

PROGRAMME SPECIFIC OUTCOME OF STUDYING TDC B. A CBCS PROGRAM IN HISTORY

Upon completion of three years degree course with a Bachelor of Arts degree in History, a student will be able to understand and appreciate the importance of studying Indian and World History and its impact within the context of archeology, museology and culture. The outcome of the course ranges from generating foundational and fundamental knowledge-base to employability in various sectors. The course is designed in a manner that helps the students to prepare well for all kinds of future endeavors including facing competitive examinations and civil services.

The Program Specific Outcomes of studying History (Pass and Honours) courses can be gauged by its significance in understanding and appreciating the historical context within which any civilization develops and progresses. Any culture and society requires a study of its history in order to appreciate its heritage and prestige. The courses are designed in such a way to facilitate this purpose of inculcating in the students a sense of appreciation for history and value its significance in shaping the course of further advancement in cultural and societal values. In other words, these courses serve as a road map to link the past, present and future progression of human civilization for realisation of the best of values in our socio-cultural spheres of life.

COURSE OUTCOMES OF B.A HONOURS (HISTORY):

Core/Honours Courses:

- 1. History of India I:** 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 civilization, like Harappan civilization, Vedic civilizations, later Vedic civilizations etc. How to develop Paleolithic, Neolithic and Chalcolithic cultures in pre-Harappan period.
- 2. Social Formations and Cultural Patterns of the Ancient World:** Students of can acquire knowledge about the evolution of human Society & how the society of agricultural and animal husbandry had begun in Ancient Times. They also learn how the human society has transformed from Nomadic to Civilized society in ancient history of the World. They can acquire knowledge about the origin, features, nature and class composition of ancient Greek and Polis society. They can compare to each and other among the several societies of the world.
- 3. History of India II:** They will learn how to interpret of the historical sources of ancient India. They can acquire knowledge about the Vedic and later-Vedic Period of India and gather knowledge about the genesis behind the rise of new religious movements, like, Jainism and Buddhism and their impact in the cultural growth of ancient India. As well as conception will gather among them about how the rise of Magadha Empire from other fifteen Janapadas. The paper will also provide an understanding about the “Dhamma Vijaya” of Ashoka in the then South-East Asia.
- 4. Social Formations and Cultural Patterns of the Medieval World:** They will learn about the religion, culture, literature and philosophy of the ancient Roman civilization. They will acquire knowledge about how the crises of the Roman Empire had made and transitioned to Principate. They will acquire knowledge about how the economic, social and religious development had made during the medieval European

society. They can be learning about the socio-economic and political condition of the feudal organization of production, town's formation, trade and commerce, technological developments and crisis of feudalism in Europe.

5. **History of India III (c. 750 – 1206):** They can achieve knowledge about the growth of Indian feudalism and evolution of the political structures of early-medieval north and south India. They can learn how the conquering of Islam had initiated in India and had transformed Indian culture, society, religion and agrarian structures under the Islamic rule of medieval India. They will achieve knowledge about the religious and cultural changing scenarios after the advent of the Islam in India. They will gather knowledge how the Sultanate of Delhi had established in 1206.
6. **Rise of Modern West I:** Students of history will learn about the rise of the modern west and transition of the society and economy from feudalism to capitalism. They will learn about the rise of Renaissance in Italy and 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, Commercial Revolution, Influx of American silver and the Price Revolution.
7. **History of India IV (c. 1206 – 1550):** Students of history will learn about the foundation, expansion and consolidation of the Sultanate of Delhi and also about 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 will also acquire the knowledge about the Changing scenarios of the urban and rural societies after consolidation of the rule of the Sultanate of Delhi. They can learn about the activities of Delhi Sultanate i.e., revenue system, monetization, market regulations, growth of urban centers, trade and commerce, Indian Ocean trade etc.
8. **Rise of Modern West II:** History students will learn about the European crisis of economic, social and political dimensions as well as the English Revolution, major issues like political and intellectual currents in 17th century. They will learn about the rise of modern science in relation to European society by 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.
9. **History of India V (c. 1550 – 1605):** They acquire knowledge towards the Turkey's invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Students will learn about the Indian society, economy and culture after consolidation of the Mughal rule India. They will learn about how the Regional Powers had been raised in different parts of India after downfall of the Mughal Empire of Delhi. They can gather knowledge about the downfall of the Mughal Empire only lack of unity among the Mughal courtiers which resulted in the rise of provincial kingdoms in Bengal, Hyderabad, Ayodhya, Mysore and Maratha in Western India.
10. **History of India VI (c. 1605 – 1750):** They will learn how the foundation, expansion and consolidation of the Delhi Sultanate had established and ruled under five dynastic i.e. Ibari Turkey's, Khaljis, Tughlaqs, Syed and Lodhi for a long time. They also learn about the nature of the state, nobility and under the Ulemas during Sultan and Mughal rule in medieval India. After the downfall of the Delhi Sultanate how the Mughal dynasty had come to power in India.
11. **History of Modern Europe I (c. 1780 – 1939):** History students will learn about the European crisis of economic, social and political dimensions as well as the English Revolution, major issues like political and intellectual currents in 17th century. They

will learn about the rise of modern science in relation to European society by 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.

- 12. History of India VII (c. 1750 – 1857):** They will learn the process of the establishment of the Company's Rule in India after the battle of Plassey and Legitimized the regulating Act, Pitt's India Act, Charter Acts of 1813, 1833 and 1853, Administrative, Military, Police and Educational Reforms as well. They will learn about the land revenue systems under the company's rule in India and at the same time gather knowledge about the renaissance and socio-religious reforms movement initiated by Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar under the rule of the Company's rule in Bengal.
- 13. History of India VIII (c. 1857 – 1950):** They will learn from this paper about the local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj, aftermath of 1857. They will learn the real historiography of 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 to power in Indian politics and his activities towards the freedom movement like, Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement. They will also learn about the phenomenon involved in the rise of communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partition in India.
- 14. History of Modern Europe II (1780 – 1939):** They will learn about the French Revolution and its impact of European countries. Unity and power makes people to strengthen, which has been reflected in the French revolution in 1789. How the Industrialization had occurred and its effects on socio economic transformation of Europe. They will know about the politics of super powers among the European countries. Students of history will learn how the world was divided after the First World War among the super powers of the world. They will also learn how the aggressive foreign policy of Italy and Germany, which influenced the European countries and compelled to form allied powers.

Generic Elective and Discipline Specific Elective Courses:

- 1. History of India from the Earliest times up-to 300 CE:** 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 civilization, like Harappan civilization, Vedic civilizations, later Vedic civilizations etc. and the development of the Paleolithic, Neolithic and Chalcolithic cultures in pre-Harappan period.
- 2. History of India from c. 300 to 1206:** They will learn how to interpret the historical sources of ancient India. They can acquire knowledge about the Vedic and later-Vedic Period of India and gather knowledge about the genesis behind the rise of new religious movements, like, Jainism and Buddhism and their impact in the cultural growth of ancient India. A conception will be formed among them about the rise of Magadha Empire from other fifteen Janapadas. The paper will also provide an understanding about the "Dhamma Vijaya" of Ashoka in the then South-East Asia.

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 about the conquering by Islam that was initiated in India and transformed the Indian culture, society, religion and agrarian structures under the influence of Islamic rule of medieval India. They will gather knowledge about the religious and cultural changing scenarios after the advent of Islam in India. They will gather knowledge about the Sultanate of Delhi established in 1206.

3. **History of India from c. 1206 to 1707:** 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 will also acquire the knowledge about the Changing scenarios of the urban and rural societies after consolidation of the rule of the Sultanate of Delhi. They will learn about the activities of Delhi Sultanate i.e., revenue systems monetization, market regulations, growth of urban centers, trade and commerce, Indian Ocean trade etc. They will acquire knowledge about Turkey's invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Students will learn about the Indian society, economy and culture after consolidation of the Mughal rule in India. They will learn about how the Regional Powers raised in different parts of India after downfall of the Mughal Empire of Delhi. They can gather knowledge about the downfall of the Mughal Empire due to the lack of unity among the Mughal courtiers that resulted in the rise of provincial kingdoms in Bengal, Hyderabad, Ayodhya, Mysore and Maratha in Western India.
4. **History of India from 1707 to 1950:** They will learn about the foundation, expansion and consolidation of the Delhi Sultanate that ruled under five dynastic i.e. Ilbari Turkey's, Khaljis, Tughlaqs, Syed and Lodhi for a long time. They will also learn about the nature of the state, nobility and under the Ulemas during Sultan and Mughal rule in medieval India. After the downfall of the Delhi Sultanate how the Mughal dynasty had come to power in India. They will learn how the Company's Rule was established in India after the battle of Palassey and legitimized the regulating Act, Pitt's India Act, Charter Acts of 1813, 1833 and 1853, 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. The renaissance and socio-religious reforms movement initiated by Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar under the Company's rule in Bengal. They will learn from this paper about the local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj aftermath of 1857. They will learn the real historiography of 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 Gandhian power in Indian politics and his activities towards the freedom like, Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement. They will also learn about the rise of communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partition in India.
5. **History of China or History of Great Britain:** The paper chalks out the historical picturesque of China from the time period covering 1839 to 1982. It covers the Boxer Rebellion of 1900 to the Chinese Revolution of 1911, the Civil War in China and

finally to the Constitution of China in 1982. The paper on Great Britain's History covers the time period from 1688 to 1784, catering some major events starting from the Bill of Rights to the Reign of George III.

- 6. Historiography or Making of Contemporary India:** The paper focuses on the conceptual analysis of the discipline, through an examination of its nature, scope, and debates concerning its objectivity. In this connection, various theories forwarded by different thinkers are studied so as to acquire a graphical map of the historical concepts and their significance. The paper on Contemporary India features the making of the Indian Constitution and the covers the socio-political framework of the then India till the 1960s.
- 7. History of Assam:** In this paper, a detailed history of Assam is chalked out covering the time-frame from ancient period to the Indian freedom movement culminating in India's independence in 1947. It will help the students in acquiring robust knowledge about the historical culture of the state and its contribution in the socio-cultural progress of the nation as a whole.

Skill Enhancement Courses:

- 1. Archaeology and Museology:** Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. Students will be encouraged to undertake the activities of collection, documentation and exhibition of such materials in their localities and colleges. They can understand the importance and significance of the Museums and Archives that contributed in building the history of India. Thus educational tours to the National Archives and National Museum are an integral part of the course for history students.
- 2. Evolution of Indian Culture or Cultures in the Indian Sub-continent:** The papers focus on the very concept of culture and how it impacts the historicity of India. In this connection different thinkers and cultural institutions of India and Assam are studied to get an overview of the significance of culture in shaping history of a nation.

COURSE OUTCOMES OF B. A. PASS (HISTORY)

Discipline Specific Core Courses:

- 1. History of India from the Earliest times up-to 300 CE:** 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 civilization, like Harappan civilization, Vedic civilizations, later Vedic civilizations etc. and the development of the Paleolithic, Neolithic and Chalcolithic cultures in pre-Harappan period.
- 2. History of India from c. 300 to 1206:** They will learn how to interpret the historical sources of ancient India. They can acquire knowledge about the Vedic and later-Vedic Period of India and gather knowledge about the genesis behind the rise of new religious movements, like, Jainism and Buddhism and their impact in the cultural growth of ancient India. A conception will be formed among them about the rise of Magadha Empire from other fifteen Janapadas. The paper will also provide an

understanding about the “Dhamma Vijaya” of Ashoka in the then South-East Asia. 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 about the conquering by Islam that was initiated in India and transformed the Indian culture, society, religion and agrarian structures under the influence of Islamic rule of medieval India. They will gather knowledge about the religious and cultural changing scenarios after the advent of Islam in India. They will gather knowledge about the Sultanate of Delhi established in 1206.

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Discipline Specific Elective Courses:

- 1. History of Modern Europe I (c. 1780 – 1939):** History students will learn about the European crisis of economic, social and political dimensions as well as the English Revolution, major issues like political and intellectual currents in 17th century. They will learn about the rise of modern science in relation to European society by 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.
- 2. History of China or History of Great Britain:** The paper chalks out the historical picturesque of China from the time period covering 1839 to 1982. It covers the Boxer Rebellion of 1900 to the Chinese Revolution of 1911, the Civil War in China and finally to the Constitution of China in 1982. The paper on Great Britain's History covers the time period from 1688 to 1784, catering some major events starting from the Bill of Rights to the Reign of George III.

Skill Enhancement Course:

- 1. Archaeology and Museology:** Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. Students will be encouraged to undertake the activities of collection, documentation and exhibition of such materials in their localities and colleges. They can understand the importance and significance of the Museums and Archives that contributed in building the history of India. Thus educational tours to the National Archives and National Museum are an integral part of the course for history students.
- 2. Evolution of Indian Culture or Cultures in the Indian Sub-continent:** The papers focus on the very concept of culture and how it impacts the historicity of India. In this connection different thinkers and cultural institutions of India and Assam are studied to get an overview of the significance of culture in shaping history of a nation.
- 3. Historical Tourism in India:** The paper focuses on the idea of tourism within the context of archeological and historical significance. The tourist sites are studied in terms of their historical value and heritage.
- 4. History of Tea Industry in Assam:** The origin and importance of the tea industry in Assam is studied with the aim of augmenting its historical value and understanding its socio-cultural significance.