

DEPARTMENT OF HISTORY

B.A. (History): Programme Outcomes

By the end of the programme:

- Student enables to evaluate, analyze and synthesize historical materials(primary and secondary sources).
- Student enables to recognize and explain the historical development of cultures.
- Student understands to evaluate and recognize different Empire in Indian history.
- Student identify the role of theory and methodology in the production of historical knowledge.
- Student identify and critique basic historical concepts.

B.A. (History): Programme Specific Outcomes

By the end of the programme:

- A history graduate can find employment with Archeological survey of India or with private firms related to archeology.
- For history graduate, the option of public service is always open.
- Work a teacher in schools and high schools.
- Serve as conservator and tourist guide in historical monuments.
- NGOs and social welfare organization also employ B.A. history graduate.
- Writer / subject matter expert.

COURSE OUTCOMES

B.A. (History) Semester-1 (Elective Paper)

Subject/Course Code: Paper 101 (History of Ancient India from the early Period to 6th century BC).

By the end of the course:

- Student got knowledge of concept sources ancient Indian history.
- When students doing study of archaeology is a scientific digging (Exploration and Excavation)
- Student got knowledge Harappan Culture is highly Urban civilization and important feature are town planning.
- When student understand the study of Vedic civilization who spoke the Indo-European language were one of the civilized races of the World.
- Student got knowledge concept of Caste system (Social Hierarchy). Buddhism and Jainism had against the Caste system.

**B.A. History Semester 2nd (Elective paper) Subject/course
code paper 102**

Subject/Course Code: paper 201 (History of Delhi Sultanate (1200-1526))

By the end of the course:

- Students will learn how to construct the medieval Indian history. They got the knowledge about the sources of medieval Indian base on literary accounts, historical accounts, by scholar written on paper, foreign travellers, archaeology, temples, mosque, forts and places. Student's knowledge increase about the art and architecture, literature, agricultural industry, commerce and trade, culture, philosophy and religion.
- Student's got the knowledge about the foundation, expansion, conquest and consolidation of sultanate of Delhi and downfall of the Delhi sultanate. Students view increases the, social, political, religious and administration system under the delhi sultanate. They can learn about the revenue system, monetization, growth of urban centre rule under the five dynastic and Mughal power in India.
- Students will learn how to rise and fall of Vijayanagar Emperor and Bhamani kingdom. A well as they will required knowledge towards the changing scenarios of administration system, cultural progress, contribution, achievements and functions.
- Students will aware about the term of sufism, origin sufism, feature of sufism, Islamic faith, practise and saints tradition. They got knowledge the impact of sufism, political, economics, and changing culture in 13th to 16th century.
- Students will gather knowledge about the origin of Bhakti movement, tradition and devotion. Their view increase the basic principles of Bhakti, art, architecture, religious belief and influence of Integration of India.

B.A. History Semester-3rd

Subject/Course Code: Paper 301

History of Modern India from (1600-1857)

By the end of the course:

- Students will learn how to rise and established of European traders in India, the Portuguese first settlers, the Dutch East India Company, French East India Company and English East India Company. Students got knowledge about the disintegrated of Mughal Empire, the East India Company started giving emphasis on political motives during period from 1788 to the middle of the 18th century.
- Students knows the British policy of annexation and consolidation of power in India. They know about the rivallary between English East India Company and French Company, the Battle of plassey 1757, Battle of Buxar 1764, Carnatic War, Anglo Maratha relations and ANGLO Sikh relations.

- Student will learn how to British expansionist policies. Warren Histing's judicial and revenue reforms, Lord Wellesley's subsidiary alliance, Lord Cornwallis's permanent settlement, Lord William Bentinck's social and Educational reforms and Lord Dalhousie's Doctrine of Lapse.
- Student will learn British structure and administrative and constitutional development of the company. The Regulating Acts of 1773, Pitt's India Act 1784, Charter Acts of 1793, 1813, 1833 and 1853. Students acquire knowledge about the functioning of Army, police and civil service.
- Student learn about the causes, courses and impacts of Revolt of 1857. They know about the political, Economic, and social and religious causes of the revolt. They also know about courses of the revolt, it started at Meerut, Delhi (Bahadur saheb Jafar), Nana Saheb (Kanpur) Kanwar Singh (Bihar) Tantia Tope (Gowallior) and Rani Lakshmi Bai (Jhansi). They know the impact of the Revolt of 1857 as the rule of the East India Company ended and to rule India directly. The second phase, the crown (1858-1947) began Queen's proclamation.

B.A. HISTORY SEMESTER 4th: COURSE OUT COME SUBJECT / COURSE CODE: 401
Paper 4th (History of Modern Europe 1789 – 1945)

By the end of the course:

- Students will have the knowledge of French Revolution and its consequent events such as emergence of republic and other form of Governments, which are in fact, the first of its kind in the history of France.
- Students will acquire knowledge how the political development was taking place in France. They will know that during such time of political turmoil at home on the other hand, Napoleon Bonaparte contributed a big role. His policy of expansion of territories from different countries and consolidation thereof, however ending in a very unfortunate way.
- Students will be able to understand clearly in getting picture, how and why history of Modern Europe is so important. Due to many reasons, no one can deny the various facts leading to events of two great wars. They will have a firm belief that the rise of dictatorships in Germany (Nazism) and Italy (Fascism) was the strongest point. As a result the world War-II would be witnessed within short span of time, the birth of two blocs one led by the U.S.A. and other by Russia.
- Students will acquire the knowledge that after the fall of Napoleon and according to the decision of congress of Vienna monarchy was reinstated in France. However revolutions flared up once and twice again in 1848 (July) and 1849 (February). They will also learn that Austria under Metternich the very incarnation of despotic and reactionary governance.

They, further learn that though July revolution was suppressed by the concert of Europe, however after eighteen years, liberal risings took place in different European countries including Metternich own country compelled him to flee.

- Students will learn that Italy and Germany were different principalities in the former and 89 prominent states along with petty states in the later were united in 1871 and emerged as powerful two countries. Moreover, they understand deeply the ideas of liberalism and democracies were also prevailing in Britain.

**B.A. History Semester-5th Semester (Honours Paper) Subject/Course Code: 501 Paper 5th
(History of Ancient India from 6th century B.C. to 12 century A.D.)**

By the end of the course:

- Student will learn about the rise of the Mahajanapadas, geographical locations of 16 Mahajanapadas and their historical development, rise of Magadh, republic and its system in ancient India student get knowledge about the Iranian invasion in India and background Alexander's invasion, Battle of Hydaspes and causes of the defeat of Indians. Factors for Alexander leaving India and his death, effects of Alexander Invasion in India Society.
- Students know the foundation of Mauryan Empire, rise of Chandragupta Maurya, Overthrow of the Nandas and defeat of Seleucus, extent of Chandragupta's empire, Asoka's accession and Kalinga war, Dharma of Asoka.
- Student will acquire knowledge about the post Maurya period, the Kushans; the Sungas, progress of Buddhism during the Satavahana period in India History. Students will gather knowledge about the imperials Guptas, their political and economic pattern. They get an idea about the developments in Gupta period including society, art, architecture, literature, science and technology.
- Students will acquire knowledge about the sources and rise of the Cholas, the important kings of the Cholas, Cholas administration. They also know about the empire of Gujara - Pratihara, the important Kings of Gujara-Pratihara and rise of Palas of Bengal, the important kings of the Palas dynasty. The tripartite struggle for supremacy among the Pratihara, Palas and Rastrakutas.
- Student will acquire knowledge about the Arab conquest of Sindh, socio-political conditions of India on the eve of Arab conquest of Sindh. They also get to think about the economic and religious conditions of India on the eve of Arab conquest in Sindh. Causes of the Arab success, Arab administration in Sindh and effects of Arab conquest in Sindh.

B.A. HISTORY SEMESTER 5th (HONS PAPER)
SUBJECT / COURSE CODE: 502 (HISTORY OF MUGHAL INDIA 1526-1707)
Paper – 6th

By the end of the course:

- First of all, students will learn the indepth knowledge of different types of sources available of their period. They can construct history connecting the last part of Delhi Sultanate which was=, in fact, the political environment was extremely bad in North India. They will learn that the establishment of the Mughal empire by Babur, and will also acquire the knowledge, how Humayan faced difficulties in defending from other powers. And Sher Shah Suri administration is also acquired part of knowledge then.
- Students will acquire the knowledge of Akbar's succession to the throne of the Mughals under the regency of Bairam khan and his popular policies on Rajputs and religion.
- The students will learn the past event of how Jahangir ascended the throne continuation of legacy of his father in particular despite restraints and constraints of courts antiques due to stabilization of empire at that point of time. Moreover, they will acquire the knowledge of Shah Jahan adopting different policy to expand territory in the Deccan. However getting setback in central Asia and Iran.
- The student will acquire a very clear history of the war of succession undergone among the four sons of Shah Jahan, resulting to Aurangzeb's successions and inheritance of Mughal Empire. Apart from the above mentioned the notorious religious and Rajput Policies of him will be well acquired knowledge of them. As a result the rise of the Marthas within a short period of time virtual decline of the empire started.
- Finally the minds of the students will be enhanced by the acquired knowledge of the empire of the great Mughal emperor's administrative system. They will also enrich their knowledge in figuring out the factors for its decline.

B.A. HISTORY SEMESTER 5th (HONS PAPER)
SUBJECT / COURSE CODE: 503
(HISTORY OF INDIAN NATIONAL MOVEMENT (1885-1947))

By the end of the course:

- The students will have the knowledge of Nationalism several reasons, growth of new ideas and associations factors of Indian nationalism etc are elaborately instilled in the minds of students.
- Students will acquire the events starting right from the foundations of Indian National Congress as stated above. And in due course of time, it so happened that differences of opinion among them sulminating to the formation of Moderates and Extremists in 1907.
- Students will continue to acquire the knowledge of partition of Bengal, Bihar and Orissa in 1905 during Lord Curzons time by which eastern Bengal was joined with Assam and Western Bengal with Bihar and Orissa. Aware of national filing the whole country and an agitation was set a foot to boycott British goods as a form of active protest popularly

known as Swadeshi Movement. Then, they will have the knowledge communalism being born in our country, a crucial time. Finally, they will be acquiring a thorough knowledge of Home Rule movements was started by under leadership of Annie Beasant and Bal Gangadhar Tilak.

- Students will acquire the knowledge of movement will were known as Khilafat, Non-Cooperation and civil disobedience. They will have the knowledge that in Khilafat Movement, the Hindu Muslim Co-operated again the Government for the time being and apart from chronologically under gone movement, Dandi Mart was beginning of Civil Disobedience.
- Students will acquire the idea of how quit Indian took place in August 1942, followed by the INA under Netaji Subhas Chandra Bose and others during Second World War and getting of freedom from British Yoke with the partition of India in August 1947.

B.A. (History) Semester-6TH (Hons. Paper)
Subject/Course Code: Paper 601 (History of Manipur from 33 AD - 1891)

By the end of the course:

- Student of History honours can achieve knowledge regarding a history is in way a creation based on his perception, reconstruction and interpretation of the past. Reconstruction of the past which is his main job is dependent on availability of sources of information at his disposal and his method of selection of the sources and idea of writing history.
- History student will acquire knowledge about clan among the Meiteis was both a social and political instituion. Nongda Lairen Pakhangba was truly maker of Manipur. One of the greatest contributions of kyamba to the culturale heritage of Manipur was the introduction of the keeping of the royal chronicle known as the Cheitharol Kumbaba (Counting of years according to Cheithaba) from the year 1485 A.D. They learn about in the time of Khagemba rule Manipur the Muslims had migrated.
- Student will gather knowledge about the impact of the Sanskritisation of Manipur and conversion in Vaishnavism. Another remarkable are burning of the Meitei Puyas, Destruction of the Abodes of Traditional Dieties, Intensification of Sanskritisation adoption of Hindu gotras in the Salai (Clan) System Indentification of Meitei Festivals with Hindu festivals, social stratifications and sati, Religions Fanaticism and Administrative reforms.
- The Treaty of 1762 (Manipur and East India Company) student get knowledge Manipur's intensive search for European military technology led her came into contact with the East India Company.
- The able leadership of Gambhir Singh, Manipur was again liberated from the hand of Burma in the year 1826. Officially the first Anglo Burmese war also come to an end with the signing of Treaty of Yandaboo in the year 1826. After this the importance of British in every aspect of the administration of Manipur began to appear. The office of the British political Agency was established in Manipur 1885.
- Student get concept of the outbreak of the Anglo-Manipur War in the year 1891 was end of the existence of Manipur as a sourverign Kingdom since the time of Nongda Lairen Pakhangba in 88 A.D. In this war, Manipur defeated and immediately colonial administration was established. Thus from 1891 to 1947 Manipuri was under the colonial administration of the British.

B.A. (History) Semester-6TH (Hons. Paper)

Subject/Course Code: Paper 602 (History of South East Asia 1800-1945)

By the end of the course:

- Student knows the different ethnic groups inhabiting different parts of South East India.
- Student were awareness of the popularise South East Asia Study.
- Student knows the nature of European Colonialism.
- Student have clear idea of the Emergence of various socio-religious and Political Organisation in different parts of South East Asia.
- Students clearly understand the South East Asia response to colonial regime.

B.A. History Semester 6th (Honours paper) History of America/USA (1776-1945)

Subject/Course Code: Paper 603 (History of America/USA 1776-1945)

By the end of the course the students will be able to:-

- Know the course of American Revolution, colonial conflict, British policy, Colonial policy and economical condition.
- Student's view increase about the theories of Revolution of different scholars, 1st and 2nd last part of war, peace and treaty, the significance of American Independence and failure of England.
- Student's got knowledge about the making constitution of U.S.A., role of Aristocratic Tendency, Democratic tendency and reforms revolutionary period. Student's view increase Western expansions, diplomatic and federal anti-federal policies and frame work of U.S constitution. They can acquired knowledge the U.S Government from 1774 to 1781 political crises and Election of first President George Washington 1785.
- They can acquired knowledge about the sectional conflict between north and south. Student's view increase question of slavery, abolitionist movement, act 1850 companies act of 1850 its importance, the problem of territories and Socio economic developments. They know the civil war, constitutional importance of Dred Scott judgement and civil war 1861 to 1865 and emancipation of slavery.
- They know about the reconstruction of America post-civil war, financial, social problem, Negro problems and dominance of politics. The students acquired knowledge, the policies, plans of the president Lincol, Johnson's and restoration of white supremacy.
- The student's got knowledge the causes and impact of World War I & II. They know about the political, socio-economics effects, policy of Republican Party, Tariff policy, international peace, treaties, new deals, foreign policies and Victory in Asia.