

Department of History
Hiralal Bhakat College
Syllabus For B.A. Honours
(CBCS Pattern In History)
With Effect From 2017-18 Onwards

Program Specific Outcome

The CBCS Honours program in History has been designed with the specific objective of preparing the students for a well rounded academic and professional life. The courses taught in the program cover a wide range of topics from ancient , medieval and modern period of India and the world and play a distinctive role in raising the level of awareness and knowledge in students. The program has plays a significant role in shaping the character of students into responsible citizens of the country. The program has also been designed specifically to help student succeed in various professional exams in various sectors . The Students not only are able to get a well developed concept of the past but also gain the capability to connect it with the present world . Not only this, this program also succeeds in giving students an idea about the political, social, economic and cultural sectors that shaped Indian History. It also gives the students a well developed idea about the history of the world and the various events that made the world what it is today. The program’s main outcome is to raise the knowledge level and conceptual base of students

B.A. HONOURS IN HISTORY WITH CBCS

SEMESTER-1

COURSE -CC1

HISTORY OF INDIA (FROM EARLIEST TIMES TO 600 AD)

COURSE OUTCOMES

1. The students will gain a foundational understanding of the development of Indian civilization, from the Indus Valley Civilization to the rise of major empires. This will include knowledge of social structures, political systems, and economic activities in ancient India.

2. The students will be able to analyse the evolution of religious beliefs and practices in early India, including the development of Hinduism, Buddhism, and Jainism. They will explore the impact of these religions on Indian society and culture.

3. The students will develop critical thinking skills by evaluating primary and secondary sources related to ancient India. This will involve assessing the credibility of evidence and constructing historical narratives.

4. The students will gain a broader perspective on the history of Asia by examining India's interactions with other civilizations during this period. This could include trade links, cultural exchanges, and political conflicts.

COURSE-CC2

SOCIAL FORMATIONS AND CULTURAL PATTERN OF ANCIENT WORLD

COURSE OUTCOMES

1. Students will gain a comprehensive understanding of the major social developments in the ancient world, from prehistory to the rise of complex societies. This includes the transition from hunter-gatherer lifestyles to settled farming communities, the emergence of social hierarchies, and the development of early states.

2. Students will be able to analyse the interplay between social structures and cultural expressions in various ancient civilizations. This course will explore how factors like religion, art, and philosophy reflected and shaped the social order in different parts of the world.

3. Students will develop critical thinking skills by evaluating primary and secondary sources related to the ancient world. They will learn to assess the strengths and limitations of different types of evidence, and to construct well-supported arguments about the past.

4. Students will broaden their historical perspective by recognizing the interconnectedness of ancient societies. The course will examine how trade, warfare, and cultural exchange influenced the development of civilizations across the globe.

SEMESTER-2

CC3

HISTORY OF INDIA II (600-1206 AD)

COURSE OUTCOMES

- 1) This period in Indian history saw the emergence and decline of several powerful empires. By studying these dynasties, students will gain an understanding of the political landscape of early medieval India, as well as the factors that contributed to the success and failure of empires.
- 2) This was a dynamic period for Indian religion, with the rise of new movements and the continuing evolution of established traditions. Students will explore the factors that influenced religious change, such as the rise of devotionalism within Hinduism and the spread of Islam in India.
- 3) By studying trade patterns and cultural exchange, students will gain an appreciation for the global forces that shaped Indian society.
- 4) This era witnessed a flourishing of Indian culture. Students will examine the major artistic movements, literary works, architectural styles, and scientific advancements that took place during this time.

CC4

SOCIAL FORMATION AND CULTURAL PATTERN OF THE MEDIEVAL WORLD

COURSE OUTCOMES

- 1) Students will gain a deeper understanding of the major social structures and hierarchies that existed in various regions during the medieval period.
2. Students will be able to analyse the development and influence of different cultural expressions during the Middle Ages. This could involve studying art, literature, philosophy, and religious practices, and how they reflected the social and political realities of the time.
3. Students will develop critical thinking skills by examining primary and secondary sources related to medieval society and culture. This will allow them to evaluate different perspectives and interpretations of the past.

4. By studying the social formations and cultural patterns of the medieval world, students will be able to draw comparisons with other historical periods and contemporary societies. This will enhance their understanding of how societies evolve and change over time.

SEMESTER 3

CC5

HISTORY OF INDIA III (1206-1525 AD)

COURSE OUTCOMES

- 1) The students will be able to analyse the major political developments in India during the period 1206-1525 AD, including the rise and fall of the Delhi Sultanate.
- 2) The students will be able to evaluate the social, economic, and cultural changes that occurred in India during this period.
- 3) The students will be able to discuss the impact of religious movements, such as Sufism and Bhakti, on Indian society.
- 4) The students will be able to critically analyse primary and secondary sources to understand the history of medieval India.

CC6

RISE OF MODERN WEST -I (15TH AND 16TH CENTURIES)

COURSE OUTCOMES

COURSE OUTCOMES

- 1) The students will be able to analyse the major political, social, and economic developments in Europe during the 15th and 16th centuries.
- 2) The students will be able to analyse evaluate the impact of the Renaissance and Reformation on Western civilization. This could involve examining the rediscovery of classical learning, the development of new artistic styles, the Protestant challenge to the Catholic Church, and the resulting religious wars.

- 3) The students will be able to analyse explain the rise of the nation-state and the decline of feudalism.
- 4) The students will be able to study about the voyages of exploration and analyse their consequences for Europe and the wider world.

CC7

HISTORY OF INDIA III (1526-1757 AD)

COURSE OUTCOMES

- 1)The students will be able to analyse the rise and Consolidation of Mughal Power. By studying this period, students will gain a comprehensive understanding of the Mughal Empire's establishment in India.
- 2) The students will be able to evaluate the Socio-Economic and Cultural Landscape of India. The course will equip students to analyse the social, economic, and cultural transformations that occurred during the Mughal era and beyond.
- 3) The students will be able to examine the emergence of regional Kingdoms. Students will be able to critically examine the rise of regional kingdoms alongside the Mughals. This involves studying the political structures, military strategies, and cultural contributions of entities like the Marathas, the Deccan Sultanates, and Rajput states.
- 4) The students will be able to understand the political and socio-economic dynamics Leading to Plassey. The course will culminate in analysing the factors that led to the Battle of Plassey (1757) and the subsequent rise of British influence in India.

SEC-1

ARCHIVES AND MUSEUMS OF INDIA

COURSE OUTCOMES

- 1)The students will be able analyse the historical development of archives and museums in India. By studying this course, students will gain a thorough understanding of how archives

and museums have evolved in India, from early manuscript collections to the national institutions of today.

2)The students will be able to evaluate the role of archives and museums in preserving and interpreting history. The course will equip students with the ability to critically assess the role of archives and museums in safeguarding and presenting India's past.

3) Students will develop practical skills in archival and museum practices. This could involve learning proper preservation techniques for historical materials, exploring methods of documentation and organization, or examining how exhibitions are designed and managed.

4)The course can open students' eyes to the diverse career paths available in the field of heritage management.

SEMESTER 4

CC8

RISE OF THE MODERN WEST II (17TH AND 18TH CENTURIES)

COURSE OUTCOMES

1) By successfully completing a course , students will be able to explain the major political, social, and economic developments that shaped Europe during this pivotal period.

2)The students will be able to analyse the causes and consequences of key events that redefined the course of Western history.

3) The students will be able to compare and contrast the rise of absolutism in different European states. Students will gain insight into the varying approaches to monarchical rule, such as the divine right of kings in France versus the parliamentary monarchy in England.

4)The students will be able to evaluate the impact of European colonialism on the wider world during the 17th and 18th centuries.

CC9

HISTORY OF INDIA (1757-1857)

COURSE OUTCOMES

1)Students will gain a comprehensive understanding of the rise and consolidation of British East India Company rule in India.This includes exploring the military, political, and economic strategies employed by the Company, as well as the weakening of existing Indian powers that facilitated this takeover.

2)Students will be able to analyse the social, economic, and cultural impacts of British colonialism on Indian society. This could involve examining changes in land ownership patterns, agricultural practices, trade structures, and the introduction of new social and religious ideas.

3)Students will develop critical thinking skills by evaluating the causes and consequences of various uprisings against British rule during this period.

4) Students will be able to situate the establishment of British Raj in the context of global historical trends.

CC10

HISTORY OF INDIA (1858 -1964)

COURSE OUTCOMES

1. Students will gain a comprehensive understanding of the rise and fall of British colonialism in India, analysing the factors that led to the establishment of the British Raj, the Indian independence movement, and the eventual partition of the subcontinent.

2. Students will be able to critically evaluate the social, political, and economic reforms implemented during the British Raj, assessing their impact on Indian society and the development of the nationalist movement.

3. Students will develop a deeper appreciation for the key figures and ideologies that shaped the Indian independence struggle, including Mahatma Gandhi, Jawaharlal Nehru, and the various strands of nationalism that emerged.

4. Students will be equipped to analyse the complexities of India's transition to independence in 1947 and the challenges faced by the newly formed nation in the following years, including partition and nation-building.

SEC-2

AN INTRODUCTION TO INDIAN ART

COURSE OUTCOMES

1)By exploring the major periods and movements in Indian art, the student will develop a chronological framework for appreciating the vast scope of artistic expression across the subcontinent.

2)The student will learn to analyse sculptures, paintings, architecture, and other artistic media, recognizing the distinct stylistic elements and symbolic meanings associated with different regions and religious traditions.

3) The course will equip the students to understand how artistic creations reflect the social, political, and religious contexts of their creation, fostering a deeper appreciation for Indian culture as a whole.

4) Through analysing and discussing artworks, the student will refine their ability to observe details, interpret visual information, and articulate their thoughts and interpretations effectively.

SEMESTER 5

CC 11

HISTORY OF MODERN EUROPE (1789-1870)

COURSE OUTCOMES

- 1)The students will be able to analyse the major political revolutions that occurred in Europe between 1789 and 1870, such as the French Revolution and the Revolutions of 1848.
- 2) The Students will be able to explain the rise and impact of nationalism and liberalism on European politics and society during the long 19th century.
- 3)The students will be able to evaluate the causes and consequences of the Industrial Revolution, including its social, economic, and political effects.
- 4)Compare and contrast the development of major European powers during this period, including France, Britain, Prussia, Austria, and Russia.

CC12

STUDYING HISTORY WRITING : INDIAN AND WESTERN

COURSE OUTCOMES

- 1)By examining both Indian and Western traditions of history writing, students will gain the ability to assess the strengths and limitations of various historical sources, such as inscriptions, chronicles, oral traditions, and archaeological remains. This will allow them to construct a more nuanced understanding of the past.
- 2)The course will expose students to the diverse approaches and methodologies employed by Indian and Western historians. This will enable them to recognize the influence of cultural context and ideology on historical narratives, fostering a more critical and balanced perspective on the past.
- 3) Through analysing historical texts and engaging in coursework focused on Indian and Western historiography, students will refine their research skills and hone their ability to write clear, concise, and well-supported historical arguments.
- 4) The course will encourage students to consider the ways in which Indian and Western historical traditions have influenced and interacted with each other. This will broaden their understanding of the global nature of historical scholarship and foster a more interconnected view of the past.

DSE1

LIFE AND CULTURE OF PRE-COLONIAL BENGAL

COURSE OUTCOMES

1) Students will gain a deeper understanding of the rich and complex history of Bengal before colonial rule. This will involve exploring the rise and fall of empires, the development of social structures, and the evolution of religious and philosophical traditions in the region.

2) Students will be able to analyse the diverse cultural expressions of pre-colonial Bengal. This could include studying art, literature, music, architecture, and daily life practices. By examining these aspects, students will gain a richer appreciation for the region's unique cultural identity.

3) Students will develop critical thinking skills by evaluating primary and secondary sources related to pre-colonial Bengal. This will involve learning to assess the credibility of historical evidence and to construct well-supported arguments about the past.

4) Students will be able to compare and contrast pre-colonial Bengal with other historical societies. This comparative analysis will allow them to identify both the unique characteristics of Bengal and the broader trends that shaped the development of South Asia.

DSE2

LIFE AND CULTURE OF COLONIAL BENGAL

COURSE OUTCOMES

1) By examining daily life, social structures, and artistic expressions, students will gain a nuanced understanding of how colonial rule transformed Bengal. This includes exploring themes of resistance, adaptation, and cultural exchange.

2)The course will engage students with historical documents, literature, art, and social commentaries from the colonial period. Students will learn to evaluate the perspectives of both colonizers and colonized, fostering critical analysis of historical narratives.

3)Appreciate the rich cultural heritage of Bengal. Students will delve into Bengal's diverse artistic traditions, religious practices, and intellectual movements during the colonial era. This will enhance their understanding of the region's unique cultural identity and its enduring legacy.

4)Draw connections between the colonial past and contemporary Bengal.The course will explore how the social, political, and cultural dynamics of colonial Bengal continue to shape the region today. Students will be able to critically examine contemporary issues through the lens of historical context.

SEMESTER 6

CC13

HISTORY OF MODERN EUROPE (1871-1945)

COURSE OUTCOMES

By the end of this course, students will be able to:

1) The students will be able to analyse the major political, social, and economic developments in Europe from 1871 to 1945. This could include understanding the rise and fall of empires, the development of new ideologies, and the impact of industrialization and urbanization.

2) The students will be able to evaluate the causes and consequences of major wars in Europe during this period, including World War I and World War II. Students will be able to examine the complex web of factors that led to these wars, as well as the devastating impact they had on Europe and the world.

3) The students will be able to explain the rise of totalitarian ideologies and their impact on European society.

4) The students will be able to critically assess the social and cultural changes that shaped modern Europe. They will be able to analyze how these changes reflected the broader transformations taking place in Europe during this time period.

CC14

MAKING OF CONTEMPORARY WORLD (1945-2000)

COURSE OUTCOMES

1) The students will be able to analyze the major political, economic, and social developments that shaped the contemporary world from 1945 to 2000

2) Students will gain a critical understanding of the ideological tensions between the United States and the Soviet Union, the arms race, proxy wars, and the overall impact of the Cold War on the world stage.

3) The students will be able to evaluate the rise of decolonization movements and the emergence of new nation-states in the post-colonial world. The course will explore the factors that led to the decline of colonialism, the struggles for independence, and the challenges faced by newly formed nations.

4) The students will be able to critically assess the social, economic, and cultural transformations that occurred during this period, including the rise of globalization, technological advancements, and social movements.

DSE3

HISTORY OF MODERN EAST ASIA (1840-1919)

COURSE OUTCOMES

- 1) The students will be able to understand the major political, economic, and social changes that transformed East Asia during the period 1840-1919.
- 2) The students will be able to analyse the causes and consequences of imperialism in East Asia, including the role of Western powers and Japan
- 3) The students will be able to evaluate the rise of nationalism and reform movements in China, Korea, and Japan.
- 4) The course will help the students to see the connections between events in different East Asian countries and to understand the diversity of experiences in the region.

DSE4

HISTORY OF CHINA AND JAPAN (1919-1949)

COURSE OUTCOMES

By the end of this course, students will be able to:

- 1) The students will be able to analyse the major political, social, and economic developments in China and Japan during the period 1919-1949.
- 2) The students will be able to compare and contrast the ideological forces that shaped China and Japan during this period, including nationalism, communism, and imperialism.
- 3) The students will be able to evaluate the causes and consequences of major events such as the May Fourth Movement, the rise of militarism in Japan, and the Chinese Civil War. Through critical analysis, students will gain a deeper understanding of the turning points that dramatically reshaped the political landscapes of China and Japan.
- 4) The students will be able to interpret primary sources such as political speeches, propaganda posters, and literary works to gain a deeper understanding of the period.

PROGRAM OUTCOME

1) Students will learn to evaluate primary and secondary factors, examine historical events from various perspectives, and develop persuasive arguments based on evidence. These skills are useful in competitive exams like NET, SET, UPSC and GATE, SSC, PSC where strong analytical and research skills are essential for success.

2) Students will gain a greater understanding of today's complexities by examining the historical events around the world. This international perspective is useful for many professions, including international relations, diplomacy, and international business.

3) Students will develop communication and writing skills through case studies, class discussions and presentations. The ability to present complex ideas clearly and concisely is essential for academic success, as in many professional fields.

4) Through the study of cultural history, culture and tradition, students will develop an understanding of various knowledge. This social awareness is very important in professions where understanding different perspectives is important, such as education, social work and law.

5) By learning from past successes and failures, students can contribute to shaping the future of their societies and the world.


Signature of H.O.D.

Head History
Department of.....
Hiralal Bhakat College
Nalhati, Birbhum



Signature of Principal

Teacher-in-Charge
Hiralal Bhakat College
Nalhati, Birbhum



DEPARTMENT OF HISTORY
HIRALAL BHAKAT COLLEGE
SYLLABUS FOR B.A. GENERAL IN HISTORY
UNDER SEMESTER SYSTEM WITH CBCS
(EFFECTIVE FROM 2017-2018)

University Of Burdwan

Syllabus For B.A. General

(1+1+1 Pattern in History)

With Effect From 2005-2006 Onwards

Program Specific Outcome

The CBCS general program in History has been designed with the specific objective of preparing the students for a well rounded academic and professional life. The courses taught in the program cover a wide range of topics from ancient, medieval, and modern period of India and the world and play a distinctive role in raising the level of awareness and knowledge in students. The program has plays a significant role in shaping the character of students into responsible citizens of the country. The program has also been designed specifically to help student succeed in various professional exams in various sectors . The Students not only are able to get a well developed concept of the past but also gain the capability to connect it with the present world . Not only this, this program also succeeds in giving students an idea about the political, social, economic and cultural sectors that shaped Indian History. It also gives the students a well developed idea about the history of the world and the various events that made the world what it is today. The program's main outcome is to raise the knowledge level and conceptual base of students

SEMESTER-I

Paper-CC IA/ GE-1 (History of India from Earliest to 300 AD)

COURSE OUTCOMES

1. Demonstrate a comprehensive understanding of the key periods, cultures, and societies of ancient India from the earliest times to 300 AD.
2. By the end of this course, students will be able to:
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4. By the end of this course, students will be able to:
5. Demonstrate a comprehensive understanding of the key periods, cultures, and societies of ancient India from the earliest times to 300 AD.

SEMESTER-2

PAPER- CC 1B/2B/GE-2

(HISTORY OF INDIA FROM 300 TO 1206 AD)

1. Comprehend the transition: Students will develop a comprehensive understanding of the socio-political, economic, and cultural transformations that occurred in India from the late classical period to the early medieval era.
2. Analyse key empires and kingdoms: Students will be able to critically analyse the rise, fall, and impact of major empires and kingdoms such as the Guptas, Harshavardhana, Chalukyas, Pallavas, and Cholas on Indian history.
3. Evaluate religious and cultural developments: Students will gain the ability to assess the evolution of Hinduism, Buddhism, Jainism, and Islam in India during this period, including their interactions and influence on society.

4. Understand socio-economic changes: Students will acquire knowledge of the agrarian economy, trade networks, urbanization, and social structures that characterized early medieval India.

5. Appreciate historical sources: Students will develop skills in analyzing primary and secondary sources to construct a nuanced understanding of the period, fostering critical thinking and historical interpretation.

SEMESTER-III

PAPER- 1C/2C/GE-3

(HISTORY OF INDIA FROM 1206-1707 AD)

1. Critical Analysis of Delhi Sultanate and Mughal Empire:** Students will develop a deep understanding of the political, economic, and social structures of the Delhi Sultanate and Mughal Empire, enabling them to critically analyse their impact on Indian society.

2. Cultural and Religious Dynamics: Students will gain knowledge of the diverse cultural and religious landscape of the period, including the interactions between Hinduism, Islam, and other faiths, and their influence on art, literature, and architecture.

3. Socio-Economic Transformations: Students will acquire a comprehensive understanding of the socio-economic changes that occurred during this period, such as agrarian systems, trade, and urbanization, and their implications for different social groups.

4. Historiographical Perspectives: Students will be exposed to various historical interpretations of the period and develop the ability to evaluate different sources and perspectives critically.

SEC-I

MUSEUMS AND ARCHIVES IN INDIA

1. **Historical and Cultural Understanding:** Students will develop a comprehensive understanding of the role of museums and archives in preserving and interpreting India's rich historical and cultural heritage.
2. **Curatorial and Archival Skills:** Students will acquire practical skills in the curation, preservation, and management of museum collections and archival materials.
3. **Critical Analysis:** Students will be able to critically analyse the role of museums and archives in shaping public understanding of history and culture, including issues of representation and bias.
4. **Research and Documentation:** Students will develop research skills to investigate historical and cultural topics using museum and archival resources, and effectively document their findings.
5. **Professional Development:** Students will gain knowledge of career opportunities in the museum and archival sector and develop the skills necessary for successful employment in these fields.

SEMESTER-IV

PAPER- CC1D/2D/GE3

(HISTORY OF INDIA 1707 -1950 AD)

COURSE OUTCOMES

1. Students will develop the ability to critically analyse primary and secondary sources to construct a comprehensive understanding of the political, social, economic, and cultural transformations of India during the specified period.
2. Students will acquire a deep understanding of the key events, personalities, and movements that shaped modern India, fostering a historical perspective on contemporary issues.
3. Students will be able to compare and contrast different interpretations of historical events and develop their own informed opinions based on evidence.
4. Students will enhance their research skills by gathering, evaluating, and synthesizing information from various sources to produce well-structured historical arguments.
5. Students will explore the interconnectedness of Indian history with global events and processes, recognizing India's role in the broader context of world history.

SEC-II

UNDERSTANDING HERITAGE

COURSE OUTCOMES

1. Students will acquire in-depth knowledge of diverse heritage concepts, encompassing tangible and intangible cultural assets.
2. Students will hone their ability to critically examine heritage sites, artifacts, and practices, evaluating their significance and preservation needs.
3. Students will develop a profound appreciation for diverse cultural heritage, fostering respect and tolerance for different traditions.

4. Students will gain practical skills in heritage documentation, conservation, interpretation, and management for sustainable development.

5. Students will demonstrate a commitment to heritage preservation through active participation in community engagement and advocacy initiatives.

5. Research and Analytical Skills: Through assignments and projects, students will enhance their research, analytical, and writing skills by exploring specific topics related to the history of India from 1206-1707 AD.

SEMESTER-V

PAPER- DSE 1A

(POLITICAL HISTORY OF MODERN EUROPE 15TH TO 18TH CENTURY)

COURSE OUTCOMES

1. Students will be able to analyse the transformation of European political structures from the late medieval period to the emergence of early modern states, including the rise of absolutism and constitutional monarchies.

2. Students will be able to evaluate the impact of religious conflicts (Reformation, Counter-Reformation) on the political landscape of Europe, examining their role in shaping nation-states and international relations.

3. Students will be able to compare and contrast the political philosophies and practices of key European rulers and thinkers during this period, assessing their influence on the development of political thought and governance.

4. Students will be able to examine the role of war, diplomacy, and alliances in shaping the balance of power in Europe, exploring the causes and consequences of major conflicts such as the Thirty Years' War.

5. Students will be able to assess the social, economic, and cultural factors that contributed to the development of different political systems in Europe, considering the interplay between politics and society.

GE-I

WOMEN STUDIES IN INDIA

COURSE OUTCOMES

1. **Critical Analysis of Gender:** Students will develop a deep understanding of gender as a social construct, its historical and cultural manifestations, and its impact on women's lives in India.
2. **Feminist Perspectives:** Students will be able to critically analyse various feminist theories and apply them to understand the complexities of women's experiences in different social, economic, and political contexts in India.
3. **Intersectionality:** Students will gain knowledge of the intersecting identities of women, such as caste, class, religion, and region, and how these multiple factors shape women's lives and experiences.
4. **Women's Issues and Movements:** Students will develop a comprehensive understanding of key women's issues in India, including violence against women, reproductive rights, education, employment, and political participation, and the strategies employed by women's movements for social change.
5. **Gender-Sensitive Research:** Students will be equipped with the skills to conduct gender-sensitive research, analyse data, and communicate findings effectively, contributing to knowledge production and advocacy for women's rights.

SEC-III

UNDERSTANDING POPULAR CULTURE

COURSE OUTCOMES

1. Students will develop the ability to critically analyse and interpret various forms of popular culture, including media, music, film, and advertising, to understand their underlying messages and social implications.
2. Students will gain a comprehensive understanding of the historical, social, and cultural contexts that shape popular culture, enabling them to recognize its role in shaping identities, values, and behaviours.
3. Students will enhance their media literacy skills by critically evaluating the production, distribution, and consumption of popular culture, recognizing its impact on individuals and society.
4. Students will be introduced to key theories and concepts in cultural studies to apply them in analysing popular culture phenomena and understanding their significance.
5. Students will improve their written and oral communication skills through analyzing and discussing popular culture, effectively conveying their ideas and arguments to diverse audiences.

SEMESTER-VI

PAPER-DSE-1B

(SOME ASPECTS OF EUROPEAN HISTORY:1789-1945)

COURSE OUTCOMES

1. Students will develop a deep understanding of the key political, social, and economic transformations that shaped Europe between 1789 and 1945, enabling students to critically analyse the causes, consequences, and complexities of these developments.
2. Students will acquire the ability to interpret primary and secondary historical sources, evaluate different perspectives, and construct well-supported arguments about significant events and trends within this period.

3. Students will explore the interconnectedness of European history with global processes, such as colonialism, industrialization, and globalization, fostering a nuanced understanding of Europe's role in world history.

4. Students will develop a comprehensive knowledge of the major ideologies (liberalism, nationalism, socialism, fascism) that emerged and competed during this era, analyzing their impact on European societies and politics.

5. Students will be able to compare and contrast different national experiences within Europe, identifying both commonalities and divergences in response to challenges such as revolution, war, and economic crisis.

GE-II

GENDER AND EDUCATION IN INDIA

COURSE OUTCOMES

1. Students will be able to critically analyse the historical and contemporary gender disparities in education across different socio-economic strata in India, identifying underlying social, cultural, and economic factors.

2. Students will develop a comprehensive understanding of how gender roles and stereotypes are constructed and perpetuated within the Indian education system, impacting learning outcomes for both boys and girls.

3. Students will be able to evaluate the effectiveness of government policies and programs aimed at promoting gender equality in education, assessing their impact on marginalized groups and suggesting potential improvements.

4. Students will acquire the knowledge and skills to create gender-inclusive learning environments, challenging stereotypes and empowering students to reach their full potential regardless of gender.

5. Students will develop the ability to advocate for gender equality in education through research, activism, and community engagement, contributing to positive social change.

SEC-IV

AN APPRECIATION: AN UNDERSTANDING TO INDIAN ART

COURSE OUTCOMES

1. Students will develop a profound appreciation for the diverse and complex cultural heritage of India. They will gain insights into the socio-religious, political, and economic contexts that shaped the evolution of Indian art.

2. Students will learn to analyze and interpret various art forms, including painting, sculpture, architecture, and crafts. They will develop a strong foundation in art historical concepts, methodologies, and terminology.

3. Students will hone their ability to critically examine art works, considering factors such as style, iconography, and symbolism. They will learn to formulate informed opinions and arguments about the significance of art in different historical periods.

4. Students will cultivate a refined sense of visual perception and aesthetic appreciation. They will develop the ability to recognize and appreciate the beauty and complexity of Indian art forms.

5. Students will gain a broader understanding of the connections between art and other disciplines, such as history, religion, philosophy, and sociology. They will be able to apply their knowledge of Indian art to various fields, including education, heritage conservation, and cultural diplomacy.

PROGRAMME OUTCOME

- 1.** The program will encourage students to examine information critically, question sources, and form independent judgments.
- 2.** Students will be able to articulate complex ideas clearly and persuasively, both in written and oral formats.
- 3.** Students will develop the ability to gather, evaluate, and synthesize information from various sources.

4. different cultures and societies will help student to develop empathy and appreciate diversity.
5. Critical thinking, communication, research, and problem-solving skills developed through history are valuable in various professions.
6. Students will find opportunities in law, education, journalism, government, business, and non-profit organizations.



Signature of H.O.D.

Head
Department of.....History
Hiralal Bhakat College
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Signature of Principal

Teacher-in-Charge
Hiralal Bhakat College
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