the Crimean War and the Balkan Nationalism.</p>	<p>1.4. This module critically presents the rising wave of nationalism across the Europe and consequential critical junctures associated with it</p>
<p>MODULE FIVE</p> <p>Age of imperialism (1871 – 1914) –The impetus behind colonial expansion – Scramble for colonies; Anglo German antagonism – Triple Alliance – Triple Entente and the emergence of two armed camps – origin of the First World War; The impact of the War on the old order – Collapse of the Dynastic empire; Revolution in Russia – origin of the October Revolution and the Success of the Bolsheviks; Fourteen points of Wilson.</p>	<p>1.5. This module discusses mainly the background and worldwide impact of first world war</p>



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Sub: History (Honours): 2018-2019	
PAPER VIII: World Politics in the 20th Century from 1919 to C2000	COURSE OUTCOME (CO)
MODULE ONE: The Versailles Settlement of 1919- The League of Nations- Efforts outside the League to preserve peace and security- The Locarno treaty and the Kellogg Briand Pact; The reparation issue and its impact on international relations- The Great Depression and its international repercussions- European Dictatorships: Origin of Fascism in Italy and Nazism in Germany – Impact on world politics	1.1.This module discusses mainly the post WWI political, diplomatic and economic scenario of Europe
MODULE TWO: Responsibility of Hitler for the outbreak of Second World War- Diplomatic background of the Second World War – Policy of Appeasement – The Munich Pact – Nazi-Soviet Non Aggression Pact- The Spanish Civil War.	.1.2. This module discusses vividly the background and courses of the WWII.
MODULE THREE Background of the foundation of UNO- Debate on the origins and nature of the Cold War- Cold War and the emergence of Soviet and American economic and military alliances: NATO, WTO, IMF, World Bank, Warsaw, COMECON- USSR’s relation with the East European countries (1945-64)- The US foreign policy in the Post war period: Truman Doctrine and Marshall Plan.	1.3.This module gives an overview of post WWII institutional developments and emergence of Cold War.
MODULE FOUR Bi-Polarism and regional conflicts: War in Korea – Crisis in Cuba – Conflict in the Middle East (Arab – Israel wars of 1948-49,67, 1973 – Activities of P.L.O Intifadah – Gulf War of 199-91)- Disintegration of European Empires and the emergence of the Third World- The Non- Aligned Movement- The politics of Détente.	1.4. This module deals with some relevant and important case studies as references to Cold war.



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<p>MODULE FIVE</p> <p>Impact of the emergence of Communist China on world politics- Sino-Soviet relations- Sino- U.S. relations; Indo-Pakistan relations- India and the liberation war of Bangladesh- The Liberation Struggle of Vietnam (1945-54 and 1954-1975).</p>	<p>1.5. This module discusses the diplomatic relation between few important eastern and western nations in the Cold war period.</p>
<p>MODULE SIX</p> <p>Reunification of Germany- The end of Socialist regime and the disintegration of USSR; The end of the Cold War- The onset of Globalisation- American Uni-polarism and its significance for international politics.</p>	<p>1.6. This final module deals with the fall of USSR and its worldwide consequences.</p>



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Department: History

2018-19

CO-PO MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1.1	√				√			
CO 1.2	√							
CO 1.3	√		√		√			
CO 1.4	√	√			√			
CO 2.1	√				√			
CO 2.2	√	√	√					
CO 3.1	√				√	√		
CO 3.2	√				√	√		
CO 3.3	√				√	√		
CO 3.4	√				√			
CO 4.1	√	√	√	√				
CO 5.1	√							√
CO 5.2	√							√
CO 5.3	√				√			
CO 5.4	√		√					
CO 6.1	√							√
CO 6.2	√	√	√	√			√	
CO 6.3	√							√
CO 6.4	√	√	√	√			√	
CO 7.1	√				√	√		
CO 7.2	√	√	√	√			√	
CO 7.3	√				√	√		
CO 7.4	√	√	√	√			√	
CO 8.1	√	√	√	√			√	√