

**S. R. College, Beldanga.**  
**Department of History**  
**Major, Minor & Skill Enhancement Course Outcome**

**Semester-1**

**History - Major**

**Credit-6**

**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 – Anilnism, Jainism and Buddhism; commercial and urban growth of India - rise of Magadha as an imperial power.

**Outcome:**

From the above course students have learnt about the imperialist, nationalist, leftist, liberal, secular, religious school of historian's view on early historiography. They have known about the pre-history and proto- historic culture of Indian sub-continent. They have known about transition from Harappan culture to Aryan culture. From this topic they have known about first Jana pada, kingdom and empire of country.

**Skill Enhancement Elective Course**

**Semester-1**

**Credit - 3**

**Course – I**

**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 – merely 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 post-colonial 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:**

From this topic the students have known about culture, heritage art and architecture of India. They have known about pre-colonial Indian art and architecture of India. They have known about cave, stupa architecture of India. They have studied about Mughal Miniature Painting. They have known about art and architecture of Bengal.

**Semester 1**

**Minor Course 1. (Credit 4)**

**History of India from the Earliest times to the Early Medieval Period**

Unit-1: Sources and interpretation – broad survey of palaeolithic, 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 Kushans, Satavahanas and Tamil powers - splits in Jainism and Buddhism - Vaishnavism, Saivism

Unit-3: Age of the Guptas - consolidation of the 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 of ancient India.

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:**

From the above course students have learnt about the imperialist, nationalist, leftist, liberal, secular, religious school of historian's view on early historiography. They have known about the pre-history and proto- historic culture of Indian sub-continent. They have known about transition from Harappan culture to Aryan culture. From this topic they have known about first janapada, kingdom and empire of country. The students are knowledgeable from this topic about Mourya empire and the rise of regional power in ancient India. They are informed about Gupta dynasty and golden age. They are knowledgeable about Vaishnavism, Saivism and Tantrism. They have studied about the history of Harshavardhana. The students have known about literature, philosophy, architecture, science and technology from ancient to early Medieval period.

**Semester-2**

**History Major -2**

**Credit -6**

**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:**

The students have known from this topic about pre and proto-historic culture beyond India. They have known from this topic about bronze civilization of Egypt, Mesopotamia and China. They are informed about ancient Roman trade and Empire and also, they are knowledgeable about the ancient Islamic culture.

**Semester -2**

**Minor Course 1. (Credit 4)**

**History of India from the Earliest times to the Early Medieval Period**

Unit-1: Sources and interpretation – broad survey of palaeolithic, 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 Kushans, Satavahanas and Tamil powers – splits in Jainism and Buddhism – Vaishnavism, Saivism

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

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:**

From the above course students have learnt about the imperialist, nationalist, leftist, liberal, secular, religious school of historian's view on early historiography. They have known about the pre-history and proto- historic culture of Indian sub-continent. They have known about transition from Harappan culture to Aryan culture. From this topic they have known about first janapada, kingdom and empire of country. The students are knowledgeable from this topic about Mourya empire and the rise of regional power in ancient India. They are informed about Gupta dynasty and golden age. They are knowledgeable about Vaishnavism, Saivism and Tantrism. They have studied about the history of Harshavardhana. The students have known about literature, philosophy, architecture, science and technology from ancient to early Medieval period.

**Semester -2**

Skill Enhancement Course 2. (Credit 3)

Studies in Electronic Communication System

Unit-1 : Technologies and instruments of electronic communication – aspects of electronic communication.

Unit-2. Introduction to Computer Networks – Data communications, components, data 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-3 : Internet – brief history, internet today – protocols and standards – reference models: OSI reference model, TCP/IP reference model, their comparative study.

**Outcome:**

From this above course the students have known about the history of technology and instruments of electronic communication. They have known about different aspects of electronic communication. The students of history are knowledgeable about the computer education. They have known about direction of data flows, network criteria, categories of network etc. The students of history are knowledgeable about internet activities. So that they can collect all rare data from historical different evidence.

**Semester-3**

**History Major**

**Credit- 6**

**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 Kushans, Satavahanas and Tamil powers, Chera, Hela and Pandya - new trends in economy and society – paganization of tribes and changes in the caste system; spread of megalithic culture - splits in Jainism and Buddhism - Vaishnavism, Saivism and Tantrikas.

**Unit-3:** Age of the Guptas - consolidation of Second Magadan 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 are knowledgeable from this topic about Mourya empire and the rise of regional power in ancient India. They are informed about Gupta dynasty and golden age. They are knowledgeable about Vaishnavism, Saivism and Tantrism. They have studied about the history of Harshavardhana. The students have known about literature, philosophy, architecture, science and technology from ancient to early Medieval period.

**Semester-3**

**Minor Course 1. (Credit 4)**

## **History of India from the Earliest times to the Early Medieval Period**

Unit-1 : Sources and interpretation – broad survey of palaeolithic, 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 Kushans, Satavahanas and Tamil powers - splits in Jainism and Buddhism - Vaishnavism, Saivism

Unit-3: Age of the Guptas - consolidation of the 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 of ancient India. 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:**

From this course Students are informed about palaeolithic, Mesolithic and neolithic cultures. They are also informed about Harappan Civilisation. Students are highly knowledgeable about Vedic education, culture and the Vedic state to the 16 Mahajanapadas. They have known about Jainism and Buddhism. They are informed about rise and fall of Maurya dynasty. From this course students are knowledgeable about golden time of Gupta Reign. Rise of feudalism also are included in this course. The students of history are informed about the transition of regional powers like The Pallavas, Rashtrakutas, Chalukyas and Cholas.

## **Semester -3**

### **Skill Enhancement Course (SEC)3 credits**

#### **Studies in Museum and Archaeology**

Unit 1 : Origin, definition and purpose of - museum development in India . - functions of a museum - classification of museums according to collection, scope and management.

Unit II : Acquisition and procedure of collection in a museum - documentation, accession, indexing, cataloguing and digitization - presentation and exhibition with outreach activities museum and tourism

Unit III : Definition of archaeology and ethno-. – prehistoric, historic, rural-urban and underwater archaeology – history of Indian archaeology – important archaeological sites of India.

Unit 1V : Methods of archaeological explorations and site discoveries - horizontal and vertical excavation - concepts of stratigraphy and stratification - dating methods and techniques - dendrochronology, radio carbon dating (C-14), thermoluminescence dating, electron spin resonance dating, optically stimulate microscopy dating and fission track dating.

### **Outcome:**

From this course the students of history have known about the purpose of museum. They are informed about function of museum. All the students are informed about the classification of museum. The students are knowledgeable about the definition of archaeology and history of archaeology. They are

known about the important archaeological sites of India. The students are informed about dating methods and techniques from this course. The students are knowledgeable about radio carbon c-14 from this course.

**Programme Outcome:**

From this programme the students of history are informed about the ancient, medieval and modern history of India. They are knowledgeable about the social formation, culture, education and politics of the Indian subcontinent. Including it The students of History are informed about history of museum, technology, computer knowledge etc. They have collected the archaeological knowledge from this programme.