



**GOVERNMENT GENERAL DEGREE COLLEGE SALBONI**

GOVERNMENT OF WEST BENGAL

*Office of the Principal*

**P. O. BHIMPUR DIST. PASCHIM MEDINIPUR PIN 721516**

Website: [www.salbonigovtcollege.org](http://www.salbonigovtcollege.org) :: E-mail: salboni\_college

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# **Honours in History**

## **Under CBCS**

**(w.e.f. Academic Year 2018-2019)**

### **Programme Specific Outcome (PSO)**

**The Programme specific outcomes of a History Honours course at the undergraduate level may include:**

- Understand the concept of history and various historical interpretations which evolved over time.
- A comprehensive understanding of various perspectives on civilizations and key historical events.
- Develop critical thinking skills to analyse historical sources both literary and archaeological.
- Acquire the ability to interpret the socio-economic, political and cultural aspects of a historical phenomenon.
- Understand the various historiographical perspectives and debates regarding the forces of change and continuity in a social structure.
- Acquire the skills to evaluate and synthesize historical information from a variety of sources which is must for further research.
- Acquire the necessary skills to express the historical thought and knowledge effectively through writings and oral presentation.
- Cultivate the ability to identify and negate the distorted interpretation of a historical phenomenon.

- Prepare students for advanced studies in history or archaeology or museology and Public Administration or International Relations or in the field of Journalism and so on.
- Get job in Government Services like WBCS, IAS, IPS, IFS, etc.

## **Course Outcome (CO)**

### **Under CBCS**

#### **HISHCC01: Greek and Roman Historian**

##### **Unit-1 Greek Historiography**

**Module I** New form of inquiry (historia) in Greece in the sixth century B E

- Students will gain insights into the concept of History and its origins.
- Different perspectives on the evolution of historical thinking will be explored.

**Module II** Herodotus and his Histories

- Various approaches to historical writing will be examined through the lens of Herodotus.

**Module III** Thucydides: the founder of scientific history writing

- An understanding of scientific history writing will be developed.
- Students will engage in a comparative study of Greek historians, focusing on Thucydides.

**Module IV** Next generation of Greek historians

- Diverse viewpoints on Greek historians will be explored.

##### **Unit -II Roman Historiography**

**Module I** Development of Roman historiographical tradition

- Students will gain comprehensive knowledge of various facets within Roman historiography.

**Module II** Imperial historians

- The origins of Imperial history will be explored, providing students

with insights into its inception.

- A profound understanding of Roman history and its prominent historians will be acquired.

### **Module III** Historical methods in ancient Rome

- Students will delve into the diverse methods employed in the art of history writing during the ancient Roman era.

## **HISHCC02: Early Historic India (proto history to 6th century B.C)**

### **Unit-I**

#### **Module- I** Understanding early India

- Attaining a profound understanding of the concept of Bharatavarsha is a key objective for students in this department.
- Exploring various theories and interpretations related to the Indian past will be an integral part of the learning process.
- Cultivating extensive knowledge about literary and archaeological sources of ancient Indian history.

#### **Module-II** Neolithic to Chalcolithic settlements

- Ensuring students are well-informed about the various stages of early civilization is a primary objective of this module.
- Comprehensive learning will cover different aspects of the Harappan civilization, including its formation and downfall.

#### **Module-III** The Aryans in India: Vedic Age

- Students will learn the concept of ‘Aryan’ and its historiography in this module.
- Political development, culture, and rituals of the Vedic age will be an integral part of the learning experience.

#### **Module-IV** North India in sixth century BCE

- They will learn the formation of kingdom, clan and oligarchy
- They will get brief knowledge about emergence of Magadha as an empire.

## **Unit II**

### **Module I Ideas and institutions in early India**

- A significant focus in the learning process will involve the exploration of the ancient social structure and conditions of women within that framework.
- Students will acquire the knowledge regarding the roots of casteism in the ancient past.

### **Module II Cults, doctrines, and metaphysics**

- The focal point of the module is to give students an awareness of various cults and their doctrines in this module.

### **Module III Aspects of the economy in the age of Buddha**

- Assisting students in understanding economic changes of that period.
- The module specifically explores the mechanisms that led to the occurrence of the second urbanization.

### **Module IV The cultural milieu**

- This module concentrates on ancient science, technology, language, and literature which facilitates students' understanding of the cultural scenario of the period.

### **HISHCC03: Mauryan and Gupta Empire**

- Providing students with a concise history of the Magadhan Empire, its formation and downfall.
- Exploring the post-Maurya developments in politics and society is a key concern of the curriculum.
- The module focuses on a brief history of the Gupta Empire, delving into their politics and culture.

### **HISHCC04: Political History of Early Medieval India (600 AD to 1200 AD)**

- Students will have a focus on the sources that illuminate the early Medieval history of India.

- Gaining a concise knowledge of the history of regional culture and South India is a specific focus.
- They will also learn about the rise and decline of feudalism and the impact of feudalism on Indian polity.
- Students will acquire knowledge about the political changes that took place in early medieval India.
- They will also be taught about the growth and expansion of Chola dynasty in peninsular India.

### **HISHCC05: Delhi Sultanate**

- A brief history of the socio-political, economic, and cultural history of the Sultanate will be provided in this module.
- Students will also get to know about the sources that contribute to the history of the Delhi Sultanate.
- The emergence of regional states as significant political powers during this period will be a focal point of curriculum.
- They will also be taught about the religion and culture aspect of said period.

### **HISHCC06: The Feudal Society**

- Acquiring an understanding of the fundamental characteristics of a Feudal Society is the focal point of the paper.
- Students will be taught the origins and socio-economic condition of Feudal Society in Europe.
- Students will receive instruction on the dynamics of cultural changes within a Feudal Society.

### **HISHCC07: Akbar and the Making of Mughal India**

- Lectures will be delivered on the historiographical sources of Mughal India.
- The curriculum will cover the origin and formation of Mughal India.
- Learning about the rural socio-economic structure of Mughal India is an integral part of the instructional content.
- The religion and cultural dimensions in Mughal India are also formed a key part of this paper.

### **HISHCC08: Renaissance and Reformation**

- The students will gain knowledge about the concept of Renaissance and Reformation.

- Socio-economic Background of the Renaissance and Reformation will be taught in this module.
- They will be taught the background, essence and impact of the renaissance & reformation on European politics and culture.
- They will get a brief knowledge on secular culture and scientific development of that crucial period.

## **HISHCC09: The French Revolution & Napoleon Bonaparte**

- Delve into the historiography of the French Revolution is a focus of this paper.
- Students will be taught the socio-economic background that led to the path of the Revolution.
- They will gain an understanding of the ascent of Napoleon Bonaparte and the establishment of his Empire.
- Repercussions of the revolution beyond the borders of France will be another focus point in this curriculum.

## **HISHCC10: 19th Century Revolutions in Europe**

- Understanding of post-Napoleon global politics is the main concern of this module.
- Students will explore the notion of the emergence of nationalism in world politics during the course.
- They will get information about the socio-economic transformation in 19<sup>th</sup> century Europe.

## **HISHCC11: Select Themes in the Colonial Impact on Indian Economy and Society**

- The students will be given lectures on colonial ideology and institutions.
- They will gain insight into the colonial policies aimed at exploiting the Indian economy.
- They will explore the themes of Reformism and Revivalism within Hindu culture and Islamic reform movements in India.

## **HISHCC12: Peasant and Tribal Uprisings in Colonial India in the 19th Century**

- Lectures will be delivered on the early colonial rule, land revenue settlements and changes in existing production relations in colonial society.
- Tribal and peasant movement developed in early colonial period is the focal point of the first half of the paper.
- Students will also learn the peasant and tribal movements in late 19th century which grows from exploitative colonial economic policies.
- Paper also deals with the historiography on the revolutionary potential of Indian peasant movements.

### **HISHCC13: International Relations after the Second World War**

- The students will acquire knowledge of diverse perspectives in International Relations during the course.
- They will develop an appreciation for India's position as a non-aligned country.
- This module explores the different stages of the Cold War and its subsequent consequences.
- Students will understand the new challenges of the new world order since the decline of the USSR.

### **HISHCC14: Modern Nationalism in India**

- The emergence of Nationalism in India and its historiography will be discussed in this module.
- Concise understanding of Gandhian Mass Movements will be received by the students.
- The Roots of Communalism and the Communal Award from where demand for Pakistan originates will be taught to the students.
- The topic of Partition and its aftermath will be covered.

### **HISHDSE-1: Modern Transformation of China (1839-1949)**

- Students will learn about the traditional Chinese society and its ideological base.
- Modern Transformation of China in the 19<sup>th</sup> century will be the focal point of this paper.
- Students will get to know the history of the rise of communists republic in China.

## **HISHDSE-2: Modern Transformation of Japan**

- Modern Transformation of China in the 19th century will be the focal point of this paper.
- Students will be given lectures on the Pre-Meiji Japan, Meiji Restoration, popular democratic movements.
- Emergence of Japan as an imperial power will also be taught in this module.
- The topic of Japan and two World Wars will be covered briefly.

## **HISHDSE-3: War and Diplomacy, 1914-1945**

- The department's students will delve into the subject of War and Diplomacy from 1914 to 1945.
- The students will be acquainted with the ramifications of unsuccessful diplomacy and democracy through the reading of the history of 1<sup>st</sup> WW and the history of inter-war period.
- The origin and historiography of the 2<sup>nd</sup> WW and the war time politics in Europe will be covers in brief.

## **HISHDSE-4: Pre-colonial South-East Asia**

- Students will explore the history of Pre-colonial South East Asia.
- They will gain an understanding of the interconnectedness between Indian civilization and South-East Asian culture.
- Various political formation, economic diversities and different religious and cultural traditions will be taught in this curriculum.

## **HISHSEC-1: Art appreciation an Introduction to Indian Art**

- Students will get the comprehensive overview of Indian Art and architecture.
- Rich tradition of ancient, medieval architecture, sculpture and paintings will be at the core of classroom lectures.
- They will develop an appreciation for the aesthetic qualities of modern art and its connection to nationalism in Bengal.
- The tradition of folk art in India will also be taught in this module.

## **HISHSEC-2: The Making of Indian Foreign Policy**



- Students will acquire knowledge Indian Foreign Policy after independence.
- Maintaining relation with big powers like USA, USSR, China and with neighbouring countries like Pakistan, Bangladesh, Nepal, Bhutan etc. will be taught in classroom.
- They will come to appreciate India's pivotal role as a non-aligned country in international relations.
- Students will gain knowledge about the concept of third world and globalisation.

### **HISHGE-1: Theories of the Modern State**

- Students will be introduced to the origins of the nation state and many fundamental concepts like sovereignty, autonomy, community, civil society etc.
- They will appreciate the notions of liberty, equality and justice in the realm of modernisation.
- They will get to know many famous philosophers like Bodin, Hobbes, Hegel, Locke, Bentham, J.S. Mill and so on.

### **HISHGE-2: Science and Empire**

- Students will understand the role of the spread of modern science facilitated by colonial powers in the exploitation of colonies.
- They will explore sociological perspectives on modern science within the colonial context.
- The contributions of indigenous scientists to the advancement of national science will be on the focus in studying this module.
- They will gain knowledge about the response of nationalist leaders like Gandhiji and Nehru to the spread of colonial science.

### **HISHGE-3: Some Perspectives on Women's Rights in India**

- Students will gain knowledge about the concept of Human rights and the relation of human rights to women.
- Students will gain an appreciation for the challenges faced by women in their struggle to secure rights throughout the world.
- They will get to know various laws written in our constitution for protecting women's rights in India.
- They will get aware the about various acts protecting women from the day-to-day exploitation in a patriarchal society.

- Students should have construct their own opinion on potential further actions to advance women's rights.

### **HISHGE-4: Gender & Education in India**

- Students will be taught the history of women's education in the Ancient and medieval times.
- They will understand the historical context and motivations behind the establishment of girls' schools and women's colleges since the 19<sup>th</sup> century.
- The roles of influential figures such as Bethune, Vidyasagar, and Rokeya Sakhawat in promoting women's education will be appreciated by the students.
- They will get to know the contours of female literacy in post-independent India.
- They will become aware of the various limitations and obstacles hindering women's education and explore strategies to overcome them.

## **Major (Honours) in History**

# **4-Year Undergraduate Programme**

## **(w.e.f. Academic Year 2023-2024)**

### **Under CCFUP,(2023) & NEP,(2020)**

## **Programme Specific Outcome (PSO)**

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- Prepare students for advanced studies in history or archaeology or museology and Public Administration or International Relations or in the field of Journalism and so on.
- Get job in Government Services like WBCS, IAS, IPS, IFS, etc.

## **Course Outcome (CO)**

# **Under CCFUP,(2023) & NEP,(2020)**

## **HISHMJ101, T: Ancient India from the Earliest Times to 600 BCE**

### **Unit-I**

#### **Module- I Understanding early India**

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- Cultivating extensive knowledge about literary and archaeological sources of ancient Indian history.

#### **Module-II Neolithic to Chalcolithic settlements**

- Ensuring students are well-informed about the various stages of early civilization is a primary objective of this module.
- Comprehensive learning will cover different aspects of the Harappan civilization, including its formation and downfall.

#### **Module-III The Aryans in India: Vedic Age**

- Students will learn the concept of 'Aryan' and its historiography in this module.
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#### **Module-IV North India in sixth century BCE**

- They will learn the formation of kingdom, clan and oligarchy
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### **Unit II**

#### **Module I Ideas and institutions in early India**

- A significant focus in the learning process will involve the exploration of the ancient social structure and conditions of women within that framework.
- Students will acquire the knowledge regarding the roots of casteism in the ancient past.

## **Module II Cults, doctrines, and metaphysics**

- The focal point of the module is to give students an awareness of various cults and their doctrines in this module.

## **Module III Aspects of the economy in the age of Buddha**

- Assisting students in understanding economic changes of that period.
- The module specifically explores the mechanisms that led to the occurrence of the second urbanization.

## **Module IV The cultural milieu**

- This module concentrates on ancient science, technology, language, and literature which facilitates students' understanding of the cultural scenario of the period.

## **HISSEC01, P: Art appreciation an Introduction to Indian Art**

- Students will get the comprehensive overview of Indian Art and architecture.
- Rich tradition of ancient, medieval architecture, sculpture and paintings will be at the core of classroom lectures.
- They will develop an appreciation for the aesthetic qualities of modern art and its connection to nationalism in Bengal.
- The tradition of folk art in India will also be taught in this module.

## **HISMI01, T: Ancient India**

- Students of history will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.
- They can gather knowledge about the society, culture, religion and political history of ancient India as well.
- They will learn about the origin of the Indian empire, trade and urbanizations of ancient civilizations.
- Students will get knowledge about the history of the Palaeolithic, Neolithic and Chalcolithic cultures in pre-Harappan period.
- They will learn about the formation, expansion and decline of Mauryan Empire. The polity, economy and socio-cultural life that period.
- They can develop an appreciation for the high culture of ancient India's classical age
- Understanding India's status as a multi-religious country prior to Islam's arrival in the Subcontinent in one of the focuses of this module.

## **HISHMJ102, T: Social Formation and Cultural Patter of Ancient World**

- The course will demonstrate a comprehensive understanding of the evolution of humankind from the Palaeolithic to the Mesolithic periods, analysing key developments in technology, social organization, and cultural practices.
- Students can evaluate the transition from hunting and gathering to settled societies based on agriculture and animal husbandry.
- They will come to know the socio-economic, political, and religious aspects of a chosen Bronze Age civilization (such as Egypt, Mesopotamia, China, or the Eastern Mediterranean).
- Critically assess the role of nomadic groups in Central and West Asia, including their interactions with settled societies and the impact of the Iron Age on technological advancements and cultural exchange is one the focuses of the module.
- Students will have a vast knowledge about the institution of slavery in ancient Greece.
- A significant focus Compare and contrast the political systems, societal values, and cultural achievements of Athens and Sparta within the context of the polis (city-state) in ancient Greece.

## **HISSEC02, P: Archives and Museums in India**

- Students will understand evolution and significance of museums and archives, with a focus on India, tracing their historical development from ancient times to contemporary practices, and evaluating their role in preserving cultural heritage and historical memory.
- The course will demonstrate proficiency in the management of museum and archival collections.
- They can gather knowledge about the design effective museum presentations and exhibitions.
- Students will also know to analyse the role of museums and archives in society, particularly in education and communication through outreach activities.

## **HISMI02, T: Medieval India**

- Students will study the political, social, and economic history of the Sultanate and Mughal periods in India.
- They will gain an appreciation for the rich Persianate culture of the medieval era.
- The course will involve analysing the economic and socio-cultural aspects of pre-modern states that thrived on agricultural prosperity.
- Students will also learn to recognize both the areas of conflict and the points of cultural convergence between Indian and Perso-Islamic cultures.