

ডোমকল গার্লস্ কলেজ

স্থাপিত-২০১১

ডোমকল, মুর্শিদাবাদ, ৭৪২৩০৩

ই-মেইল: domkalgirlscollege@gmail.com

ফোন নং: ৭৪০৭০০০৭৮৮



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Affiliated to University of Kalyani

Recognised by the UGC u/s 2(f)

AISHE Code: C-53416

Website: domkalgirlscollege.ac.in

DOMKAL GIRLS' COLLEGE

ESTD-2011

Domkal, Murshidabad, 742303

E-mail: domkalgirlscollege@gmail.com

Ph: 7407000788

Domkal Girls' College

2018-2023

Department of History
Honours and General

PROGRAMME OUTCOMES

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Programme Outcome (PO):

Empower students to cope with the challenges of globalisation by instilling a life-long passion for learning about the past. The knowledge about the interconnections between global, national, regional and local History will equip the students to face the challenges and fight against distorted History with confidence. This knowledge helps to increase social awareness and Human values.→

The students→ Able to carefully read a complex historical narrative, evaluates its deployment of evidence, and understands its argument as well as critically analyzes the same. The idea is to equip the student so that their ability to think and analyze is enhanced also, they develop good research oriented perspective

Prepare the students as responsible citizens who are critically up-to-date about the past and its consequences for the present and help the students to gather greater knowledge about the history of our cultural heritage, our art and architecture, environment and gender issues as specific. This knowledge helps to increase National ethos and constitutional values.→

Enable students for higher studies and help them to build successful career in Civil services and history-related services (School, College, Museum and others)→

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Programme Specific outcomes (PSO)

Students enrolled in the program complete a curriculum that exposes and trains students in a full scale of essential skills and abilities.

They will have the opportunity to accurred the following objectives.

- * To learn a basic narrative of historical events in a specific region of the world in a specific time frame.
- *To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).
- *The ability to use bibliographical tools for the advanced study of history.
- *To understand & evaluate different historical ideas, various arguments and point of view.
- *To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.
- * It instills an appreciation of the uniqueness of visual evidence and cultivate the particular skill of using visual evidence to understand human activity of the recent and distant past.

Course Code	Course Title	Credits	Course Outcomes
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CCI	History of Early India, from remote past to the end of the Vedic Polity	6	Students of history will acquire knowledge about the historiography which will help to identify influential thinkers and reveals the shape of the scholarly debate on a particular subject. They can gather knowledge about the primitive life and gather knowledge about the society, culture, religion and political history of ancient India as well. They will learn about the origin of the Indian civilization, trade and urbanizations of ancient Harappan, Vedic, later Vedic civilizations etc.
CC2	Social Formation and Cultural pattern of the Ancient and early Medieval World	6	Students can acquire knowledge about the evolution of human and how the society of agricultural and animal husbandry had begun in pre-historic time. They also learn how the human society and culture has been evolved in the ancient past. They can acquire knowledge about the origin, features, nature and class composition of several ancient early Medieval societies of the world. They can relate and compare Indian ancient civilization with the other societies of the world.
CC3	Ancient India from the Maurya to Late Gupta period	6	They can learn about the economic transformation of India during this period. They can understand the rise of Indian feudalism and evolution of the political structures of early-medieval north and south India. They can get a thorough idea of the rise of ancient Indian empire. They can learn how the early Indian society, culture, religion and agrarian structures were transformed at the advent of Islam. Power of medieval India. They will achieve knowledge about the religious and cultural changing scenarios after the advent of Islam in India. They will gather knowledge how the Sultanate of Delhi had established.
CC4	History of Early Medieval India	6	They can achieve knowledge about the development of Indian feudalism and the evolution of the political structures of early-medieval north and south India. They can learn how the conquering of Islam had initiated India and transformed Indian culture, society, religion, and agrarian structures under the Islam power of medieval India. They will achieve knowledge about the religious and cultural changing scenarios after the advent of Islam in India. They will gather knowledge of how the Sultanate of Delhi had established in 1206.

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CC5	The Delhi Sultanate in Retrospect	6	Students of history will learn about the foundation, expansion, and consolidation of the Sultanate of Delhi and also to the downfall of the Delhi Sultanate. They will learn about the emergence of provincial dynasties & Consolidation of regional identities like, Bahamanis, Vijayanagar, and Bengal. They also acquire knowledge about the Changing scenarios of the urban and rural societies after the consolidation of the rule of the Sultanate of Delhi. They can learn about the activities of the Delhi Sultanate i.e., revenue systems monetization, market regulations, growth of urban centers, trade, and commerce, Indian Ocean trade, etc.
CC6	Rise of the Modern West	6	Students of history will learn about the rise of the modern western world and transition the of society and economy from feudalism to capitalism. They will learn about the rise of the Renaissance in Italy and the spread of humanism in Europe and results of the European Reformation in the 16th century and Shift of economic balance from the Mediterranean to the Atlantic, the Commercial Revolution, the Influx of American silver, and the Price Revolution. They gathered knowledge about the emergence of European state systems like Spain, France, and England, etc.
CC7	Europe in Transition	6	History students will learn about the European crisis of economic, social, and political dimensions as well as the English Revolution, and major issues like political and intellectual currents in the 17th century. They will learn about the rise of modern science in relation to European society through the Renaissance and the European politics in the 18th century like parliamentary monarchy, patterns of Absolutism in Europe, and prelude to the Industrial Revolution in England and other European countries. They will learn about the rise of enlightenment and the war of independence in America.
CC8	History of Mughal India	6	They acquire knowledge of Turkey's invasion & Struggle for Empire in North-Western India and the foundation of the Mughal Rule in India. Students will learn about the Mughal Indian society, economy, and culture after the consolidation of the Mughal rule of India. They will learn about the trade, commerce, and monetary system and Urban centers of Mughal India in specific.

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CC9	History of Late Medieval India	6	They will learn about how the Regional Powers had been raised in different parts of India after the downfall of the Mughal Empire of Delhi. They can gather knowledge of the downfall of the Mughal Empire only lack of unity among the Mughal courtiers resulted in to raise of provincial kingdoms in Bengal, Hyderabad, Ayodhya, Mysore, and Maratha in Western India.
CC10	Rise of Modern Europe	6	They will learn about the Historiography of Modern Europe. French Revolution and its impact on European countries. Unity and power make people strength which has shown in the French revolution in 1789. They will learn about the Vienna Congress and the rise of Metternich.
CC11	History of Modern India from the beginning of colonial rule to the Great Revolt	6	Students will learn about establishing the Company's Rule in India after the battle of Plessey and Legitimizing the regulating Act, Pitt's India Act, Charter Acts of 1813, 1833, and 1853, and Administrative, Military, Police, and Educational Reforms as well. They will learn about the land revenue systems under the company's rule in India at the same time. They will learn about the nature of colonial exploitation - the drain of wealth - famines in India. They will also acquire knowledge about the resistance from the tribes and peasants till the Revolt of 1857 - and the Revolt and its aftermath.
CC12	History of Modern India from Renaissance to Independence	6	Students will acquire knowledge about the Renaissance and socio-religious reforms movement led by Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar during the colonial period in Bengal. They will learn about the historiography of the Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905. They can acquire knowledge about the rise of Gandhi in Indian politics and his activities towards freedom like Rowlatt Satyagraha, Khilafat, and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, and Quit India Movement. They also learn how to raise communal politics and opposition politics on the eve of

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			the freedom movement in India and the aftermath of partition in India.
CC13	Modern Europe : From Nationalism to Socialism	6	Students will acquire knowledge about the Age of Revolutions, the remaking of Eastern Europe, The economic revolutions, the consolidation of capitalism, and the formation of big national states in Germany and Italy. they will learn about the socialist challenge - from utopian to Marxian socialism. they can get an idea that How Industrialization occurred and it affected the socioeconomic Scenario of Europe.
CC14	Trends in World Politics from the First to the Second World War	6	Students will acquire knowledge about the different theories of world politics, the roots of European imperialism, and the World Wars as a total war. They will know about the politics of superpowers among European countries and how the sense of nationalism and unification had developed among the European countries on eve of the 2nd World War.

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DSE1	History of China from Tradition to Revolution	6	Students will learn about the nature and structure of traditional Chinese society and how to transform Chinese society from traditional to modern culture. They can also learn about how the foreign countries of the World captured and hegemonized Chinese society, culture, and economy during the nineteenth century. They will be aware of how the Chinese were united towards the foreign colonial powers and defeated them and gained freedom.
DSE2	Issues of the Contemporary World	6	Students will acquire knowledge about the Decolonization of Asia and Africa, the emergence of the Third World, and the impact of the rise of China as a new socialist state; they will learn about 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, From Bi-polarise to Uni-polarise - globalization and its impact on culture and society- information revolution and its impact of the present day world.
DSE3	History of Bangladesh from Liberation to the present day	6	Students will acquire knowledge about the genesis – issues of conflict between Pakistani non-Bengali elite group and the rising Bengali middle class of East Pakistan, Political transformation in East Pakistan – the emergence of linguistic nationalism since 1952, resistance against Pakistani militarism – the rise of Sheikh Mujibur Rahaman as the new mass leader – Awami League Movement, 1966 to 1970 – Bangladesh liberation movement of 1971 – the birth of Bangladesh in 1972. They will also learn about the Foreign policy of Bangladesh – relations with India – the role of Bangladesh in the SAARC and ASEAN.
DSE 4	History of Women in India	6	Students will acquire knowledge about Women in the Indian tradition, the women's question in 19th century India – the debates on Sati and Purdah they also know about the participation of women in the freedom movement in India and the emergence of the 'new woman' in post-colonial India.

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SEC1	Sports and Society in India in Historical Perspective	2	Students will acquire knowledge about the concepts and theories of Sports and its History. they can get ideas of sports from ancient and medieval texts of India, colonization of Indian sports in the 19th and 20th centuries and imposition of European sports on Indian society . They will learn about the sports in post-colonial India.
SEC2	The Bengal Music	2	Students will acquire knowledge about the history of Music in Bengal – influence of Vaishnava poetry of the 13th – 14th century –MM mixture of Hindu and Islamic trends –
SEC3	History of Press and Journalism in India	2	Students will acquire knowledge about the early phase of the Indian Press, 1775 to 1825 – the Bengal Gazette to Akhbar Serampuri – Bengal Renaissance and the Newspapers – the golden age of journalism, 1826- 1857 – the Hindu Patriot.Press and journalism in post-colonial India – giants of Indian journalism – Gourkishore Ghosh, Barun Sengupta, Inder Malhotra, M.J.Akbar, Khuswant Singh, Arun Sourie and Pranoy Roy – globalization and the digital revolution of journalism in print and electronic media - different news agencies like PTI – Press Regulatory Bodies like the Press Council of India and the News Broadcasting Association – Press Acts of India – the Indian Press Act(1951) and the Prasar Bharati Act(1990).
SEC4	Studies in Agro Industries of India	2	Students will acquire knowledge about the definition of the Agro Industry – Agro Industries of India in a historical perspective – pre-colonial and colonial period – the imperial impact - agrarian stagnation affecting the agro-industrial sectors.

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HISP- CC-T-1 & GE CC T-I	History of India from the Earliest times to the Early Medieval Period	6	Students will acquire knowledge about the 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, 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, 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.
HISP- CC-T-2 & GE CC T-2	History of Medieval India	6	Students will learn about the 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 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 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 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

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HISP- CC-T-3 & GE CC T-I	History of Modern India till Independence	6 Students will learn about the 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 Exploitation and resistance – de- easantization 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 Students will learn about 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 and Interpreting Indian nationalism RISE OF NATIONAL CONGRESS - swadeshi movement -Moderate vs. Extrimist and rise of muslim league 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)
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HISP- CC-T-4 & GE CC T-I	History of Europe from the Fifteenth to the Twentieth Century	6	Students will acquire knowledge about the Renaissance and Reformation - socio-economic roots - secularism and humanism - art, architecture, science and literature - the printing revolution they also know about the 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 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 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
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Basel

Head of the Department
History
Domkal Girls' College

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PRINCIPAL
Domkal Girls' College
Domkal, Murshidabad

DEPARTMENT OF HISTORY

Programme learning outcomes

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

PloI. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

PloII. To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

PloIII. The ability to use bibliographical tools for the advanced study of history.

PloIV. To understand & evaluate different historical ideas, various arguments and point of view.

PloV. To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.

PloVI. It instills an appreciation of the uniqueness of visual evidence and cultivate the particular skill of using visual evidence to understand human activity of the recent and distant past.



COURSE MAPPING:

	PLO	I To learn a basic narrative of historical events in a specific region of the world in a specific time frame.	II To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).	III The ability to use bibliographical tools for the advanced study of history.	IV To understand & evaluate different historical ideas, various arguments and point of view.	V To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.	VI It instills an appreciation of the uniqueness of visual evidence and cultivate the particular skill of using visual evidence to understand human activity of the recent and distant past.
Semester	Course						
I	CC I	✓		✓			
	CC II	✓	✓	✓			
	GE I		✓				
	AEC I-English						
II	CC III		✓	✓		✓	

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	CC IV	✓		✓			
	GE II						
	AEC- II Envir. Science						
III	CC V	✓		✓			
	CC VI	✓		✓			
	CC VII	✓	✓	✓	✓		
	GE III	✓	✓			✓	
	SEC I						✓
IV	CC VIII			✓	✓	✓	
	CC IX	✓	✓	✓			
	CC X			✓			
	GE IV					✓	
	SEC II						✓
V	CC XI			✓			
	CC XII			✓		✓	
	DSE I	✓					
	DSE II	✓					
VI	CC XIII			✓			
	CC XIV			✓		✓	
	DSE III	✓					
	DSE IV	✓					

Baschi

Head of the Department
 History
 Domkal Girls' College

Bas

PRINCIPAL
 Domkal Girls' College
 Domkal, Murshidabad