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**NAHATA JNMS MAHAVIDYALAYA**  
**North 24 Pgs , W.B.**  
**COURSE OUTCOME**  
**Department: History**  
**Semester 1 – Course Code- DS 1 (NEP 2020)**  
**Course Title – Paper I: History of India-I (From Earliest Times to c.300 BCE)      Credit- 4+1**

Course Content	COURSE OUTCOME
Reconstructing Ancient Indian History: (a)Early Indian Notions of History (b)Sources and approaches to ancient Indian history	Co. 1 Students will be able to <b>understand</b> that how the ancient Indian history reconstructed by different types of source. <b>(Level 2 Understand)</b>
Pre-historic hunter-gatherers Paleolithic cultures-sequence and distribution; stone industries and other technological developments Mesolithic cultures-regional and chronological distribution; new developments in technology and economy; rock art.	Co. 2 Students will be able to <b>understand</b> pre historic hunter gatherer and the developments in Paleolithic and Mesolithic stone culture. <b>(Level 2 – Understand )</b>
Food production: Understanding the regional And chronological distribution of the Neolithic and Chalcolithic cultures: subsistence and patterns of exchange	Co. 3 Students will be able to <b>understand</b> that how the pre – historic hunter gatherers become food producers through different stone ages and the different features of Paleolithic, Mesolithic and Neolithic culture. <b>(Level 2 Understand)</b>
The Harappan civilization Origin & antiquity; settlement patterns, agrarian base; craft productions and trade; religious beliefs and practices; art and architecture; the first urbanization, the problem of urban decline and the late/post- Harappa Cultures.	Co.4 Students will be able to <b>understand</b> that how an ancient Indian civilization flourished and reached its highest stage as an urban-civilization and knowing about the different narratives of such urban decline. <b>(Level 2 Understand)</b>

<p>Cultures in transition (since circa 1500 BCE):</p> <p>a) Iron Age cultures with special reference to Painted Grey Ware and Northern Black Polished Ware Cultures</p> <p>b) The Aryan Problem – Society, economy, polity and religion in the Vedic Age</p> <p>c) Expansion of settlements and the second urbanization – craft production, trade, social structure</p>	<p>Co.5 Students will be able to <b>understand</b> that how the introduction of iron gave birth of a new rural civilization and its society, culture, economy, religion etc.</p> <p><b>(Level 2 Understand)</b></p>
<p>Polity &amp; Religion (since circa 600 BCE)</p> <p>a) Janapadas and Mahajanapadas – early monarchical states and gana- sanghas – rise of Magadhan Empire</p> <p>b) Protestant religious movements – Jainism, Buddhism, Ajivikas and other systems</p>	<p>Co.6 Students will be able to <b>Evaluate</b> why Magadha rises as an empire and <b>Analyze</b> the causes of Protestant Religious movements.</p> <p><b>(Level 5- Evaluate , Level 4- Analyze)</b></p>
<p><b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b></p>	

**COURSE OUTCOME**  
**Department: History**  
**Semester – 1 Course Code- HISACOR01T ( CBCS )**

**Course Title – Paper I: History of India-I (From Earliest Times to c.300 BCE) Credit- 6**

Course Content	COURSE OUTCOME
Reconstructing Ancient Indian History: (a)Early Indian Notions of History (b)Sources and approaches to ancient Indian history	Co. 1 Students will be able to <b>understand</b> that how the ancient Indian history reconstructed by different types of source. <b>(Level 2 Understand)</b>
Pre-historic hunter-gatherers  Paleolithic cultures-sequence and distribution; stone industries and other technological developments .Mesolithic cultures-regional and chronological distribution; new developments in technology and economy; rock art.	Co. 2 Students will be able to <b>understand</b> pre historic hunter gatherer and the developments in Paleolithic and Mesolithic stone culture.  <b>(Level 2 – Understand )</b>
Food production: Understanding the regional And chronological distribution of the Neolithic and Chalcolithic cultures: subsistence and patterns of exchange	Co. 3 Students will be able to <b>understand</b> that how the pre – historic hunter gatherers become food producers through different stone ages and the different features of Paleolithic, Mesolithic and Neolithic culture. <b>(Level 2 Understand)</b>
The Harappan civilization Origin & antiquity; settlement patterns, agrarian base; craft productions and trade; religious beliefs and practices; art and architecture; the first urbanization, the problem of urban decline and the late/post- Harappa Cultures.	Co.4 Students will be able to <b>understand</b> that how an ancient Indian civilization flourished and reached its highest stage as an urban-civilization and knowing about the different narratives of such urban decline.  <b>(Level 2 Understand)</b>

<p>Cultures in transition (since circa 1500 BCE):</p> <p>a) Iron Age cultures with special reference to Painted Grey Ware and Northern Black Polished Ware Cultures</p> <p>b) The Aryan Problem – Society, economy, polity and religion in the Vedic Age</p> <p>c) Expansion of settlements and the second urbanization – craft production, trade, social structure</p>	<p>Co.5 Students will be able to <b>understand</b> that how the introduction of iron gave birth of a new rural civilization and its society, culture, economy, religion etc.</p> <p><b>(Level 2 Understand)</b></p>
<p>Polity &amp; Religion (since circa 600 BCE)</p> <p>a) Janapadas and Mahajanapadas – early monarchical states and gana-sanghas – rise of Magadhan Empire</p> <p>b) Protestant religious movements – Jainism, Buddhism, Ajivikas and other systems</p>	<p>Co.6 Students will be able to <b>Evaluate</b> why Magadha rises as an empire and <b>Analyze</b> the causes of Protestant Religious movements.</p> <p><b>(Level 5- Evaluate , Level 4- Analyze)</b></p>
<p><b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b></p>	

#### COURSE OUTCOME

Department: History

Semester –1 Course Code- HISACOR02T

Course Title- Social Formations and Cultural Patterns of the Ancient World Credit- 6

Course Content	COURSE OUTCOME
Evolution of humankind; Paleolithic and Mesolithic cultures.	Co.1 Students will be able to <b>understand</b> the evolution of humankind in different stone ages. <b>(Level 2 Understand)</b>
Food production: Beginnings of agriculture and animal husbandry.	Co.2 Students will be able to <b>understand</b> that how the pre – historic hunter gatherers become food producers through different stone ages and the different features of Paleolithic, Mesolithic and Neolithic culture. <b>(Level 2 Understand)</b>
<p>Bronze Age Civilizations, with reference to any one of the following:</p> <p>i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); IV) Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion</p>	<p>Co.3 Students will be able to <b>remember</b> about bronze age civilizations in Egypt, Mesopotamia, China and Eastern Mediterranean kingdom</p> <p><b>(Level 1 – Remember)</b></p>

Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications	Co.4 Students will be able to <b>understand</b> how the human society had transformed from Nomadic to civilized society in ancient history of world.  (Level 2 Understand)
Slave society in ancient Greece: Agrarian economy, urbanization, trade.	Co.5 Students will be able to <b>evaluate</b> the society of ancient Greece.  (Level 5- Evaluate)
Polis in ancient Greece: Athens and Sparta; Greek Culture.	Co.6 Students will be able to <b>remember</b> the knowledge about the origin, features, nature and class composition of ancient Greek and Polis society.  (Level 1 - Remember)
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**  
**Department: History**  
**Semester –II Course Code- HISACOR03T**  
**Course Title – History of India-II (c.300 BCE to 750CE) Credit- 6**

<b>Course Content</b>	<b>COURSE OUTCOME</b>
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	Co.1 Students will be able to <b>understand</b> about the economical and social expansion, growth and stratifications. (Level 2 – Understand)
Changing political formations (circa 300 BCE to circa CE 300): (a)The Mauryan Empire. (b)Post- Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana Sanghas.	Co.2 Students will be able to <b>remember</b> the changes of political formations during the Mauryan and the post Mauryan ages. (Level 1 - Remember)

<p>Towards early medieval India (circa CE fourth century to CE 750):</p> <p>(a) Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.</p> <p>(b) The problem of urban decline: patterns of trade, currency, and urban Settlements.</p> <p>(c) Varna, proliferation of jatis: changing norms of marriage and property.</p> <p>(d) The nature of polities: the Gupta empire and its contemporaries: post- Gupta polities - Pallavas, Chalukyas, and Vardhanas</p>	<p>Co.3 Students will be able to <b>understand</b> that how the early Indian society ,culture, religion and agrarian structures was transformed at the advent of the Islam power of medieval India. <b>(Level 2 – Understand)</b></p>
<p>Religion, philosophy and society (circa 300 BCE- CE 750):</p> <p>(a) Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.</p> <p>(b) Theistic cults (from circa second century BC):Mahayana; the Puranic tradition.</p> <p>(c) The beginnings of Tantricism</p>	<p>Co.4 Students will be able to <b>understand</b> the consolidation of ancient religions and different cults and also the beginnings of Tantricism. <b>(Level 2 – Understand)</b></p>
<p>Cultural developments (circa 300 BCE - CE 750):</p> <p>(a) A brief survey of Sanskrit Pali, Prakrit and Tamil literature. Scientific and technical treatises.</p> <p>(b) Art and architecture &amp; forms and patronage; Mauryan, post-Mauryan, Gupta, post- Gupta</p>	<p>Co.5 Students will be able to <b>remember</b> that how the cultural developments was started through Sanskrit, Pali, Prakrit and Tamil literature, art and architecture during ancient India. <b>(Level 1 - Remember)</b></p>
<p><b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b></p>	

### COURSE OUTCOME

Department: History

Semester –II Course Code- HISACOR04T

Course Title – Social Formations and Cultural Patterns of the Medieval World

Credit- 6

Course Content	COURSE OUTCOME
Roman Republic, Participate and Empire & slave society in ancient Rome: Agrarian economy, urbanization, trade.	Co.1 Students will be able to <b>remember</b> that how the Roman republic, Participate and Empire expanded. <b>(Level 1 - Remember)</b>
Religion and culture in ancient Rome.	Co.2 Students will be able to <b>understand</b> the evolution of religion and culture in ancient Rome. <b>(Level 2 – Understand)</b>

Crises of the Roman Empire.	Co.3 Students will be able to <b>understand</b> that how the crises of the Roman Empire had made and transitioned to Principate. <b>(Level 2 – Understand)</b>
Economic developments in Europe from the 7 <sup>th</sup> to the 4 <sup>th</sup> centuries: Organization of production, towns and trade, technological developments. Crisis of feudalism.	Co.4 Students will be able to <b>analyze</b> that how the economic developments in Europe destroy the old feudal society and economy. <b>(Level 4- Analyze)</b>
Religion and culture in medieval Europe	Co.5 Students will be able to <b>understand</b> that the religion and culture of Europe. <b>(Level 2 – Understand)</b>
Societies in Central Islamic Lands: The tribal background, ummah, Caliphal state; rise of Sultanates Religious developments: the origins of shariah, Mihna, Sufism Urbanization and trade	Co.6 Students will be able to <b>understand</b> that how the ummah caliphal state rise and Sufism develop there. <b>(Level 2 – Understand )</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

### COURSE OUTCOME

Department: History

Semester –III Course Code- HISACOR05T

Course Title – History of India-III (c.750 CE- 1206 CE ) Credit- 6

Course Content	COURSE OUTCOME
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	Co.1 Students will be able to <b>understand</b> that how the different historical sources develop the studying the early medieval India. <b>(Level 2 – Understand)</b>

<p>Political Structures:  Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajput and Cholas  Legitimization of kingship; brahmanas and temples; royal genealogies and rituals  (Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah  Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur</p>	<p>Co.2 Students will be able to <b>understand</b> that the how the Co.1 Students will be able to <b>understand</b> that the how the evolution occurred in regional political structure and they also <b>evaluate</b> the cause and consequences of early Turkish invasion. <b>(Level 2 – Understand And (Level 5- Evaluate )</b></p>
<p>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</p>	<p>Co.3 Students will be able to <b>understand</b> that how the agrarian structure and social changes happened during the early medieval India.  <b>(Level 2 – Understand )</b></p>
<p>Trade and Commerce:  Inter-regional trade  Maritime trade Forms of exchange  Process of urbanization  Merchant guilds of South India</p>	<p>Co.4 Students will be able to <b>remember</b> the procedure of inter-regional trade, maritime trade, forms of exchange ,process of urbanization and the role of merchant guilds of south India.<b>(Level 1 - Remember)</b></p>
<p>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  (d) Art and architecture: Evolution of regional styles</p>	<p>Co.5 Students will be able to <b>remember</b> about the religious and cultural changing scenarios after the advent of the Islam in India; especially impact bhakti cult and trantrism . <b>(Level 1 -Remember)</b></p>
<p><b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b></p>	

#### COURSE OUTCOME

Department: History

Semester –III Course Code- HISACOR06T

Course Title – Rise of the Modern West-I Credit- 6

Course Content	COURSE OUTCOME
Transition from feudalism to capitalism: problems and theories.	<p>Co.1 Students will be able to <b>understand</b> the rise of modern west world and transition the society and economy from feudalism to capitalism.  <b>(Level 2 -Understand)</b></p>



Early colonial expansion: motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.	Co.2 Students will be able to <b>understand</b> the process of early colonial expansion and its motives, voyages and explorations in America and Africa. <b>(Level 2 - Understand)</b>
Renaissance: its social roots, city-states of Italy; spread of humanism in Europe; Art.	Co.3 Students will be able to <b>understand</b> the rise of Renaissance in Italy and spread of humanism in Europe . <b>(Level 2 -Understand)</b>
Origins, course and results of the European Reformation in the 16th century	Co.4 Students will be able to <b>understand</b> the rise and consequences of the European reformation in the 16 <sup>th</sup> century. <b>(Level 2 -Understand)</b>
Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.	Co.5 Students will be able to <b>understand</b> the shift of economic balance from the Mediterranean to the Atlantic , commercial revolution ,Influx of American silver and the price revolution. <b>(Level 2 -Understand)</b>
Emergence of European state system: Spain; France; England; Russia.	Co.6 Students will be able to <b>remember</b> the knowledge towards the emergence of European state system like Spain, France and England etc. <b>(Level 1 – Remember)</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**  
**Department: History**  
**Semester –III Course Code- HISACOR07T**  
**Course Title – History of India-IV (1206 CE– 1526 CE) Credit- 6**

Course Content	COURSE OUTCOME
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Sources for studying/Interpreting the Delhi Sultanate Survey of sources: Persian Tarikh tradition; vernacular histories; epigraphy	Co.1 Students will be able to <b>remember</b> the different sources of Delhi Sultanate. (Level 1 – Remember)
Sultanate Political Structures Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage	Co.2 Students will be able to <b>understand</b> the political structure of Delhi Sultanate. They also able to <b>evaluate</b> why last Lodi sultan failed in the battle of Panipat They will also <b>understand</b> the theory of kingship, role of different class like sufi, ulama etc. (Level 2 – Understand and Level 4- Analyze)
Regional Political structures Emergence of provincial dynasties: Bahamanis, Vijayanagar and Bengal Consolidation of regional identities; regional art, architecture and literature	Co.3. Students will be able to <b>evaluate</b> why and how the regional political power emerge in Bengal and they also <b>understand</b> the developments of regional culture. (Level 5- Evaluate and Level 2 – Understand )
Sultanate Society and Economy-1 Iqta and the revenue- free grants Agricultural production	Co.4. Students will be able to <b>Understand</b> the society and economy of Sultanate. (Level 2 – Understand)
Sultanate Society and Economy-2 Changes in rural society; revenue systems Monetization; market regulations; growth of urban centers; trade and commerce; Indian ocean trade	Co.5. Students will be able to <b>analyze</b> the changing society and economy in delhi sultanate. (Level 4- Analyze )
Religion and Culture Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles; Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and The Sant tradition	Co.6. Students will be able to <b>understand</b> the development of different religion and culture, doctrine and practices during and after the sultanate. (Level 2 – Understand )
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**  
**Department: History**  
**Semester – III Course Code – HISSECO1M**  
**Course Title – Archives and Museums in India Credit- 2**

Course Content	COURSE OUTCOME
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<b>Introduction:</b> This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their Significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to Archives and/or Museums is an integral part of the course	Co.1. Students will be able to <b>Get knowledge how</b> an archive preserve documentary, visual and material remains of the past and Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities. <b>(Level 1 – Remember and Level 3- Apply)</b>
Definition and history of development (with special reference to India)	Co.2. Students will be able to <b>Remember</b> the definition and history of development of archives and museums. <b>(Level 1 – Remember)</b>
Types of archives and museums: Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration	Co.3. Students will be able to <b>Understand</b> the types of archives and museums. <b>(Level 2 – Understand)</b>
Museum Presentation and Exhibition	Co.4. Students will be able to <b>apply</b> the Museum Presentation and Exhibition. <b>(Level 3- Apply)</b>
Museums, Archives and Society: (Education and communication Outreach activities)	Co.5. Students will be able to <b>apply</b> the knowledge in education and communication as outreach activities. <b>(Level 3- Apply)</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**  
**Department: History**  
**Semester – IV Course Code – HISACOR08T**  
**Course Title – Rise of the Modern West-II Credit- 6**

Course Content	COURSE OUTCOME
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17 <sup>th</sup> century European crisis: economic, social and political dimensions.	Co.1. Students will be able to <b>Understand</b> the 17 <sup>th</sup> century European crisis. (Level 2 – Understand)
The English Revolution: major issues; political and intellectual currents.	Co.2. Students will be able to <b>analyze</b> the causes of English Revolution. (Level 4- Analyze)
Rise of modern science in relation to European Society from the Renaissance to the 17th century.	Co.3. Students will be able to <b>Understand</b> that how the rise of modern science in relation to European Society gave the birth of Renaissance in 17 <sup>th</sup> century Europe. (Level 2 – Understand)
Mercantilism and European economic systems; 17 <sup>th</sup> and 18th centuries.	Co.4. Students will be able to <b>Understand</b> the Mercantilism economy in 17 <sup>th</sup> and 18 <sup>th</sup> centuries Europe. (Level 2 – Understand)
European politics in the 18th century: parliamentary monarchy; patterns of Absolutism in Europe	Co.5. Students will be able to <b>Understand</b> the politics of 18 <sup>th</sup> centuries Europe. (Level 2 – Understand)
Political and economic issues in the American Revolution.	Co.6. Students will be able to <b>Evaluate</b> the political and economic causes of American Revolution. (Level 5- Evaluate)
Prelude to the Industrial Revolution.	Co.7. Students will be able to <b>Understand</b> the prelude of Industrial Revolution. (Level 2 – Understand)
<b>BT: Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**  
**Department: History**  
**Semester – IV Course Code- HISACOR09T**  
**Course Title – History of India V (1526CE-1757CE) Credit- 6**

Course Content	COURSE OUTCOME
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Sources and Historiography Persian literary culture; translations. Literature in regional languages	Co.1. Students will be able to <b>Understand</b> the sources and Historiography Persian literary culture. <b>(Level 2 – Understand)</b>
Establishment of Mughal rule Babur 's invasion of India - Struggle for Empire in North India –significance of Babar and Humayun 's reign - Significance of Afghan despotism and rise of Sher Shah to power. His administrative and revenue	Co.2. Students will be able to <b>Analyze</b> how Babur invade India and how he established Mughal Empire through struggle. Students will be also able to <b>Evaluate</b> the significance of Afghan despotism. <b>(Level 4- Analyze) &amp; (Level 5- Evaluate)</b>
Akbar and Consolidation of Mughal Empire Akbar 's Conquests – his Rajput Policy & administrative and religious reforms Reign of Jahangir, Nur Jahan- her role in imperial politics; The Mughals and the North Western frontier and central Asia. Making of a new imperial system and administration the Mughal nobility, Mansab and Jagir.	Co 3: Students will be able to <b>Analyze</b> different innovative imperial expansion policy, religious , administrative economic ,reforms during Mughal Emperor Akbar to Jahangir's reign. <b>(Level 4- Analyze)</b>
Mughal Empire Under Aurangzeb's State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and Institutions - Conquests and limits of expansion - Beginning of the crisis: contemporary perceptions; agrarian and Jagir crises; revolts. Inland and ocean trade network.	Co.4. Students will be able to <b>Analyze</b> different imperial policy taken under Mughal Emperor Aurangzeb and also able to <b>Analyze</b> Contemporary crisis in agrarian and Jagir sector which led the revolts among peasant across the India ( <b>Level 4- Analyze)</b>
Mughal Art, Architecture & Painting	Co.5 Students will be able to <b>Understand</b> the Mughal Art Architecture & Painting. <b>(Level 2 – Understand)</b>
Patterns of Regional Politics Rajput political culture and state formation –Rise of Maratha power under Shivaji, and expansion under the Peshwas - emergence of regional powers – case studies of Maharashtra, Awadh and Bengal; Bengal Nawabs and the rise of the English East India Company in Bengal. Debate of the 18th Century on the decline of the Mughal Empire	Co.. 6 Students will be able to <b>Evaluate</b> the rise of regional power after the death of Aurangzeb under the weaker Mughal Emperor. <b>(Level 5- Evaluate)</b>
<b>BT: Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

#### COURSE OUTCOME

Department: History

Semester – IV Course Code- HISACOR10T

Course Title – History of India VI (1757CE – 1857CE) Credit- 6

Course Content	COURSE OUTCOME
Foundations of Company's Rule Early contestations between the Dutch, French and the British East India Company as a political power; Bengal as the British bridgehead; Company Bengal Nawabs and the battle of Plassey, Buxar and the grant of Diwani, (Anglo) Mysore; Anglo Maratha and Anglo Sikh relations. The Subsidiary alliance and the Doctrine of Lapse.	CO-1: Students will be able to <b>Understand</b> that how the European imperialism invade in Indian subcontinent through various way in 18th century and how they used Bengal as bridgehead. <b>(Level 2, Understand)</b>
Legitimization of Company's rule in India Regulating Act; Pitt's India Act; Charter Acts of 1813, 1833 and 1853 Administrative, Military Police and Educational Reforms	CO-2 : Students will be able to <b>Understand</b> that how British(un-ethical ) imperialism legitimize their company's rule by implementing different kinds of act and introduce new administration through the reformation of police, military, social and educational. <b>(Level 2, Understand)</b>
Rural Economy and Society Land revenue systems Permanent settlement, Rayatwari and Mahalwari Commercialization of agriculture and indebtedness. Rural society: change and continuity, Famines.	CO-3: Students will be able to <b>Analyze</b> that how the traditional land system changes through different land settlement and commercialization of agriculture destroy rural society and economy which was an important caused for famines. <b>(Level 4, Analyze)</b>
Trade and Industry Deindustrialization Trade and fiscal policy. Drain of Wealth Growth of modern industry	CO-4: Students will be able to <b>Understand</b> that how the British imperialism destroyed our traditional industry for sake and how they drained our wealth to their country through different trade and fiscal policy. <b>(Level 2, Understand)</b>
Renaissance and Reforms Bengal Renaissance and Socio-religious Reforms :Rammohan Roy(Brahma Samaj), Young Bengal, Vidyasagar and others Educational Reforms initiated by the Company	CO - 5: Students will be able to <b>Evaluate</b> that how the educational reforms gave a birth of new light i.e., renaissance. Various socio- religious reforms gave the birth of rationalism, liberalism and ultimately an extreme anti-British sense. <b>(Level 5, Evaluate)</b>
Popular Resistance Santhal uprising(1855- 57); Sanyasi Uprising, Kol Bhumij uprising, Wahabi Faraizi and Santhal Uprising, Revolt of 1857: causes and nature	CO - 6 : Students will be able to <b>Analyze</b> that how the downtrodden people resist the British rule through different uprising in 19 <sup>th</sup> century. <b>(Level 4, Analyze)</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**  
**Department: History**  
**Semester – IV Course Code- HISSEC02M**  
**Course Title – Understanding Indian Art Credit - 2**

Course Content	COURSE OUTCOME
<b>Introduction :</b> The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.	CO.1.Students will be able to <b>Understand</b> the diversity and aesthetic richness and the cultural value of Indian art, from ancient to contemporary times <b>(Level 2 – Understand )</b>
Prehistoric and proto historic art: Rock art; Harappan arts and crafts	CO.2.Students will be able to <b>Understand</b> the . Prehistoric and protohistoric art: Rock art; Harappan arts and crafts. <b>(Level 2 – Understand )</b>
Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at <a href="http://www.unesco.org">www.unesco.org</a> ] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography. Numismatic art	CO.3.Students will be able to <b>Understand</b> the . Indian art from 600 BCE to 600 CE: Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography. Numismatic art. <b>(Level 2 – Understand )</b>
Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons	CO.4.Students will be able to <b>Understand</b> the Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons. <b>(Level 2 – Understand )</b>
Indian art and architecture (c. 1200 CE – 1800 CE): Sultanate and Mughal architecture Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli Architecture	CO.5.Students will be able to <b>Understand</b> the Indian art and architecture (c. 1200 CE – 1800 CE): Sultanate and Mughal architecture Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli architecture. <b>(Level 2 – Understand )</b>
Modern and Contemporary Indian art and Architecture: The Colonial Period_Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks. Popular art forms (folk art traditions)	CO.6.Students will be able to <b>Understand</b> .Modern and Contemporary Indian art and Architecture: The Colonial Period Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks. Popular art forms (folk art traditions) <b>(Level 2 – Understand )</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

#### COURSE OUTCOME

Department: History

Semester – V Course Code- HISADSE01T

Course Title – Aspects of the History of Modern South East Asia I Credit - 6

Course Content	COURSE OUTCOME
Historical writings on Southeast Asia in the early 20 <sup>th</sup> century – Debates on the question of Indianization – Post-War historiography and the autonomy of South east Asia	Co.1.Students will be able to <b>Understand</b> the historical writing on South east Asia in the early 20 <sup>th</sup> century – Debates on the question of Indianization – Post-War historiography and the ‘autonomy’ of South east Asia ( <b>Level 2 – Understand</b> )
Growth of early European interests in Southeast Asia: 16 <sup>th</sup> to 18 <sup>th</sup> centuries – Colonial penetration and indigenous response: interaction and accommodation, collaboration and resistance. Establishment of the colonial regimes in the 19 <sup>th</sup> century Stamford Raffles in Java, British forward movement in Malaya, foundation of Singapore, French colonial system in Indochina, British annexation of Burma, British movement in Borneo and the Brookes in Sarawak.	Co.2.Students will be able to <b>Evaluate</b> that why the European were interested to penetrate in southeast Asia in 16 <sup>th</sup> to 18 <sup>th</sup> centuries how the indigenous responded.They also <b>Evaluate</b> the Establishment of the colonial regimes in the 19 <sup>th</sup> century. They will also be able to <b>Understand</b> why they initiated various reforms to strengthen the colonial power. ( <b>Level 5- Evaluate, Level 2 – Understand</b> )
Pre-colonial polity, society, economy and culture in Southeast Asia – a brief survey. (b) Colonial impact on society: growth of Western education; changing position of women and the gender question under colonial rule; social anomalies and eradication efforts; colonial science; Western medicine and public health. (c) Independent modernization of Siam from Mongkut to Vajiravudh.	Co.3.Students will be able to <b>Understand</b> the Pre-colonial polity,society, economy and culture in Southeast Asia. ( <b>Level 2 – Understand</b> )
Economic impact of colonialism: (a) Dutch domination in Indonesia – from the Culture system to the Liberal system. (b) Colonial policy and land question in Indochina – communication and plantation economy. (c) British economic policy in Burma – agricultural expansion. (d) Development of plantation economy in Malay. (e) Singapore as a strategic defence centre and its growing significance in international economy	Co.4.Students will be able to <b>Understand</b> the Economic impact of Colonialism. ( <b>Level 2 – Understand</b> )
Nationalism in Indonesia: Sarekat Islam, PKI, PNI and other political parties – Japanese impact during the World War II – Birth of Indonesian Republic and the constitution of 1945- Indonesian National Revolution, 1945-50.	Co.5.Students will be able to <b>Evaluate</b> various trends of Indonesian Nationalism. ( <b>Level 5- Evaluation</b> )
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**  
**Department: History**  
**Semester –V, Course Code - HISADSE02T**



**Course Title- Aspects of the History of Modern South East Asia II Credit - 6**

<b>Course Content</b>	<b>COURSE OUTCOME</b>
Early nationalist protest movement against French rule in Indochina – Rise of HoChih Minh and birth of Communist party- Vietnam and the August Revolution (1945) The First Indochina war and Geneva Agreements – the nature of American participation.	Co.1.Students will be able to <b>Evaluate</b> how nationalism emerge and protest against French rule .They also <b>analyze</b> the rise of Ho Chih Minh as the Omnipotent leader of Vietnamese Communist Party . They will also <b>analyze</b> the participation of Vietnamese people against the great power. <b>(Level 5- Evaluate, Level 4- Analyze)</b>
Nationalism and religion in Burma: the Pongyis and the Sayasan Rebellion – the Thakin movement – Second World War, the struggle for independence and the transfer of power.	Co.2.Students will be able to <b>Evaluate</b> how nationalism emerge and protest against British imperialism in Burma. <b>(Level 5- Evaluate)</b>
Growth of anti- Spanish sentiments in the Philippines – Dr. Jose Rizal and the propaganda movement – the anti-Spanish revolution of 1898 – the U.S. intervention and the road to self- government – Transfer of power and birth of a republic (1946).	Co.3.Students will be able to <b>Evaluate</b> the growth of anti- Spanish sentiments in the Philippines, rise of propaganda movement and role of Jose Rizal and the path of revolution. <b>(Level 5- Evaluate)</b>
Growth of nationalism in British Malaya –National liberation movement – Malaya Union Plan	Co.4.Students will be able to <b>Evaluate</b> the growth of nationalism in British Malaya – National liberation movement. <b>(Level 5- Evaluate)</b>
Decolonization and cold war politics – Regional cooperation initiatives: SEATO, ASA, ASEAN and NAM	Co.5.Students will be able to <b>Evaluate</b> how de-colonization occurred and how cold war politics arise and how the great power deal it through regional cooperation. <b>(Level 5- Evaluate)</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**

**Department: History**

**Semester –V, Course Code - HISACOR11T**

**Course Title- History of Modern Europe -I (1789 CE-1919 CE) Credit - 6**

<b>Course Content</b>	<b>COURSE OUTCOME</b>
The French Revolution and its European repercussions Crisis of Ancient regime ----Political, social, economic and intellectual Background (role of Philosophers) of the French Revolution The revolution in the making – the Aristocratic Revolt and the consolidation of the Third Estate. The Constituent Assembly; Radicalization of the Revolution; the reign of Terror and the Thermidorian reaction; social base of the Revolution- Sans culottes, peasants and women; the directory and its achievements and failures.	Co.1.Students will be able to <b>Evaluate</b> the background of French Revolution and its European repercussions. <b>(Level 5- Evaluate)</b>
Napoleon Bonaparte and the French Revolution Rise of Napoleon; Napoleonic reforms, Napoleonic Empire and Europe Fall of Napoleon: The Continental System; The Spanish Ulcer; The Moscow campaign. Assessment of Napoleon: Character of the French Revolution; Impact of French Revolution on Europe and abroad.	Co.2.Students will be able to <b>analyze</b> the rise of Napoleon Bonaparte as despot and Napoleonic reforms and the ultimate fall of a despot. <b>(Level 4- Analyze)</b>
Restoration and Revolution (1815- 1848) Vienna Congress; Concert of Europe; Metternich system Greek War of Independence, Revolution of 1830 &1848, & their Impact.	Co.3.Students will be able to <b>evaluate</b> the Vienna Congress and its impact, Metternich system and its impact, Greek War of Independence, Revolution of 1830 &1848, & their Impact in Europe. <b>(Level 5- Evaluate)</b>
Industrialization and socio economic transformation Industrial Revolution; Definition and characteristics ; Pre Industrial society; Industrial Revolution in Britain; Impact on society, economy and politics . Industrialization in the continents, case study of France, Germany and Russia. Emergence of working class and its movements; early Utopian socialist thoughts.	Co.4. Students will be able to <b>analyze</b> the background of industrial revolution <b>evaluate</b> its nature and <b>analyze</b> its socio- economic impact <b>(Level 5- Evaluate , Level 4- Analyze)</b>
Age of Nationalism Unification of Italy and Germany Specificities of economic development, political and administrative re organization – Italy and Germany The second Empire in France and Louis Napoleon.	Co.5.Students will be able to <b>evaluate</b> how nationalism emerge and as the guiding force how it helps to unified Germany and Italy. <b>(Level 5- Evaluate)</b>
The Eastern Question: The Crimean War; Treaty of Paris, Balkan Nationalism.	Co.6.Students will be able to <b>evaluate</b> why . The Eastern Question arises. They will <b>understand</b> the cause of Crimean War; Treaty of Paris, Balkan Nationalism. <b>(Level 5- Evaluate , Level 2 Understand )</b>
Imperial Expansion: Bismarck's diplomacy and the new balance of power; Kaiser William II and Welt Politik ; new course in German foreign policy; the eastern question of the late 19th century, Balkan wars.	Co.7.Students will be able to <b>understand</b> how welt politik and German foreign policy raise a new crisis in 19 <sup>th</sup> century's Europe. <b>(Level 2 – Understand )</b>

First World War and its aftermath: Outbreak of the first world war, emergence of the two armed camps; impact of the first world; the Russian revolution, the peace settlements of 1919, the League of nations.	Co.7.Students will be able to <b>analyze</b> why First World War took place and what is its impact in world politics. (Level 4- Analyze)
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Crea</b>	

#### **COURSE OUTCOME**

**Department: History**

**Semester –V, Course Code - HISACOR12T**

**Course Title- History of-History of India-VII (1858 CE -1947CE ) Credit - 6**

<b>Course Content</b>	<b>COURSE OUTCOME</b>
The aftermath of 1857 Queen's Proclamation; The Indigo rebellion, The Deccan Riots, The growth of the new middle class; the age of associations, The Aligarh movement, The Arya and the Prarthana Samaj	Co.1 Students will be able to <b>remember</b> a vast knowledge of local rebellion and movements like the Indigo rebellion ,the deccan riots,the growth of the new middle class; the age of association, The Aligarh movement, The Arya and the Prarthana Samaj aftermath of 1857. <b>(Level 1-Remember)</b>
The early phase of Indian Freedom Movement Historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement, Muslim League, Morle Minto Reforms; Revolution aries in India and abroad, the Lucknow pact.	Co.2 Students will be able to <b>understand</b> the real Historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905 <b>(Level 2 – Understand)</b>
The Gandhian era Gandhi's rise to power, Rowlett Satyagraha, Montagu Chelmsford reforms; Khilafat and Non-co- operation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement	Co.3 Students will be able to <b>understand</b> how the rise of Gandhi's power in Indian politics and his activities towards the freedom like , Rowlatt Satyagraha, Khilafat and Non-co- operation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement. <b>(Level 2-Understand)</b>
Towards freedom Government of India Act 1935, The rise of the leftist movements, The Peasant and Working class movements, Cripps Mission, Subhas Bose and INA, RIN mutiny; Wavell Plan, Cabinet Mission; Tebhaga and Telengana movement.	Co.4 Students will be able to <b>understand</b> how to rise of the leftist movements, The Peasant and Working class movements, and the main objectives of Cripps Mission, Subhas Bose and INA, RIN mutiny ; Wavell Plan, Cabinet Mission; Tebhaga and Telengana movement. <b>(Level 2-Understand)</b>
Communal Politics and Partition of India Demand for Pakistan; Lahore session of the Muslim League, rise of Hindu Mahasabha and the RSS; Akali Dal, Partition and its consequences.	Co.5 Students will be able to <b>understand</b> the rise of communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partion of India. <b>(Level 2-Understand)</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**

**Department: History**

**Semester –VI, Course Code - HISADSE04T**

**Course Title- History of Modern East Asia-1 (1839 CE -1919 CE) Credit - 6**

Course Content	COURSE OUTCOME
Pre-colonial China (a) Nature and structure of the traditional Chinese society. (b)The peasantry and gentry; Government bureaucracy and central control. (C) The Confucian value system. (d) China's pre-modern economy	Co.1. Students will be able to <b>understand</b> pre-colonial socio-economic-political and administrative structure in China. <b>(Level 2 – Understand )</b>
Anglo Chinese relations till the Opium War (a) The Tribute system; the And its collapse.(b)First & Second Opium Wars— the unequal treaties. (c)Financial Imperialism: Open Door policy.	Co.2. Students will be able to <b>understand</b> Anglo Chinese relations till the Opium War and They will also be able to <b>analyze</b> the cause of Opium War and the fall of old system and emergence of new imperialism. <b>(Level 2 – Understand , Level 4- Analyze)</b>
Rebellion, Restoration and Nationalism (a)The Taiping Rebellion: causes, nature and failure.(b)Tung- Chih Restoration; the Hundred Days' Reform and the Self Movement.(c) Boxer Uprising: causes, nature and failure e.(d)The Revolution of 1911: background and causes, nature and significance; role of Dr Sun Yat-Sen; principles and politics, formation of the Republic; Yuan Shih-kai and warlordism; the rise of the Kuomintang.	Co.3. Students will be able to <b>understand</b> early protest movement in China and the path of revolution. <b>(Level 2 – Understand )</b>
Pre-Maji Japan (a)Tokugawa Shogunate: the feudal society and the government; Shintoism.	Co.4. Students will be able to <b>understand</b> pre-colonial socio-economic-political and administrative structure in Meiji Japan. <b>(Level 2 – Understand)</b>
Meiji Restoration Causes and nature Restoration. Transformation Japan: process of modernization. (c)Meiji Constitution	Co.5. Students will be able to <b>evaluate</b> the transformation of Japan from pre-modern era to modernization. <b>(Level 5- Evaluate )</b>
Expansion of Japan up to the First World War (a) Sino–Japanese war (1894-95). (b)The Anglo-Japanese Alliance (1902). (c) Contest for Korea and the Russo-Japanese war(1904-05).(d)Japan and the First World War	Co.6. Students will be able to <b>analyze</b> how Japan expand its territory for the purpose of imperialism and how Japan involved with The great European Power and how the FirstWorld War emerge. <b>(Level 4- Analyze)</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

#### COURSE OUTCOME

Department: History

Semester –VI, Course Code - HISADSE05T

Course Title- East History of Modern Asia II (1919 CE-1939 CE) Credit - 6

<b>Course Content</b>	<b>COURSE OUTCOME</b>
Nationalism in China Emergence of the Republic and Yuan Shih Kai : Warlordism . May 4 <sup>th</sup> Movement : origin, nature and significance.	Co.1. Students will be able to <b>analyze</b> how nationalism emerged in China and they will also <b>evaluate</b> the causes and the nature of May 4 <sup>th</sup> movement in China. <b>(Level 4- Analyze), (Level 5- Evaluate )</b>
The Kuomintang and the Nationalist government The rise of the Kuomintang Party: Political crisis in the 1920s; The First United Front Chiang Kai-shek: the KMT- CCP conflict. Ten Years of Nanking Government.	Co.2. Students will be able to <b>analyze</b> how the rise of Kuomintang party and also <b>evaluate</b> the activity of Chiang Kai-Shek . <b>(Level 4- Analyze), (Level 5- Evaluate)</b>
The Communist Victory in China Background of the foundation of the Communist Party. CCP under Mao Tse- tung: the making of the Red Army; the Second United Front; Long March. The Yen-an experiment; The Chinese Revolution(1949): Ideology, causes and significance; the establishment of the Peoples' Republic of China	Co.3. Students will be able to <b>understand</b> the background of the foundation of the Communist Party <b>analyze</b> the victory of long march, The Yen-an experiment and The Chinese Revolution of 1949. <b>(Level 2 – Understand , Level 4- Analyze)</b>
Rise of modern Japan Process of modernization: social, military, political and educational; popular and democratic movement; Rise of Political Parties, abolition of feudalism and economic growth. Industrialization and the role of the state; the Zaibatsu	Co.4. Students will be able to <b>evaluate</b> the process of modernization in Japan. <b>(Level 5- Evaluate)</b>
Imperial Japan Japan and World war: Twenty- one Demands. Washington Conference. Manchurian crisis: role of the League of Nations. Failure of the Democratic system and the rise of militarism in the 1930s and the 1940s.	Co.5. Students will be able to <b>evaluate</b> the imperial policy of Japan in 1930s and 1940s. <b>(Level 5- Evaluate )</b>
Japan and World War II Japan's bid for supremacy and defeat. Postwar Japan under General Douglas Mac Arth	Co.6. Students will be able to <b>analyze</b> the Japan's bid for supremacy and defeat in World War II. <b>(Level 4- Analyze)</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

#### **COURSE OUTCOME**

**Department: History**

**Semester –VI, Course Code - HISACOR13T**

**Course Title- History of India -VIII (India since 1947 CE) Credit - 6**

<b>Course Content</b>	<b>COURSE OUTCOME</b>
The Nehru era: Internal policy between 1947 to 1964- movements for social justice, the new constitution, integration of the princely states, growth of parliamentary democracy, Five years' plan	Co.1 Students will be able to <b>evaluate</b> the Nehruvian policy between 1947-1964. <b>(Level 5- Evaluate)</b>
Towards Independence and Emergence of the New State Government of India Act 1935 Working of the GOI Act. Negotiations for Independence and Popular Movements	Co.2 Students will be able to <b>understand</b> the Emergence of the New State Government of India Act 1935 Working of the GOI Act. Negotiations or Independence and Popular Movements. <b>(Level 2- Understand )</b>
Partition: Riots and Rehabilitation	Co.3 Students will be able to <b>remember</b> about the riots and the rehabilitations after the portion of India. <b>(Level 1 - Remember)</b>
Making of the Republic The Constituent Assembly; Drafting of the Constitution Integration of Princely States	Co.4 Students will be able to <b>understand</b> the role of the Constituent Assembly in framing of constitution of India. <b>(Level 2 – Understand )</b>
Indian Democracy at Work c1950- 1970s Language, Region, Caste and Religion. Electoral Politics and the Changing Party System; Regional Experiences India and the World; Non Aligned Movement	Co.5 Students will be able to <b>analyze</b> the challenges of Nation building process of India after Independence
Economy, Society and Culture c 1950- 1970s The Land Question, Planned Economy, Industry and Labour Science and Education. The Women's Question: Movements and Legislation. Cultural Trends: Institutions and Ideas, Literature, Media, Arts.	Co.6 Students will be able to <b>understand</b> about the Economy, Society and Culture c 1950- 1970s The Land Question, Planned Economy, Industry and Labour Science and Education, and the Women. <b>Level 2 – Understand)</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

**COURSE OUTCOME**

Department: History

Semester –VI, Course Code - HISACOR014T

**Course Title- Trends in World Politics (1919 CE-2001 CE) Credit – 6**

<b>Course Content</b>	<b>COURSE OUTCOME</b>
Challenges to the new European order: Consolidation and Development of power of the Soviet State, French search for security, Rise of Fascism in Italy and Nazism in Germany World Economic depression of 1929, the Crisis of The Inter War European Order	Co.1 Students will be able to <b>analyze</b> The major ideological challenges to the new democratic set-up in post 1919 Europe. <b>(Level 4- Analyze)</b>
The Road to 2nd World War; Germany's aggressive foreign policy; the role Of the war economy, Spanish civil war, Mussolini's foreign policy and Abyssinian crisis, formation of the Rome Berlin Tokyo Axis Grand Alliance and the Second World War-Impact of the War	Co.2 Students will be able to <b>evaluate</b> the reason of 2 <sup>nd</sup> world war and the role of Hitler and Mussolini. <b>(Level 5- Evaluate)</b>
United Nations Organization: its origin and functions	Co.3 Students will be able to <b>remember the</b> origin of UNO and it's function. <b>(Level 1 - Remember)</b>
Cold War and the emergence of bipolar politics – Rise of Communist China Cold War in Asia: Korea, Cuba, Vietnam, Middle East – Third World and Non Aligned Movement	Co.4 Students will be able to <b>understand</b> the origin of the cold war and changing world politics scenarios and emerging trends in culture, media and revolution among European countries. <b>(Level 2- Understand )</b>
Détente and disintegration of the Soviet Bloc–Iranian Revolution Afghanistan in turmoil	Co.5 Students will be able to <b>understand</b> about the process of détente and disintegration of the Soviet bloc. <b>(Level 2 – Understand)</b>
Globalization and impact– Rise of Terrorism –9/11 and Its impact	Co.6 Students will be able to <b>analyze</b> the impact of globalization and the rise of terrorism. <b>(Level 4- Analyze)</b>
<b>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</b>	

## DEPARTMENT OF HISTORY

Name of the Academic Program : B.A ( Hons. ) in History



## Program Specific Outcomes (PSO):

After successful completion of **B.A ( Hons. ) in History** students acquire a vast knowledge in History.

- **PSO1:** Students will be able to understand the evolution of pre-historical world and India into a civilized society. They will also evaluate how the evolution of environment and human beings gave a birth of new era and through the transformation process the world civilization ultimately emerge.
- **PSO2:** Students will be able to analyze how community based society transformed into an empire. They will also understand the different condition of society economy political and cultural development under different ruler.
- **PSO3:** Students will be able to analyze why Muslim invade India during that time when India was divided under various small kingdom . They will also evaluate how casteism played a pivotal role for Muslim invader.
- **PSO4:** Students will be able to analyze the imperial policy of Muslim ruler ; socio economic condition under Sultani and Mughal period. They will also evaluate after a long time of co-existence how two different religion gave a birth of syncretistic culture. From Bhaktism ,Sufism etc. they learn that without Hindu, Muslim etc religion there is a big religion called Humanism.
- **PSO5:** Students will be able to analyze how British East India Company imposed its imperialism in India. They acquire the knowledge of nationalism, rebellion, and revolution. They also learn the concept of swadeshi, boycott, non-violence, satyagraha etc. They also learn that the way of Indian freedom movement was a history self-sacrifice.
- **PSO6:** Students will be able to understand the fundamental concept aspect and event of History ,like French Revolution ,Reformation and Colonization etc. They also get a clear idea of administration, contemporary global issues, Democracy, Human Rights, Gender and Environmental issues.
- **PSO7:** Students will build up knowledge of various aspects of history of modern South East Asia and able to draw a comparison of modern Indian history.
- **PSO8:** Students will develop critical thinking which pave the way of their research skill
- **PSO9:** Students will develop an understanding and gain perspective on the history of Journalism in India and on Women Rights and status in India.
- **PSO10:** Through the program students will develop the concept of analyzation, evaluation, application and creativity