

Nur Mohammad Smriti Mahavidyalaya
Dhuliyān, Murshidābad
Department of History
Honors Course Outcome and Programme Outcome

Semester-1

HISH-H-T-01

Course – I: History of Early India, from remote past to the end of the Vedic Polity

Unit-1: Historiography of early India – historical interpretations - imperialist vs nationalist School - leftist vs liberal school - secular vs. religious school.

Unit-2: Evolution from paleolithic to neolithic cultures - chalcolithic societies from Baluchistan to Gujrat - growth and decline of pre-state non-iron urban culture - the Harappan Civilization ; Problem of the Indus script - journey from proto-historic to historic India.

Unit-3: Legacy of the Harappan Culture - the Aryan penetration and the Anglo-Oriental debate; Beginning of Iron Age and settled agriculture - patterns of settlement and cultural changes - Emergence of caste society, organized religion and state territoriality - the Vedic literature.

Unit-4: The non-Vedic political economy of the 16 Mahajanapadas - spread of protestant religions – Ajivikism, Jainism and Buddhism ; commercial and urban growth of India - rise of Magadha as an imperial power.

Outcome:

The students will learn from the above course about the writing style of History and new historiographical approach. In addition to this, the students will know the first Indian urban civilization and Early Vedic as well as Later Vedic period and the emergence of sixteen Mahajanapadas. Thus the students will gather an overall knowledge about the early Indian Civilization.

HISH-H-T-02

Course – II: Social Formation and Cultural pattern of the Ancient and early Medieval World

Unit-1: Pre-historic and proto-historic cultures beyond India – beginning of agriculture and Animal husbandry – searches into the history of Africa, the Aztec Civilization and the Inca Society.

Unit-2: Bronze Civilizations of Egypt, Mesopotamia, China and eastern Mediterranean lands.

Unit-3: The Polis and slave society of ancient Greece - rise of ancient Rome – decline of the Roman Empire – agrarian economy and trade – the Church and the question of religion.

Unit-4: Societies in Central Islamic Lands - spread of Islam – the Ummah, Caliphate State, Shariah and Sufi culture.

Outcome:

This paper will convey the students about the formative years of the earth and the history of human civilization beyond India. The students will also know about the two ancient world civilizations i.e. Greek as well as Roman civilizations. In addition to this, the paper will teach the students about the rise and growth of Islam throughout the world.

Semester-2

HISH-H-T-03

Course-III: Ancient India from the Maurya to Late Gupta period

Unit-1: The Maurya rule in Magadha - Asoka's Dhamma and administration - the policy of Cultural conquest.

Unit-2: The post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Chera, Chola and Pandya - new trends in economy and society – peasantization of tribes and changes in the Caste system; spread of megalithic culture - splits in Jainism and Buddhism - Vaishnavism, Saivism and Tantricism.

Unit-3: Age of the Guptas - consolidation of Second Magadhan empire - debates on golden age, Brahminical revival and growth of feudalism - decline of the Gupta power and beginning of Political decentralization of India - assessing Harshavardhana as the last great emperor

Unit-4: Early India in retrospect – society and culture and environment - literature and Philosophy - art and architecture - science, technology and guild - trade and industry.

Outcome:

The students will be knowledgeable from this course about the rise and fall of Mauryan Empire and the condition of India about the post- Mauryan socio-political scenario of India. The students will also know about different culture, science and technology of the period under study.

HISH-H-T-04

Course-IV: History of Early Medieval India

Unit-1: Sources of History and historiography of the period - contemporary texts and travelogues - indigenous literature and archaeology.

Unit-2: From centralized to decentralized India - The Rajputs of North India - Palas and Senas in Bengal - Kingdoms of the South – The Pallavas, Rashtrakutas, Chalukyas and Cholas.

Unit-3: Condition in the pre-Sultanate period - Polity, Society, Economy, Religion and Culture - towards transition.

Unit-4: Northern India under the Delhi Sultanate - the Turkish invasions from 997 to 1206 AD - Consolidation of the Sultanate from 1206 to 1286 AD - the Khalji Revolution and the omnipotent state under the Khaljis - The Tughluq period of reforms and counter reforms - decline of the Delhi Sultanate.

Outcome:

From this course students will learn about source of historiography, literature and archaeology. They are informed about early medieval south Indian polity, society, economy and culture as well as events of the Delhi Sultanate.

Semester-3

HISH-H-T-05

Course – V: The Delhi Sultanate in Retrospect

Unit-1: The successor states of Bijohnagar, Bahmani and Bengal - society, economy, art, architecture and literature.

Unit-2: Delhi on the eve of the Mughal ascent - Timur's invasion - the Sayyids and Lodis - Babur's adventure - Babur's central Asian connection - Humayun's misfortune - Sher Shah Sur and Afghan rule in India.

Unit-3: Economy of Sultanate India - changes in land revenue administration - new agrarian relations - industry and urbanization - trade and currency.

Unit-4: Ideas of state and kingship - moves from theocracy to secular administration - development of bhakti and sufi philosophy - language, literature, art and architecture

Outcome:

The students have known about from this course about Bijohnagar and Bahmani empire. They have known about Timur's invasion, Lodis empire and Babur's adventure. Students are informed about the problem son Humayun's activity and the administrative Reformation of Ser Shah Sur. Industry and urbanization of Sultanate India are informed by them. The information about Bhakti and Sufi movement of Sultanate period are known by them.

HISH-H-T-06

Course – VI: Rise of the Modern West

Unit-1: Structural features of European feudalism - the Crusades and the 14th century crisis of Feudalism - decline of feudalism in Western Europe but its survival in eastern Europe.

Unit-2: Socio-economic roots of Renaissance - spread of new social ideas - secularism and Humanism - art, architecture, science and literature - the printing revolution

Unit-3: Reformation – origin, course and results - progress of the movement from Luther to Calvin ; the counter Reformation.

Unit-4: Europe from Thirty Years' War to Seven Years' War – rise of early nation states, Spain, France, England and Russia

Outcome:

From this course students have learnt about rise and fall of feudalism in Europe. Art, architecture, Science and literature all important characteristics of Renaissance have known from this course. They are informed about Reformation movement leading by Luther and Calvin.

HISH-H-T-07

Course – VII: Europe in Transition

Unit-1: Geographical explorations and overseas empires of Portugal and Spain - shift of economic balance from the Mediterranean to the Atlantic ocean - commercial and price revolution.

Unit-2: Seventeenth century crisis in Europe - mercantilism and economic transition - Glorious Revolution in England and great changes in political, economic and state structure; from scientific to Industrial Revolution - rise of industrial societies in Europe.

Unit-3: American War of Independence – birth of new democratic politics.

Unit-4: From the age of Enlightenment to the Age of Liberalism - from feudalism to capitalism the transition debate.

Outcome:

From this course students have learnt about Geographical explorations of Spain and Portugal. They have known about commercial and price revolution. Students have been informed about

Glorious Revolution of Britain. They have studied about American War of Independence in 1776. Students are informed regarding transition from feudalism to capitalism.

Semester-4

HISH-H-T-08

Course – VIII: History of Mughal India

Unit-1: Survey of sources and different aspects of historiography of Mughal India – reading of the texts of AbulFazal, Badauni, Abdul Hamid Lahori and Bernier - Studies in the writings of Sir Jadunath Sarkar and historians from Delhi and Aligarh schools.

Unit-2: Making of the Mughal State from Akbar to Aurangzeb - state and religion - management of land and agriculture - evolution of the administrative system - mansab and jagir - the Mughal ruling classes - nobility and zamindars - the peasants and village community.

Unit-3: Trade, commerce, and monetary system - routes of trade and commodity pattern of internal transactions - overseas trade and commodity pattern - markets and monetary system.

Unit-4: Urban centres - morphology of cities - urban economy – crafts, technology and industry - imperial karkhanas - urban social structure, merchant communities, bankers, artisans, craftsmen and labourers.

Outcome:

Abul Fazal, Badauni, Abdul Hamid Lahori all are great historians of our country, so from this course students have learnt their history and Mughal historiography. They have known about the history from Akbar to Aurangzeb and they have known about ruling class, Mughal Nobility, and village community of contemporary

HISH-H-T-09

Course – IX: History of Late Medieval India

Unit-1: Society and culture – religion of the masses - language, music and literature - art and architecture.

Unit-2: Regional polity – the Marathas under Shivaji and the Peshwas - the Sikh challenge.

Unit-3: Decline of the Mughal Empire - agrarian crisis and the eighteenth century debate.

Unit -4: Emergence of successor states – Bengal, Awadh, Mysore and Hyderabad.

Outcome:

From this course students are informed about language, art and architecture and music of late Medieval Lydia. They have studied in this course about rise Shivaji and Peshwas. Decline of Mughal Empire that is very important incident of Mughal India, students are informed about this historical area from this course. They have studied about the rise of regional power in Bengal, Awadh and Hyderabad.

HISH-H-T-10

Course - X Rise of Modern Europe

Unit-1: Historiography – studies in the writings of Alfred Cobban, Lefebvre, Eric Hobsbawm, E.P.Thompson, David Thomson and A.J.P.Taylor.

Unit-2: The eighteenth century background to the French Revolution - society, economy, and polity ; the philosophers and the ideological revolution.

Unit-3: People in the French Revolution – aristocracy, bourgeois, peasants and workers - the Constituent Assembly and its achievements - Girondins and Jacobins - the Reign of Terror and the Rise and fall of the Jacobin Republic - the Thermidorian reaction and the Directory ; the Napoleonic Era - interpreting the French Revolution.

Unit-4: The unity and disunity in Europe in 1815 - the Vienna Congress and rise of Metternich - struggle between forces of continuity and change.

Outcome:

Students have known about historiography of Alfred Cobban, Lefebvre, Eric Hobsbawm, David Thomson, and A J P Taylor. They have known about background of French Revolution. They have studied about rise and fall of Jacobin Republic. They are informed about Napoleonic Era. They have studied about Vienna Congress in 1815 and the rise of Metternich.

Semester-5

HISH-H-T-11

Course – XI History of Modern India from the beginning of colonial rule to the Great Revolt

Unit-1: Understanding Modern Indian History- historiography, concepts, terminologies, approaches.

Unit-2: Expansion and Consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh ; colonial state and its ideology - rule of law, orientalism, utilitarianism.

Unit-3: Rural Economy and Society – land revenue settlements - agrarian structure and transformation debate - commercialization of agriculture - rural stratification thesis, peasants and landless labourers - detribalization and the environmental question - de-industrialization, rural credit and indebtedness.

Unit-4: Nature of colonial exploitation - drain of wealth - famines in India - monetization and entitlement debate - resistance from the tribes and peasants till the Revolt of 1857 - analysing the Revolt and its aftermath.

Outcome:

Students have learnt from this course about modern history and historiography. They are informed about British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh. They have known about Orientalism and Utilitarianism. They are informed about agrarian structure and transformation debate. They have studied about de-industrialization. They have studied about drain of wealth, famine of India, tribal movement and revolt of 1857

HISH-H-T-12

Course – XII: History of Modern India from Renaissance to Independence

Unit-1: The cultural revolution of the nineteenth century - critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms - colonisation of education - the women's question.

Unit-2: Re-industrialisation of India following the spread of railway network - colonial fiscal policy and the balance of Indian trade - rise and growth of the Indian capitalist and working class.

Unit-3: Interpreting Indian nationalism – messianic and developmental - different phases of the nationalist struggle - politics of association and politics of union - different political parties and their ideologies - role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah - workers' and peasants' movements.

Unit-4: Colonial policy of divide and rule - religious polarisation of the nationalist leaders - demand for Pakistan and partition of 1947 - the refugee question - struggle for new developmental economy, democracy and security in the bi-polar world.

Outcome:

From this course students are informed about Young Bengal Movement, Bengal Renaissance, social and religious reforms. Students have studied about Re-industrialisation of India and rise and growth of Indian capitalist and working class. Students have known about role of Gandhi, Tagore, Subhas Bose, Nehru, Jinnah Indian national movement. From this course they are informed about demand for Pakistan and partition of 1947, refugee question and bi-polar world.

Semester-6

HISH-H-T-13

Course – XIII: Modern Europe: From Nationalism to Socialism

Unit-1: The age of Revolutions – the national revolutions (1830-1850) - the liberal revolutions and the transformation of Russian society - remaking of eastern Europe.

Unit-2: The economic revolutions, consolidation of capitalism and formation of big national states in Germany and Italy - imperial advances before and after Bismarck – developments in eastern Europe - the new balance of power in Europe - Europe divided.

Unit-3: Politics of democracy - industrial society and its critics - new concept of welfare state and revolution in medical science - reason, social change and social reform - the new woman - arts transformed.

Unit-4: The socialist challenge - from utopian to Marxian socialism - the German, French and Russian variety of socialist politics.

Outcome:

From this course students have known about July (1830) and February (1848) Revolution and impact of these events. They have known about the unification of big Germany and Italy. They have studied about new concept of welfare state. They have known about Utopian and Marxian socialism.

HISH-H-T-14

Course – XIV: Trends in World Politics from the First to the Second World War

Unit-1: Different theories of world politics - the Marxist and non-Marxist approaches.

Unit-2: Roots of European imperialism and the World Wars as the total war - impact of war on European mind - Peace settlement of 1919 and search for the collective security - the League of Nations.

Unit-3: Aspects of the war economy in the inter-war period - the depression and new theories of mixed economy - the collapse of the Weimer state in Germany and the rise of the Nazis to power - fascism in Italy.

Unit-4: The World after 1945 - theories of the Cold War and the division of Europe - the emergence of the American and Soviet spheres of influence - various military and economic alliances - regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the middle east and Afghanistan.

Outcome:

From this course students have known about Marxist and non-Marxist approaches. They are informed about roots of European imperialism and world war. They are informed about peace settlement, collective security and League of Nations and activities of League of Nations to remove the world war from world. They are informed about depression and new theories of mixed economy. They have studied about the rise of Nazis and Fascism in Germany and Italy respectively. They have known from this course cold war and bi-polar system of the world and Korea, Cuba, Vietnam and Afghanistan.

Discipline Specific Elective Course (Any four out of Six Semester-5 (any two out of three)

HISH-H-DSE- T-1

Course – I: History of China from Tradition to Revolution

Unit-1: Traditional China – sino-centrism - society - social groups and classes - confucian value system - closed chinese economy - the canton trade.

Unit-2: Confronting the foreigners - Opium Wars - treaties with imperialist powers - foreigners' struggle for concessions in China - China as an 'informal colony' – increasing western pressure -

the open door policy - transformation of China from a feudal society to a semi-colonial and semi-feudal society.

Unit-3: The People's response – from Taiping to Boxer - self –strengthening movement and reforms 1860 -1898 and 1901-1908 - revolution of 1911 – from nationalism to comprador-ship, Sun Yat Sen to Yuan-Shi-Kai - Warlordism since 1916 - revolt of the Chinese working class, the May Fourth Movement.

Unit-4: Development of Chinese industrial economy and growth of the Chinese proletariat - spread of communism among the proletariat in between the world wars - Chiang Kai Shek, Kuomintang and the united front - break with the front and the mature phase of Chinese communist movement under Mao Tse Tung - the Long March and the Communist Revolution of China.

Outcome:

This course represented from the traditional system of China to the Communist Revolution. Students have known the foreigners who forcefully divided China and set up colony. These steps led China from a feudal society to a semi-colonial and semifeudal society. China had not accepted the foreign domination gladly and confronted so many revolts and movements. At the same time, the idea of communism has developed and ultimately communist revolution has been occurred under the leadership of Mao- TseTtung

HISH-H-DSE- T-2

Course – II : History of Japan from Meiji Restoration to the Second World War

Unit-1: Tokugawa Baku-han system of Japan– its nature - crisis encounter with the west - Meiji restoration - processes of modernization – social, military, political and economic.

Unit-2: Popular and democratic movements - Satsuma rebellion; popular rights movement and Meiji constitution.

Unit-3: Growth of militarism in Japan and her imperialist projects - Sino -Japanese relations; Anglo-Japanese alliance - Russo-Japanese war - World War I and after - the Manchurian crisis.

Unit-4: Rise of political parties in Japan and their failure to sustain democratic system - Japan and the two World Wars.

Outcome:

From this course, students have been known the history of Japan from the age of Tokugawa and went through a long transformation upto the 1945. This course has presented the popular and

democratic movements of Japan. Militarism developed in Japan that led Japan in war with China, Russia, Manchuria and the World War 1. Though political parties raised but democratic system didn't sustain. Students have informed the role of Japan in the Second World War.

HISH-H-DSE-T-III : Issues of the Contemporary World

Unit-1: De-colonization of Asia and Africa - emergence of the Third World - struggle for survival in Asia and apartheid in Africa.

Unit-2: Crisis in the socialist block – theory and practice - impact of the rise of China as a new socialist state ; the sino-soviet rift and tensions within the east European Soviet Bloc : Hungary, Czechoslovakia, and Poland ; glasnost- perestroika and collapse of Soviet socialism - end of the cold war and German reunification.

Unit-3: Oil politics and the Arabian world : Israel, Palestine, Iran and Iraq - nuclear diplomacy in the twentieth century world

Unit-4: From Bi-polarism to Uni-polarism - globalization and its impact on culture and society information revolution and its impact of the present day world.

Outcome:

They have known about de-Colonization of Asia and Africa. They are knowledgeable about rise of third world. They have studied about crisis of socialist block. They are informed about Rise of China. They are knowledgeable about glasnost and perestroika policy of Soviet president. They have known about oil policy of Arabian countries. They are informed about problems of Bi-polarism and uni- polarisation system

Semester-6

(Any two out of three)

HISH-H-DSE- T-3

Course – I: History of Bangladesh from Liberation to the present day

Unit-1: The genesis – issues of conflict between Pakistani non-Bengali elite group and the rising Bengali middle class of East Pakistan.

Unit 2 : Political transformation in East Pakistan – emergence of linguistic nationalism since 1952 – resistance against Pakistani militarism – rise of Sheikh Mujibur Rahaman as the new

mass leader – Awami League Movement, 1966 to 1970 – Bangladesh liberation movement of 1971 – birth of Bangladesh in 1972.

Unit 3: Bangladesh after independence – society, economy and politics.

Unit 4: Foreign policy of Bangladesh – relations with India – role of Bangladesh in the SAARC and ASEAN.

Outcome:

From this course students have learnt about the rise of middle class of Bangladesh. They have studied about emergence of linguistic nationalism since 1952. They have known about resistance against Pakistani militarism. They are knowledgeable about rise of Sheikh Mujibur Rahaman. They have studied about Awami League Movement 1966 to 1970. They have studied about liberation movement of Bangladesh 1971. They are knowledgeable about Socio-economic progress of Bangladesh after independence. They have known about foreign policy of Bangladesh

HISH-H-DSE-T-4

Course – III : History of Women in India

Unit-1 : Women in the Indian tradition – different socio-religious movements in pre-colonial India and women's position re-defined.

Unit-2 : Feminism revisited in the Indian context – the women's question in 19th century India during colonial modernization – the debates on Sati and Purdah.

Unit-3 : The nationalist resolution on the women's question – women in the freedom movement in India.

Unit-4 : Emerging new woman in post-colonial India – women's organizations and fight against their marginalization – women in Indian literature and performing art.

Outcome:

They have studied about women in Indian tradition, position of Indian women, and socioreligious movements in pre-colonial India. They are knowledgeable about Feminism in Indian context. They have studied about women in freedom movement in India. They have known about transition of women organizations. They are informed about role of women in

modern Indian culture. Programme Outcome: After passing the graduation level with History honors they will take the masters level higher education in different universities of West Bengal and India. They will be appeared in the both state and national level eligibility test. They will research and take the admission in Ph.D. course. Besides, they will be appeared in any graduation level service oriented examination for their professional career and they will prepare their career in private or government sector

Nur Mohammad Smriti Mahavidyalaya

Dhuliyān, Murshidābad

Department of History, General

Structure of B.A. General Program & Honours GE in History

Core Course

(One in each Semester up to the 4th one)

Course – 1 HISH-G-CC-T-01: History of India from the Earliest Times to the Early Medieval Period

Unit-1: Sources and interpretation – broad survey of paleolithic, Mesolithic and neolithic Cultures – the Harappan Civilisation – journey from the Vedic state to the 16 Mahajanapadas – From the age of the Vedas to the age of Jainism and Buddhism.

Unit-2: The Maurya rule in Magadha – Asoka’s Dhamma and administration – The post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Splits in Jainism and Buddhism – Vaishnavism, Saivism

Unit-3: Age of the Guptas ; consolidation of Magadhan empire ; debates on golden age, Brahminical revival and growth of feudalism ; decline of the Gupta power and beginning of Political decentralization of India ; assessing Harshavardhana as the last great emperor.

Unit-4: From centralized to decentralized India – The Rajputs of North India – Palas and Senas In Bengal – Kingdoms of the South – The Pallavas, Rashtrakutas, Chalukyas and Cholas – Changes in Polity, Society, Economy, Religion and Culture – towards transition.

Outcome:

This course offers a fundamental understanding about different aspects of pre-Historic India to Early Medieval India. The students will understand about our glorious past such as Harappa Civilization, Early Vedic Period and Later Vedic Period. They will also understand about the emergence of Jainism and Buddhism, rise and fall of different dynastic rules in different parts of India. This course also informed the students about the rise of Islam in India.

Course – 11

HISH-G-CC-T-02

History of Medieval India

Unit-1 : Northern India under the Delhi Sultanate – Consolidation of the Sultanate from 1206 to 1286 AD ; The Khalji Revolution and the omnipotent state under the Khaljis ; The Tughluq Period of reforms and counter reforms ; decline of the Delhi Sultanate – the successor states of Bijoyanagar, Bahmani and Bengal – society, economy, art, architecture and literature.

Unit-2: Delhi on the eve of the Mughal ascent – Timur’s invasion – the Sayyids and Lodis – Babu’s adventure – Babur’s central Asian connection – Humayun’s misfortune – Sher Shah Sur And Afghan rule in India – Making of the Mughal State from Akbar to Aurangzeb.

Unit –3: Agrarian crisis and the decline of the Mughal Empire – regional polity – the Marathas under Shivaji and the Peshwas; the Sikh challenge – emergence of successor states – Bengal, Awadh, Mysore and Hyderabad.

Unit – 4 : Mughal India in retrospect – state and religion ; evolution of the administrative system.Mansab and jagir – management of land and agriculture – features of urban economy, trade and Industry – society and culture – religion of the masses – language, music and literature ; art and Architecture

Outcome:

The Students will understand emergence of Delhi Sultanate as well as Mughal Empire. In addition to this, the students will know about different development of medieval period which make them informed about the fact that medieval period in Indian History was not a dark period.

Course – 111

HISH-G-CC-T-03: History of Modern India till Independence

Unit-1: Expansion and Consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh ; colonial state and development of its administration – Orientalism and utilitarianism – land revenue settlements and results thereof.

Unit-2: Exploitation and resistance – de-peasantization and de-industrialization – drain of wealth Famines in India – resistance from the tribes and peasants till the Revolt of 1857 – analysing the

Revolt and its aftermath – colonial policy of further exploitation through railways and industrial Network.

Unit-3: The cultural revolution of the nineteenth century ; critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms ; colonization of education ; the women's Question.

Unit-4: Interpreting Indian nationalism – swadeshi movement and different phases of the Nationalist struggle – role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah ; workers' and Peasants' movements – religious polarisation of national politics – partition and independence (1947).

Outcome:

The course will introduce the students to the emergence and consolidation of colonial rule in India. The students will also know about the renaissance and socio- religious reform movements in India. In addition to this the course will also inform the emergence of Indian nationalism and how the Indians fight back against colonial rule. The course will also inform the students about the tragedy of Indian History i.e. the Partition of India and post-partition episode of Indian History.

Course – 1V

HISH-G-CC-T-04:04: History of Europe from the Fifteenth to the Twentieth Century.

Unit-1: Renaissance and Reformation – socio-economic roots – secularism and humanism – art, Architecture, science and literature – the printing revolution.

Unit-2: Seventeenth century crisis – Glorious Revolution in England and great changes in Political, economic and state structure – American War of Independence, birth of new democratic Politics – from scientific to Industrial Revolution – rise of industrial societies in Europe – the Transition debate.

Unit-3: The French Revolution ; society, economy, and polity ; the philosophers and the Ideological revolution – the Napoleonic era – the Vienna Settlement and the Metternich system – Revolutions of 1830 and 1848 – birth of the united nation states of Germany and Italy – Karl Marx and the socialist challenge in Europe.

Unit-4: Roots of European imperialism, Nazism and Fascism – the World Wars as the total wars From the League of Nations to the UNO – the Cold War after 1945 – various military and Economic alliances ; regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the middle East and Afghanistan. Outcome: They have studied about Renaissance and reformation of Italy and Europe. Students are informed about glorious revolution of England. They are informed

about French revolution, July and February revolution. They have studied about League of Nations and UNO.

Programme Outcome:

The students will know about the events of modern European History which will help them in passing various competitive examinations.

Skill Enhancement Elective Course

Semester-3(Any one)

Course – I HISH-G-SEC-T-01 : Understanding Heritage, Art and architecture of India

Unit-1: Defining heritage – an overview of cultural and built heritage of India – notions of art and craft.

Unit-2 : Pre-colonial Indian Art and Architecture – early illustrated manuscripts and mural Painting traditions – medieval sculpture, style and iconography – numismatic art Miniature painting, Mughal, Rajasthani and Pahari – early Indian architecture, stupa, cave and Temple – the Mughals –Indo-Persian architecture, fort, palace and mosque.

Unit-3 : The colonial period – western influences on Indian Art and architecture – changes in The postcolonial period.

Unit-4 : The Bengal School of art and architecture – Birbhum, Bankura and Bishnupur Gharana Art Movements – Santiniketan style – Progressive Artists’ Group – major artists and their Works – popular art forms – folk art tradition

Outcome:

This paper will inform the students about our heritage and they will know about different schools of art. In the future they may choose the profession of artists. This profession has a great future in the world.

Course – II

HISH-G-SEC-T-02: Sports and Society in India in Historical Perspective

Unit-1: Concepts and theories – Sports and History – Greek Philosophy of Sports – Greek and Roman Tradition of Sports – the Olympics.

Unit- : Ideas of sports from ancient and medieval texts of India – sociology of pre-colonial Indian sports – race, religion, caste and gender

Unit-3: Colonization of Indian sports in the 19th and 20th centuries – imposition of European Sports on Indian society – commercialization of sports – impact on mind and body.

Unit-4: Sports in post-colonial India sports in education sports and economy sports and Politics sports and diplomacy effects of globalization on Indian sports.

Outcome:

The students will know about the history of sports. They have known about Greek Philosophy of sports .Greek and Roman traditions of sports are informed by them. Students have studied about pre colonial and colonial Indian sports .They will acquire knowledge about sports and diplomacy effects of globalization on Indian sports.

Semester-4(Any one)

Course – I

HISH-G-SEC-T-02 The Bengal Music

Unit-1: History of Music in Bengal – influence of Vaishnava poetry of the 13th14th century Mixture of Hindu and Islamic trends – patronage of Nawabs and big landlords particularly the Baro Bhuiyans.

Unit-2 : Consolidation of the elite society in Bengal and growth of different forms of music in The 18th , 19th and early 20th centuries Bishnupur Gharana – Rabindrasangeet, Nazrulgeeti, Dwijendrageeti, Atulprasadi Rajanikanter Gaan – swadeshi and nationalist songs.

Unit-3 : Aspects of folk culture and folk music of Bengal – Baul, Bhatiali, Bhawaiya, Dhamali, Gambhira, Jhumur, Kavigaan and Jatra.

Unit-4 : Modern Bengali Music – post-colonial western influences – middle class romanticism And transformation of Bengali music – leftist movements and new forms of music – media and Music – Bengali music in theatre and film – globalization and changes in musical forms – rock And band music.

Outcome:

The students will know about history of music of Bengal. They have regarding musical trends Hindus and Muslims. They will be knowledgeable about folk music of Bengal. As well as Rabindrasangeet ,Nazrulgeeti, Dwijendrageeti , Atulprasadi , Baul, Bhatiali, Bhawaiya, Dhamali, Gambhira, Jhumur, Kavigaan and some others. They may choose the profession of a musician.

Course – II

HISH-G-SEC-T-04: Studies in Electronic Communication System

Unit-1: Different communication theories – communication in a globalized society and Economy – aspects of electronic communication.

Unit-2: Technologies and instruments of electronic communication – state and administration People and their culture.

Unit-3: Introduction to Computer Networks – Data communications, components, Representation(ASCII,ISO etc.) – direction of data flow(simplex, half duplex, full duplex);Networks – distributed processing, network criteria, physical structure (type of connection, Topology) – categories of network (LAN, MAN,WAN).

Unit-4: Internet – brief history, internet today – protocols and standards – reference models: OSI Reference model, TCP/IP reference model, their comparative study.

Outcome:

Form this paper the students are informed about different communications theory. They will be knowledgeable about technology and instruments of electronic communication. They are introduced about in introductions to Computer networking and some others. They may also choose the profession of a computer teacher.