

Department of History  
Government General Degree College, Dantan-II

**PROGRAMME SPECIFIC OUTCOME:**

Under Graduate Programme in History offers in depth knowledge about different areas of social sciences that are theoretical as well as can be put to practice. In this Institution, History (Hons) taught under CBCS system. Students are built into multidimensional personality and can correlate History with other social sciences Following are the various Programme Outcomes:


They will realize that history is a dynamic thought process which is based on the outcome of continuous research and excavations of archaeological sites as well as different historiographical interpretations on the progress and evolution of Mankind.

After completing 3 years of Undergraduate CBCS Programme, the Students are expected to develop better understanding of historical aspects, environment, historiography, other social sciences and Gender related studies in Indian perspective and the World at large.

after the completion of the said course Students would understand the importance of this subject in terms of anthropological, sociological, philosophical, political, and intellectual development of an individual and accordingly of the society.

The graduates of the program are expected to appear for various competitive examinations or enter professional/ career-oriented courses. They opt for a wide range of careers of their choice like Administrative and Civil Services, Banking, Teaching, Journalism, Mass Communication, Consultancy Services etc.

After completing BA programme, Graduates can choose the post graduate programme of their interest in History like Museology, Ancient History, Medieval History, Archaeology, Modern History, International Relations, history of Southeast Asia. They can also opt for higher studies in

  
Head  
Department of History  
Govt Gen. Degree College, Dantan-II  
Paschim Medinipur, (WB.)

interdisciplinary subjects like Journalism, Media Studies. They pursue research work in Institutions like Indian Historical Research, Indian Institute of Advanced Studies, CSS and broaden horizons by getting admitted in Postgraduate and research programmes in foreign countries.

Overall, this Programme indoctrinates social values amongst its students so that they become socially responsible citizens of the country and start the journey of life with confidence and dignity



Head  
Department of History  
Govt. Gen. Degree College, Dantan-II  
Paschim Medinipur, (WB.)



Govt. of West Bengal  
Government General Degree College, Dantan-II  
Department of History

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**Programme Specific Outcome (PSO) and Course Outcome (CO) Department of History, Government General Degree College, Dantan-II, Paschim Medinipur.**

Name of the Program	Year of Introduction	Core Course	Program Specific Outcome	Course Outcome
B.A. History (Hons.) under CBCS	2018-19	CC 1	This program aims to introduce Greek and Roman historiography to the students by its various writing of Historian and their view. Actually, this course discusses to the students about the little idea of historiography	<ol style="list-style-type: none"><li>1.1 Focuses on Logographer in ancient Greece and various Logographer and writings. Also focuses of predecessor of Herodotus.</li><li>1.2 This portion brought light on methods of writing history</li><li>1.3 Covers the historiography of Thucydides and Peloponnesian war and its explanation. It also discusses the comparative study of two Greek historians.</li><li>1.4 Its focuses post Herodotus and Thucydides history. Its focuses early Roman historiography and Greece annals, Cato, Cicero.</li><li>1.5 Its covers the history of Livy, Tacitus</li><li>1.6 Its focuses the research and accuracy, literary artistry, use of dramatic elements</li></ol>
B.A. History (Hons.) under CBCS	2018-19	CC 2	This programme aims to introduce Indian history to the students by laying out the prehistoric and protohistoric foundations of India as a civilization. It also discusses the patterns of earliest state formation in the subcontinent	<ol style="list-style-type: none"><li>2.1 Focuses on sources and historical methods that have been deployed to uncover ancient Indian history</li><li>2.2 Discusses the earliest signs of settlements and human cultures found on the subcontinent</li><li>2.3 Detailed and nuanced discussion on the historicity of the Harappan civilization including culture, economy and technology. Its relations with preharappan and protoharappan cultures found in India</li><li>2.4 Covers a large period from the Aryan cultures to the growth of mahajanapadas which focus mostly on the earliest tenets of state formation</li><li>2.5 Discusses the era of the first pan-Indian states in history with emphasis on the Mauryas and the Imperial Guptas</li><li>2.6 This unit is a critical analysis of the societal formations and its relation to economy with reference to agriculture, land relations and trade</li></ol>

  
Head

Department of History  
Govt. Gen. Degree College, Dantan-II  
Paschim Medinipur, (W.B.)

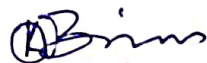


		CC3	This paper is a study of Maurya and Gupta Empire and formation of the Maurya and Gupta. It aspires to introduce students to the socio-economy and polity of the two Empires.	<p>3.1 Covers the Empire building in ancient India from Mahajanpadas to Kingdom.</p> <p>3.2 Its cover the formation of the Maurya Empire and its socio-economy and polity.</p> <p>3.3 This highlighted the post Maurya Empire, like Sungas, Kanvas, Indo-Greek, Kushans, Satavahanas.</p> <p>3.4 Covers the Gupta Empire and their polity, Economy, socio-cultural aspects, downfall.</p>
		CC4	This paper is a study of Indian history during the early medieval ages. It aspires to introduce students to the complex processes and factors involved in the establishment of state structure at an age when multiple political powers were engaged in constant struggle for supremacy	<p>4.1. The first unit is a discussion of different sources and types of historical data on Medieval India. It also deals with the historiography debate on Indian Feudalism</p> <p>4.2 This unit is an empirical assessment of the many states that rose during the medieval period across India, with special focus on the variations of kingship.</p> <p>4.3 This unit studies the new trends in state formation and societal reorganization that was affected by the arrival of Islam in India, with special reference to the Arab invasion of Sindh and the Turkish adventures especially that of Mahmud of Gazni. 4.4 This unit is a critical analysis of the societal formations of medieval India and its relation to economy with reference to agriculture</p> <p>4.5 This unit is dedicated to the growth of trading network in India, along with a process of urbanization, that connected India to the medieval world and economy</p> <p>4.6 The final unit is cultural in general, studying various religious traditions including the sufi and bhakti movements, and their relation to the medieval sociopolitical structure in centre and in regions</p>
		CC5	This programme aims to instruct students in Indian medieval history, with primary focus on the Delhi Sultanate as the central state in medieval India. The programme also include a study of the regional powers during this time	<p>5.1 The first unit offers to understand the sources as well as the historiography, both Indian and Persian, that is imperative in the reconstruction of Delhi Sultanate</p> <p>5.2 This unit explains the importance of the Sultanate in Indian historical progression, both as a political specimen as well as from historiographic perspective. It traces the history of the Sultanate during its heyday, from Iltutmish to the Lodis, focusing on the evolution of kingship</p> <p>5.3 This unit studies political structures and states contemporary to the Sultanate, including</p>

				<p>the Vijayanagara and Bahamani empires.</p> <p>5.4 This unit the first of the two units dedicated to a study of the economic characteristics of the Sultanate era, with special focus on the Iqta</p> <p>5.5 The second unit on the economy discusses everything other than landed economic structures, including trade, growth of towns and market regulations</p> <p>5.6 The final unit is cultural in general, studying various religious traditions including the sufi and bhakti movements, and their relation to the medieval sociopolitical structure in centre and in regions</p>
		CC6	<p>This Programme is related to the advent of modernity in Europe. By studying the cultural rejuvenation in the 14th century, it traces revolutionary changes in economy, polity and society of the continent in general and the creation of a global order in mercantilism augured by Absolutist state</p>	<p>6.1 The first unit is specific in scope and deals with the Marxist historiographic debate on the transition from feudalism to capitalism</p> <p>6.2 This unit focuses on the rise of a global order augmented by colonialist expansions and related developments in maritime economy</p> <p>6.3 Discusses the cultural phenomenon of the Renaissance</p> <p>6.4 Discusses the Reformation movements in Early Modern Europe</p> <p>6.5 This unit traces the evolution of the mercantilist economy with special reference to the Price Revolution</p> <p>6.6 The final unit studies the rise of Absolutist States in England, France and Spain</p>
		CC7	<p>This programme is mostly empirical and instructs the students into the Mughal state, an advanced form of statecraft in the pre-colonial India</p>	<p>7.1 The first unit offers to understand the sources as well as the historiography, both Indian and Persian, that is imperative in the reconstruction of Mughal Empire</p> <p>7.2 This unit discusses the initial establishment of the Mughal state by the adventures of Babur and Humayun</p> <p>7.3 This unit studies the consolidation of the Mughal empire under Akbar, his political ideology, religious reforms and the maturing of the Mughal state under Jahangir and Shah Jahan</p> <p>7.4 This unit discusses the crisis of the Empire during the reign of Aurungzeb, the subsequent decay of the military fiscal system.</p> <p>7.5 Study of Mughal art, architecture and painting. Their context to statebuilding</p> <p>7.6 The final unit studies the rise of regional powers, with special reference to Bengal, Awadh and Marathas. It also studies the historical circumstances which led to the rise of the East India Company's political power</p>
		CC8	<p>This paper deals with post Enlightenment Europe and introduces students with the rise of modernity,</p>	<p>8.1 The first unit studies the historiography debate around the 17th century crisis</p> <p>8.2 focuses on the English Revolution</p> <p>8.3 Studies the scientific revolution and its</p>



			economic, political and intellectual	<p>impact on modernity</p> <p>8.4 Discusses the growth of mercantilism as a global economic order</p> <p>8.5 Discusses prerevolutionary Europe in its entire political dimension, including the rise of parliamentary politics</p> <p>8.6 Traces in general the characteristics of the pre-Industrial society</p>
		CC9	The history of Europe from the French Revolution to the unification of Germany. Follows the rise and evolution of nationalism and conflict in the modern age.	<p>9.1 The origins, character and reasons of the French Revolution, its course and outcome till the Jacobian republic and the reign of terror</p> <p>9.2 The age of Napoleon Bonaparte, his rise to power, dominance over Europe, the failure of the continental system and his downfall.</p> <p>9.3 The revolution continued after Napoleon, Metternich's will to impose status quo, failure and subsequent reorganization of the continent after 1848</p> <p>9.4 A complete assessment of Industrialization, its impact and changes that it brought in Europe's historical course</p> <p>9.5 The Unifications of Germany and Italy</p> <p>9.6 Prelude to the first world war as the Balkan problem intensifies and gives rise to intercontinental power struggle</p>
		CC10	This course bring to the students on the History of 19th Century Revolutions in Europe	<p>10.1 The Greek War of Independence, the Revolutions of 1830, the Revolutions of 1848</p> <p>10.2 Its focuses the Age of Nationalism in Europe</p> <p>10.3 Its cover the history of Russia—Tsarist autocracy and reforms, the emergence of the revolutionary movement; the Eastern Question—the Crimean War, the Treaty of Paris, Balkan nationalism.</p> <p>10.4 Society and Economy in Nineteenth Century Europe: industrial transformation in Britain and other countries and process of industrialization and its various phases.</p> <p>10.5 Nationalism in Eastern and South Western Europe: Czech, Hungarian and Serbian.</p>
		CC11	Covers the idea on Select Themes in the Colonial Impact on Indian Economy and Society. Its focuses the Economy and Society in colonial India	<p>11.1 Focuses on Colonial State institutions and ideologies: Colonial Economic interests, Company's Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth</p> <p>11.2 Covers the Land Settlements and agricultural change— Commercialisation of Agriculture</p> <p>11.3 Modern Industrialisation — Long term Constraints</p> <p>11.4 History of Census and Caste — Colonial ethnology — Sanskritisation, Westernisation and</p>



4

Head

Department of History

Govt. Gen. Degree College, Dantewadi

Paschim Medinipur, (W.B.)

			economic, political and intellectual	<p>impact on modernity</p> <p>8.4 Discusses the growth of mercantilism as a global economic order</p> <p>8.5 Discusses prerevolutionary Europe in its entire political dimension, including the rise of parliamentary politics</p> <p>8.6 Traces in general the characteristics of the pre-Industrial society</p>
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4

Head

Department of History

Govt. Gen. Degree College, Dima Hasar

Paschim Medinipur, (W.B.)

				<p>Social reform— Brahma Samaj &amp; Parthana Samaj</p> <p>11.5 Reformism and Revivalism: The Aryadharm and Ramkrishna Vivekananda Movement.</p> <p>11.6 Islamic reform in India: The Reformers and the Orthodox</p>
		CC12	<p>Focuses to the students on Peasant and Tribal Uprisings in Colonial India in the 19th Century</p>	<p>12.1 The early colonial rule and revenue operations in early 19<sup>th</sup> century</p> <p>12.2 Peasant movements in Bengal and Malabar in early 19<sup>th</sup> century</p> <p>12.3 Tribal movements in pre-1857 western and eastern India – Ho, Tamar, (1820-1832), Kol and Bhumij (1825-1835) revolts , Kherwar movement of the Santals (1833), Santhal Revolt (1855), Bhil revolt (1819-1840), Kolis (1824-1848), Khasis (1829-30), Koyas (1840-1858), Konds (1846-1855)</p> <p>12.4 Tribal movements – Nalkdas of Panch Mahal (1858-59), (Bokta risings of 1858-95, millenarian movement of the Mundas (1895-1900), Kuch Nagas of Kachhar (1882), in late 19<sup>th</sup> century</p> <p>12.5 Peasant movements in late 19th century</p> <p>12.6 The revolutionary potential of Indian peasantry in late 19th century</p>
		CC13	<p>Understanding the making of the Contemporary World by studying the forces which conflicted and collaborated to create the world that we live in today</p>	<p>13.1 A history of the Cold War, the origin of world order, with special reference to the activities of the USA and USSR in global politics the bipolar</p> <p>13.2 Decolonization and the Third World, with special mention of the Non Alignment Movement</p> <p>13.3 The Détente of the 1960s, re-escalation of Cold War, impact on Global Politics in the 1970s</p> <p>13.4 Globalization as a bi-product of cold war politics, liberalism, neo-liberalism and Information revolution</p> <p>13.5 The birth of consumerism in global culture, rise of global media. 13.6 The collapse of soviet and the end of Cold War in the 1990s. Uni-polarism and threats of Terrorism</p>
		CC14	<p>This programme bring to the students on the History of Modern Nationalism in India and its various national movements</p>	<p>14.1 Emergence of Nationalism in India and its historiography</p> <p>14.2 Anti-partition movement in 1905.</p> <p>14.3 Gandhian Mass Movements— Non cooperation, Civil Disobedience, Quit India, Movement.</p> <p>14.4 Roots of Communalism and Communal Award</p>



				14.5 Demand for Pakistan: Pakistan Movement from Cripps Mission to Cabinet Mission Plan. 14.6 Partition and its Aftermath.
		DSE1	This focuses on Modern Transformation of China (1839-1949)	<ol style="list-style-type: none"> <li>1. Pre-colonial China: Structure of the traditional Chinese society; Taoism, Confucius, the peasantry and the gentry; State and bureaucracy, economic structure.</li> <li>2. Foreign Contact and Anglo-Chinese Relations: The Tribute System; the Canton Trade and its collapse; Background and Impact of First and Second Anglo-Chinese Wars (Opium Wars), 'Open Door' policy</li> <li>3. Rebellion and Restoration: Taiping rebellion—background and causes, nature, failure; Tung-chih Restoration and the Self-strengthening Movement – causes, feature and impact</li> <li>4. Movements, Reform and Restoration in China: The Reform Movement of 1898; Boxer Rebellion—causes, nature and failure; Chinese Revolution of 1911—role of Dr. Sun Yat-sen; Yuan Shih-Kai and Warlordism; May 4th Movement; the rise of the KuoMin Tang Party; the First United Front; Chiang Kai-shek; financial imperialism in China</li> <li>5. Formation of Communist Republics in China: Foundation of the Communist Party; Mao Tse-Tung and the making of the Red Army; the Second United Front; Long March and the Yen-an experiment; the Chinese Revolution (1949)—ideology, causes and significance; the establishment of the People's Republic of China.</li> </ol>
		DSE2	This program follows the history of Japan till the end of second world war	<ol style="list-style-type: none"> <li>1. Pre-Meiji Japan: Tokugawa Shogunate—the feudal society and the government, economic condition; encounter with the West; the Perry Mission; the opening up of Japan to the West; the crisis and fall of the Shogunate.</li> <li>2. Meiji Restoration: Causes, Nature; Process of modernization—social, economic, political and military reforms; Meiji Constitution; rise of political parties.</li> <li>3. Popular and Democratic Movements: Satsuma Rebellion and Popular Rights</li> </ol>

				<p>Movement.</p> <p>4. Emergence of Japan as an Imperial Power: Sino-Japanese War (1894-'95); AngloJapanese Alliance; the Russo-Japanese War.</p> <p>5. Japan through the two World Wars: Japan and World War I; Twenty-One Demands; Washington Conference; Manchurian Crisis—the role of the League of Nations; the failure of the democratic system; the rise of militarism in the 1930s and 1940s; Japan and World War II – from Pearl Harbour to Hiroshima-Nagasaki.</p>
		DSE 2	Covers on Women and Social Change in Nineteenth Century	<ol style="list-style-type: none"> <li>1. Introduction – Socio-economic changes and women in contemporary Europe</li> <li>2. Women Question and social reform in nineteenth century India–Tension between tradition and modernity</li> <li>3. Printing and emergence of public space –Reformed culture –Women’s writing – Emergence of “new woman” in late nineteenth century</li> <li>4. Female education–Traditional and Western – Debates over curriculum – Government’s role –Spread of female education: Bethune School, Mahakali Pathsala.</li> <li>5. Emergence of Women’s organizations-associations</li> <li>6. Debate over marriage –Native Marriage Act of 1872; Age of Consent Bill, 1891, The Rukhmabai Case, Child Marriage Restraint Act of 1927.</li> <li>7. Professional women: Chandramukhi Bose, Kadambini Ganguly and Anandibai Joshi.</li> </ol>
		DSE3	Cover the history of The Russian Revolution	<ol style="list-style-type: none"> <li>1. The Background: The Economic and Social development of Russia in the 19th century – reform of Alexander II – the evolution of serfdom: Industrialisation and the working class: the Russian intelligentsia and Slavophiles, Westernisers, the populists and the social democrats.</li> <li>2. Nicholas II and the Revolution of 1905 – Russian constitutionalism and modern politics.</li> <li>3. The Revolutions of 1917</li> <li>4. The nature of the Bolshevik state and Soviet Democracy – war communism,</li> </ol>



Head

Department of History  
Govt. Gen. Degree College, Dantan-II  
Paschim Medinipur, (W.B.)

				the new economic policy and the rise of the planned economy. 5. Nationalities and Nationalism in Russia before and after 1917.
		DSE3	Cover the history of War and Diplomacy, 1914-1945	<ol style="list-style-type: none"> <li>1. Focuses on Through war to peace 1914 – 1920</li> <li>2. Highlighted on Revolution and transformation in Russia</li> <li>3. The inter-war period 3.1 The new balance of</li> <li>4. Road to another global war</li> <li>5. The gathering storm</li> <li>6. Wartime politics in Europe</li> </ol>
		DSE4	Focuses on Pre-colonial South East Asia	<ol style="list-style-type: none"> <li>1. The state system – mainland SE Asia in the ancient period</li> <li>2. Economy – wet rice cultivation, upland shifting and cultivation in the plains and seafaring</li> <li>3. Religion: Theravada and Mahayana Buddhism in mainland SE Asia</li> <li>4. Europeans – Portuguese in the 16th century; Dutch and English in the 17th century.</li> </ol>
		SEC1	This program aims to introduce students to the practice of History beyond classrooms. It focuses on the functioning of archives and museums to show the students how history can be perceived and written	<ol style="list-style-type: none"> <li>1. Definitions and History of development of Museums in India</li> <li>2. The types of archives and museums with their various functions, practical and theoretical, documentation, digitization, display, curatorial care etc.</li> <li>3. Shows how exhibitions are held in Museums</li> <li>4. Discusses the role of these institutions in spreading historical consciousness</li> </ol>
		SEC1	History of Archaeology and Museum Making in India	<ol style="list-style-type: none"> <li>1. The development of archaeological knowledge – early archaeological explorations</li> <li>2. Archaeology as the new foundation for an authentic history of India</li> <li>3. Archaeology and culture – Local historians and archaeological knowledge – the culture of collection and valorization of artifacts-----Collecting and museum making-----the profiles of a few prominent collectors and museum maker</li> <li>4. Archaeology and the Museum Movement in India</li> </ol>
		SEC 1	This program aims to introduce students to the Literature and History:	<ol style="list-style-type: none"> <li>1. History and Literature : An Overview</li> <li>2. Dichotomy between Itihasa and History- sense of itihasa in pre-colonial period as</li> </ol>

  
Head


8

Department of History  
Govt. Gen. Degree College, Dantan-II  
Paschim Medinipur, (W.B.)



			Bengal. To understand the relations of history with literature	<p>part of literature.</p> <ol style="list-style-type: none"> <li>3. Novel as a new literary genre – looking at past through literature. Ramesh Chandra Majumdar, Akshay Kumar Maitreya, Raman Pillai, Chandu Menon, Phakirmohan Senapati.</li> <li>4. Power and Patriotism: Bankim's Nationalism: Bande Mataram, Anandamath Tagore's Nationalism and Universalism: His Novels: Ghare Baire and Char Adhyay</li> <li>5. Sarat Chandra Chattopadhyay and the Indian Women of Early 20th Century: Some reflections in the novels</li> <li>6. Narratives of Suffering - Economic and Caste discrimination</li> <li>7. Satinath Bhaduri &amp; the Gandhian Movement: Dhorai Charit Manas</li> </ol>
		SEC1	This program aims to introduce students to the various forms of arts and architecture in India since ancient times and their relation to historical processes in general	<ol style="list-style-type: none"> <li>1. Indian art from 600 BCE to 600 CE, mainly Buddhist forms of arts, stupas, caves, temple arts</li> <li>2. Art from 600 to 1200 CE, the development of temple architecture, Nagara, Dravida styles. Iconography</li> <li>3. Art and architecture during medieval India, mausoleums, mosques, temples, palaces in their regional variations during Sultanate and Mughal era</li> <li>4. Modern and contemporary Indian art and architecture during the colonial period, major artists and their works</li> </ol>

9

  
 Head  
 Department of History  
 Govt Gen Degree College, Dantan-II  
 Paschim Medinipur, (W.B)

Name of The Programme	Year of Introduction	Core Course	Programme Specific Outcome	Course Outcome
B.A. History (Gen) under CBCS	2018-2019	DSC-1A: (CC-1)		<ol style="list-style-type: none"> <li>1. Harappan Civilisation: Features &amp; Town Planning, Decline</li> <li>2. Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early &amp; Later Vedic Period</li> <li>3. State Formation in Early India: Mahajanapadas</li> <li>4. Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline</li> <li>5. Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall</li> <li>6. India after the Guptas</li> </ol>
		DSC-1B (CC- 2)	Focuses on Select themes in the Colonial impact on Indian Economy and Society	<ol style="list-style-type: none"> <li>1. Colonial State institutions and ideologies: Colonial Economic interests, Company's Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.</li> <li>2. Land Settlements and agricultural change— Commercialization of Agriculture.</li> <li>3. Modern Industrialisation — Long term Constraints</li> <li>4. Census and Caste — Colonial ethnology — Sanskritisation, Westernisation and Social Reform - Young Bengal, Brahma Samaj&amp;PrarthanaSamaj</li> <li>5. Reformism and Revivalism: The Aryadharma and Ramkrishna Vivekananda Movement.</li> <li>6. Islamic reform in India : The Reformers and the Orthodox.</li> </ol>
		DSC-1D (CC- 4)	This programme brought to the students on Modern Nationalism in India	<ol style="list-style-type: none"> <li>1. Emergence of Nationalism in India and its historiography.</li> <li>2. Economic Nationalism and Cultural Nationalism</li> <li>3. Rise of the Indian National Congress</li> <li>4. Anti-partition movement in 1905- Concept of Swadeshi and atmashakti</li> <li>5. Gandh's Rise to power; Gandhian Mass Movements—Non-cooperation,Civil Disobedience , Quit India Movement.</li> <li>6. Roots of Communalism and Communal Award</li> </ol>

  
Head

10

Department of History  
Govt. Gen. Degree College, Dantan-II  
Paschim Medinipur, (WB)

				<ul style="list-style-type: none"> <li>7. Demand for Pakistan : Pakistan Movement from Cripps Mission to Cabinet Mission Plan.</li> <li>8. Partition and its Aftermath</li> </ul>
		DSE-1A	This course brought light on Renaissance and Reformation	<ul style="list-style-type: none"> <li>1. Political and social background in the period of Renaissance and Reformation</li> <li>2. Italian city states, the merchants, the church and the social context of the renaissance</li> <li>3. The background to the reformation</li> <li>4. Renaissance science and the emergence of a secular culture</li> </ul>
		DSE-1A	Europe in the Ancient Regime	<ul style="list-style-type: none"> <li>1. Political system in 18th century Europe</li> <li>2. The Overseas empires and the Trading Companies</li> <li>3. Enlightened Despotism</li> <li>4. Society and the Economy</li> <li>5. European Enlightenment</li> </ul>
		DSE-1A:	Environmental issues in India	<ul style="list-style-type: none"> <li>1. The importance of Environment</li> <li>2. Geography, Ecology and Cultures in Pre-Colonial India</li> <li>3. Colonialism and developments in Environmental Issues in Independent India the Environment</li> <li>4. . Environmental Movements in Independent India</li> <li>5. Environmental concerns in a Globalizing World.</li> </ul>
		DSE-1B	Modern Europe	<ul style="list-style-type: none"> <li>1. French Revolution and Napoleon</li> <li>2. Restoration and reaction in Europe</li> <li>3. Movements of National Aspirations</li> <li>4. Causes of the two World Wars</li> </ul>
		DSE-1B	Post World War - II Politics	<ul style="list-style-type: none"> <li>1. A New World Order and the Origin of the Cold War</li> <li>2. Cold War - Its Ideology and emergence of American and Soviet Block</li> <li>3. Economic and military alliance: NATO, SEATO, COMECON, Warsaw</li> <li>4. Crisis in Hungary, Polish question, Suez crisis, Palestine problem, Iran-Iraq conflict, Gulf War of 1990 - 91, Arab - Israel War</li> <li>5. Third World and Its ideology, organizations: OPEC, SAARC, ASEAN</li> <li>6. Détente</li> <li>7. Collapse of Soviet Bloc: Process of disintegration</li> </ul>




		DSE-1B	Research Methodology in History	<ol style="list-style-type: none"> <li>1. Time, space, human agency</li> <li>2. History as interdisciplinary practice</li> <li>3. Historians at work</li> </ol>
		SEC- 1	The Making of Indian Foreign Policy	<ol style="list-style-type: none"> <li>1. Historical Factors in India's foreign policy priorities –pan Asianism</li> <li>2. The State India and the Third World – Non-alignment –Regional Cooperation</li> <li>3. India and South Asia: Relationship with the Neighbours</li> <li>4. India and the Great Powers –(a) United States (b) Soviet Union (c) China</li> <li>5. India and Globalization–Economic Diplomacy –The Look East Policy and the European Union</li> <li>6. India's Nuclear Policy</li> </ol>
		SEC- 1	Archaeology and Museum Making in Colonial India	<ol style="list-style-type: none"> <li>1. The development of archaeological knowledge – early archaeological explorations</li> <li>2. Archaeology as the new foundation for an authentic history of India</li> <li>3. Archaeology and culture – Local historians and archaeological</li> <li>4. Archaeology and the Museum Movement in India-</li> </ol>
		SEC- 2	Literature and History: Bengal	<ol style="list-style-type: none"> <li>1. History and Literature: An Overview</li> <li>2. Dichotomy between Itihasa and History</li> <li>3. Novel as a new literary genre – looking at past through literature</li> <li>4. Power and Patriotism:</li> <li>5. Sarat Chandra Chattopadhyay and the Indian Women of Early 20th Century</li> <li>6. Narratives of Suffering - Economic and Caste discrimination</li> <li>7. Satinath Bhaduri &amp; the Gandhian Movement</li> </ol>
		SEC- 2	Understanding Heritage	<ol style="list-style-type: none"> <li>1.. Defining Heritage Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'</li> <li>2. Evolution of Heritage Legislation and the Institutional Framework</li> <li>3. Challenges facing Tangible and Intangible Heritage Development</li> <li>4. Challenges facing Tangible and Intangible Heritage</li> <li>5. Heritage and Travel</li> </ol>


 12  
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Govt. Gen. Degree College, Dantan-II  
Paschim Medinipur, (W.B.)

		SEC- 3 :	Colonial Science in India: Institutions and Practices	<p>1: Science in Colonial India: Problems and Perspectives</p> <p>2: Science and Colonial Explorations</p> <p>3: Science in Practice: Botanical Garden, Geological Survey of India, Medical College, and Indian Association for the Cultivation of Science.</p> <p>4: Science and Indigenous Personality: Prafulla Chandra Ray, Jagadish Bose, MahendraLal Sarkar, Maghnad Saha, C.V. Raman- Emergence of National Science</p> <p>5: Colonial Science in India: Science and Indian Nationalism-Response and ResistanceIdeas of Mahatma Gandhi and other Indian Nationalists.</p>
		SEC- 4	Art appreciation an introduction to Indian art	<ol style="list-style-type: none"> <li>1. Prehistoric and proto historic art</li> <li>2. Indian art (c. 600 BCE – 600 CE</li> <li>3. Indian Art (c. 600 CE – 1200 CE</li> <li>4. Indian art and architecture (c. 1200 CE – 1800 CE</li> <li>5. Modern and Contemporary Indian art and Architecture</li> </ol>
		SEC - 4	Understanding Popular Culture	<ol style="list-style-type: none"> <li>1. Introduction: Defining popular culture and understanding it historically</li> <li>2. Visual expressions - Folk art, calendar art, photography</li> <li>3. Performance: Theatre, music, folk tales/songs/swang and Nautanki</li> <li>4. The audio-visual:</li> <li>5. Fairs, Festivals and Rituals</li> </ol>
		GE- 1	Life and Thought of Rabindranath Tagore	<ol style="list-style-type: none"> <li>1. Tagore's experience of growing up – recollections of his childhood in Jeevan Smriti</li> <li>2. The poet as a public figure – nationalism and swadeshi – Swadeshi Samaj essays</li> <li>3. Temporary withdrawal from public life and concentration on Shantiniketan Ashram –</li> <li>4. Jalianwalabag massacre, renunciation of Knighthood and the return to the engagement of national politics</li> <li>5. The Second World War on the poet's predicament – the crisis of civilization – the Kalantaressays</li> </ol>
		GE- 1	Theories of the Modern State	<ol style="list-style-type: none"> <li>1. The State Definitions and Elementary Concepts –</li> </ol>

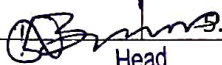
  
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				<ol style="list-style-type: none"> <li>2. The Absolutist State: Bodin, Hobbes and Hegel: the state, class and civil society.</li> <li>3. The Liberal State</li> <li>4. The Liberal State</li> <li>5. The state and class Marxist perspective</li> </ol>
		GE-1	Science and Empire	<ol style="list-style-type: none"> <li>1. History and Development of Science under the Colonial Empire-Perspectives and Recent Historical Debates/ Discourse/ Trajectories.</li> <li>2. Science and Colonial Empire: Concepts and Contours-Different Colonial Experiments in India-Fundamental Research in Science in India.</li> <li>3. 3: Colonial Science: Indian and Western Interaction-Role of Institutions in Promoting Scientific Knowledge</li> <li>4. Science and Empire-Indian Responses and Resistance-Ideas of Mahatma Gandhi and Jawaharlal Nehru.</li> <li>5. Scientific Activities under the Empire-Social, Political and Cultural Implication and Historical Debates.</li> </ol>
		GE-1	History of Indian Journalism	<ol style="list-style-type: none"> <li>1. History of Indian Journalism: Colonial &amp; Post Colonial Period.</li> <li>2. Pre-colonial History of written records &amp; modalities of Dissemination</li> <li>3. Advent of Print media: Imperialist Ideologies</li> <li>4. Nationalism &amp; Print Culture: Selective study of prominent newspapers</li> <li>5. Writing &amp; Reporting Experiences</li> </ol>
		GE-2	Gender & Education in India	<ol style="list-style-type: none"> <li>1. Historiographical</li> <li>2. Education in Early and Medieval Times <ol style="list-style-type: none"> <li>a. Women's Education</li> </ol> </li> <li>3. Colonial Period</li> <li>4. Role of Schools and Colleges in colonial and post-colonial period</li> <li>5. Contours of female literacy since 1950</li> <li>6. Present Scenario</li> </ol>
		GE- 2	Visual and Per formative Culture in Modern Bengal	<ol style="list-style-type: none"> <li>1. Definition of Visual and Per formative Culture.</li> <li>2. Mapping out entertainment sites: the coming of public entertainment –art, aesthetics, cinema and drama.</li> <li>3. The theatre culture sites with Jatra culture.</li> <li>4. Physical culture movement in Bengal. Circus as a form of Physical Culture in</li> </ol>

14  
  
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				<p>Bengal. New space of performing art – the case of Bengali songs and dance.</p> <p>5. The domain of marginalized and middle-class –modernity, colonial state, distortion and indigenous culture.</p>
		GE- 2	Some Perspectives on Women's Rights in India	<ol style="list-style-type: none"> <li>1. Definition of Human Rights</li> <li>2. Indian Constitution and Women's Rights</li> <li>3. Preventive Acts Minimum Wage Act 1948, Family Courts Act 1986, PNDT Act 1994, Latest Measures</li> <li>4. Issues of Violence against Women and Remedial Measures</li> <li>5. Role of Non-Government Institutions</li> </ol>

  
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