

# **SOUTH CALCUTTA GIRLS' COLLEGE**

Department of History

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## **Course Outcomes 2020-2021**

### **History Honours Programme**

#### **Semester-I**

##### **CC1-History of India from Earliest Times to C 300 BCE**

Students study the history of India from the earliest times up to 300BCE; the periodization of Indian history; sources, historical interpretations, pre-history, rise of food production, early civilizations, Harappan, Vedic, early history of South India and the rise of Jainism and Buddhism.

##### **CC2- Social Formations and Cultural Patterns of the ancient world other than India**

Provides understanding of Pre-history in the World context, Evolution of human kind, hunting-gathering to the beginnings of agriculture and animal husbandry, 'Neolithic Revolution', Bronze Age civilization in Egypt with reference to economy, society, state structure, religion, the advent of iron and aspects of ancient Greece and Rome.

#### **Semester-II**

##### **CC3- History of India C 300 BCE to C 750 CE**

Provides understanding of developments in Society, Polity, Economy and culture in ancient India from Mauryan to post-Gupta era; rise of empires; agrarian economy; trends in urbanization; patterns of trade; concept of early medieval India; changes in society; Consolidation of the Brahmanical tradition; cultural developments- literature, science, Art and architecture.

##### **CC4-Social Formations and Cultural patterns of the Medieval World other India**

The Department offers Group B- Medieval Europe. The course provides an overview of medieval Europe. Students study the decline of the Roman Empire and its historiography; the rise of feudalism in Europe and its effects on all aspects of European civilization, the Carolingian Renaissance and developments in the culture and society; Position of Women; urbanization; Medieval art and architecture; crisis in feudalism; the position of Christians and Jews under Islam.

## **Semester-III**

### **CC5:History of India (CE 750 – 1206) CE**

Students study the history of India from early medieval up to establishment of the Delhi Sultanate (1206 CE). They develop an understanding of the sources of early medieval history, political structure, religious matters, royal genealogies and rituals. They gain an insight into the debate on feudalism and changes in medieval agrarian structure as well as trade and commerce. The coming of Islam and the impact on religion and culture, the development of regional literature and the emergence of popular religious cults are discussed.

### **CC6: Rise of the Modern West – II**

This course is concerned with the Transformation of Europe from the decline of feudalism to the rise modern Europe. Students study the trends in economic history that led to rise of Capitalism and the historical debate among scholars on the transition. The focus of the course is on the Renaissance and the Reformation and how these movements shaped the emergence of early modern Europe. Students gain an understanding of the voyages of discovery of new lands and their impact, the Scientific Revolution, the origins of modern science, the English Civil War of the 17th Century and the emergence of parliamentary democracy.

### **CC7:History of India (c.1206-1526) CE**

This course concerns with the history of medieval India from 1206 till 1556. It is a study of the Delhi Sultanate and the regional states covering the political, economic, social and cultural history. Students gain an understanding of the primary sources of the period, both Persian and vernacular literature, changes in rural economy, the patterns of trade and commerce, urbanization, developments in religion and the rise of a syncretic culture.

### **SEC A(1): Archives and Museums**

The course provides an introduction to museums and archives which are important institutions for students of History. Students get an overview of the history of establishment of museums and archives, types of museums and archives, their functions, processes of collection, documentation, preservation and the outreach programmes. Visits to museums give a first-hand experience of the functioning of these institutions.

## **Semester IV**

### **CC8:Rise of the Modern West – II**

From this course students gain knowledge of the developments that led to rise of modern Europe in the political, economic and intellectual spheres- the printing and military revolutions, the impact of the 17<sup>th</sup> century crisis, the scientific revolution, emergence of the Enlightenment and parliamentary democracy. The economic changes that created the background of the first Industrial Revolution are also studied.

### **CC9:History of India (c 1526 – 1605)**

Provides knowledge in respect of inception of Mughal empire from 1526 CE upto 1605 CE till the regime of Akbar. The students get an overview of the sources of the Mughal empire, the foundation and the challenges to the Mughal state, Ideology of the State in Mughal India. Their study also incorporates the consolidation of Mughal rule under Akbar, its expansion and integration, religious tolerance and Sulh-i-kul, rural society, economy, revenue system and the relation between zamindars and peasants.

### **CC10:History of India (c 1605 – 1750s)**

This course is a study of the developments in the reigns of the Mughal rulers Jahangir, Shah Jahan and Aurangzeb in the light of literary accounts. They develop an understanding of the changes in policies, agrarian crisis, developments in trade, commerce and other aspects of the economy. The causes of the decline of the Mughal empire are investigated. Students also study the development in regional history-the Marathas and the Rajputs, cultural developments and the eighteenth century debate.

### **SEC B (2): Art Appreciation: An Introduction to Indian Art**

India has a rich art heritage from the prehistoric times. This course introduces the students to the history of art and architecture of India and its evolution from ancient to contemporary times. They are able to appreciate the diversity of this medium and the contribution of various cultures and communities that shaped the diverse forms of this tangible heritage.

### **Semester-V**

#### **CC11: History of modern Europe (c.1780-1939)**

This is the History of modern Europe which was started from French revolution of 1789 to the background of second world war of 1939. The students will gain the knowledge of the History of the French revolution of 1789, the reign of terror of French, the Napoleonic era of 1799-1815, the Vienna settlement of 1815, Metternich System, The July revolution of 1830, the February revolution of 1848. They also have the knowledge of unification of Germany and Italy of 1870, rise of Bismarck and his foreign policy, the socio-economic and cultural transformation of Europe, industrial revolution in England and other parts of Europe, the 1<sup>st</sup> world war, the Russian Revolution of 1917, Europe between two world war, the great economic depression of 1929, fascism in Italy and Nazism in Germany, the Spanish civil war and the background of 2<sup>nd</sup> world war.

#### **CC12: History of India (c. 1750s-1857)**

This paper will help to students to learn the History of India from 1750 to 1857 along with the foundation of colonial power in India, the decline of Mughal and the emergence of successor States, colonial states formation and ideology, the colonial rural economy and society, the trade and industry of colonial India, De industrialization, the popular resistance and movement as like the peasants uprisings.

### **DSE - A1 : History of Bengal (c. 1757-1905)**

The DSE course contains the history of Bengal from Plassey to Bengal partition of 1905. Here students learn the Nawabi rule in Bengal along with the political, social, economic and cultural history, also included the colonial administrative history from 1757 to 1833, socio religious reform movements, Hindu and Muslim revivalist movements, insurgencies against the Raj i.e. Sannyasi and Fakir revolts, indigo revolt, pabna peasant uprising, Curzon's Bengal partition.

### **DSE – B1 : History of Modern East Asia-I China (c. 1840-1949)**

This course will help to the students to know that the history of China from 1840 to 1949, Chinese feudalism, the canton commercial system, the Opium wars, open door policy, agrarian and popular movement, Taiping rebellion, self strength movement, emergence of Chinese nationalism, the revolution of 1911, Sun Yat Sen and his contribution, may fourth movements of 1919, formation of Chinese Communist party (CCP), the communist movement, rise of Mao Tse Tung and making of people's republic of china.

## **Semester-VI**

### **CC13: History of India ( c.1857-1964)**

The course contains the History of modern India including the Nehruvian era till 1964. Here students will learn the rise of Nationalism in India, the formation of Indian National Congress, the moderates and extremists phase, the socio cultural reform movements, Brahma Samaj, Prarthana Samaj, Arya Samaj, Aligarh movement, Wahabi movement, Singh Sabha movement etc. The rise of Gandhian nationalism and the Rowlatt Satyagraha, Jalianwala Bagh massacre, Non cooperation, civil disobedience and quit India movement, communal politics from 1906 to 1947, rise of muslim league, RSS, Hindu mahasabha, independence and partition, framing of Indian constitution, the Nehru years.

### **CC14: History of World Politics: 1945-1994**

This is the History of global world. The students will gain the knowledge of impact of 2<sup>nd</sup> world war, the emergence of Cold war, Truman doctrine, Marshall plan and NATO, SEATO, CENTO, COMECON, Warsaw pact, Korean crisis, sovietisation in eastern Europe, De stalinisation , the Détente politics, Cuban crisis, the Glasnost and perestroika, the fall of Barlin wall and the crisis of socialist regime in eastern Europe, the fall of USSR and the rise of unipolar world system, Globalisation, china and the global politics, middle East crisis, suez canal crisis, Decolonisation, the civil rights movement, anti apartheid movement, the faminist movement.

### **DSE – A3: History of Bengal (c. 1905-1947)**

This paper provides the knowledge of the history of Bengal from swadeshi movement to till independence, the swadeshi movement, the anti partition movement, the revolutionary nationalism of Bengal, communal politics from 1906-30, the Gandhian nationalism and movements in Bengal

perspectives, the left politics, the labour movement, caste movement, women's movement from 1920-46, Subhas Chandra Bose and INA, Partition of Bengal and communal riots, great Calcutta killing, and formation of East Pakistan.

### **DSE – B3: History of Modern East Asia-II Japan (c.1868- 1945)**

This is the History of Japan from feudal society to Hiroshima and Nagasaki incidents. This paper provides the information about the transformation of Japanese society from feudalism to capitalism, the Meiji Restoration, military reforms, socio cultural and educational reforms of Japan, the Japanese imperialism towards china, Manchuria and Korea, the people's rights movements, second world war and American occupation, the post war changes.

#### **PROGRAMME OUTCOMES: UG HISTORY HONOURS**

- Students will acquire knowledge of the various themes of History, such as, political structures, economic structures, social structures, cultural developments, science and technology, and a range of issues.
- Students will be familiar with the scope of History, concepts of periodization, source materials for writing History and historiography.
- Students will gain an understanding of contextuality, that is, the importance of relating time and place to events.
- They will have knowledge of chronology, the notion of multi-causality and narrative of events.
- Students will develop an understanding of the diversity of cultures and the diverse experiences of different sections of society including women.
- Students will learn how to analyse and interpret events by studying the evidence and arguments of historians.
- They will be exposed to the basic skills that historians use in writing through class discussions and written assignments.
- By writing term papers, they shall acquire the ability to extract evidence from reference books and other sources and make their own arguments.

#### **PROGRAMME SPECIFIC OUTCOMES: UG HISTORY HONOURS**

- Students will learn to organize and express their thoughts and write basic critical analysis.
  - This programme will prepare them for higher study in History and related fields like Archaeology and Museology.
  - It will help them to prepare for various competitive examinations.
  - Students can also seek career options in tourism.
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## **COURSE OUTCOMES IN HISTORY GENERAL COURSE**

### **SEMESTER 1: GE/CC1-History of India from Earliest Times up to 300 CE**

The course gives an introduction to the history of ancient India from the earliest times up to the pre-Gupta period. Students are acquainted with prehistory, primary sources, Harappan civilization, Vedic period, rise of Mahajanpadas, Jainism and Buddhism, emergence and growth of empires- Mauryan, Satavahana and Kushana and the early history of Sangam Age. The course also provides an understanding of aspects of social, economic, religious history.

### **SEMESTER 2: GE/CC2- History of India from. C.300 to1206 CE**

The course covers the period of the Guptas, Harshvardhana, the Pallavas, the Chalukyas, the Rashtakutas, the Cholas, the Pala &Pratiharas, the coming of the Arabs, the rise of the Rajput states, the struggle for power in North India. Students obtain an understanding of the causes of the fall of empires and the success of the Turkish invaders. Apart from economic and social history, the cultural achievements and cultural developments particularly of the Gupta age are given attention.

### **SEMESTER 3: GE/CC3-History of India from 1206 to1707 CE:**

The paper deals with an extensive period of Indian history from the establishment of the Delhi Sultanate and regional states up to the death of Aurangzeb, covering the important political developments in the Sultanate era, and the rise and consolidation of the Mughal empire. The administrative system, relationship of the state and religion, developments in economy, society, art and religious movements are covered in this course.

### **SEMESTER 3:SEC-A- 1: Historical Tourism: Theory &Practice**

By undertaking this course, students gain an understanding of India's architectural heritage and an overview of the concepts of tourism. The field visit to museums help to gain an understanding of functioning of museums.

### **SEMESTER 4: GE/CC4: History of India; 1707-1950 CE:**

The course provides an understanding of the period of Indian history from the decline of Mughal Empire to the establishment of the Indian Republic. The historiographical debate on the break-up of the Mughal Empire and the expansion of the political power of the colonial power, Students study various aspects of Colonial India, the socio-religious reform movements in 19<sup>th</sup> century India, the rise of nationalism, the Gandhian movements, Revolutionary Movements, communal Politics culminating in the partition and transfer of power.

### **SEC-B -1: Museums & Archives in India**

The course provides an introduction to museums and archives which are important institutions for students of History. Students get an overview of the history of establishment of museums and archives, types of museums and archives, their functions, processes of collection, documentation, preservation and the outreach programmes. Visits to museums give a first-hand experience of the functioning of these institutions.

## **SEMESTER-V**

### **DSE-A2: Some Aspects of European History: c.1780-1945**

This paper is the History of Modern Europe from French revolution to the end of 2<sup>nd</sup> world war. The students will gain the knowledge of French revolution, causes, consequences, Napoleonic era, July and February revolution of 1830 & 1848. The unification movement of Germany and Italy, socio-economic changes in Europe, 1<sup>st</sup> world war, facism and Nazism in Italy and Germany, origin and course of 2<sup>nd</sup> world war.

### **SEC-A2: Indian History and Culture**

This SEC course helps to general programme students towards the environment, culture, tradition and practices, urbanization and urbanism, social inequality and Gender, cultural Heritage of India, Historical tourism, violence, cultural form and cultural expressions where included the performing arts, fair and festivals.

## **SEMESTER-VI**

### **DSE – B2: Some Aspects of society and Economy of Modern Europe: 15<sup>th</sup> -18<sup>th</sup> century**

The History of transformation Europe from 15<sup>th</sup>- 18<sup>th</sup> century provide the knowledge of transformation of feudal society to capitalism society, Renaissance, it's different roots, and reformation movement and it's origin, nature and impact. The European colonialism, economic development of 16<sup>th</sup> century, the Mediterranean economy and Atlantic economy, the industrial revolution in England.

### **SEC – B2: Orality and Oral culture in India**



This paper provides the Orality and Oral culture in India and how it is closed with the writing of History, the historiography and History of Orality, life histories, research methodologies and the documentation of Orality, the oral histories and oral traditions in Indian perspective.

### **PROGRAMME OUTCOMES: UG HISTORY GENERAL**

- The programme provides an understanding of the history of India from the prehistoric times up to the Nehruvian period covering various themes.
- It also gives an overview of the significant developments in modern European history and some important events in World history.
- Students will be familiar with the concepts of periodization and source materials for writing History.
- They will learn about the historical changes taking place in economy, society and culture, and to contextualise them.
- They will learn about multi-causal explanations of major historical developments and how historians base their explanations on evidence from the sources.
- Students will learn about the diversity of human culture and why it is important learn about them.

### **PROGRAMME SPECIFIC OUTCOMES: UG HISTORY GENERAL**

- Through their study of historical writing, class discussions and assignments, students will be able to express their thoughts.
- They will be able to offer analysis of arguments.
- Students shall have the foundation to prepare for various types of competitive examinations or take teachers' training courses.
- They can seek career options in tourism.

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