

Department of History

Akui Kamalabala Women's College

Program-Specific Outcome & Course Outcome

Program Outcome (PO)	<ul style="list-style-type: none">• In the first place, history offers a storehouse of information about how people and societies behave. Understanding the operations of people and societies is difficult, though a number of disciplines make the attempt.• Being a subject of social science, history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and the others• Historical research builds and codifies these stories. When we study history, we learn how we got where we are, and why we live the way we do. It's the study of us—of humans and our place in an ever changing world.• People live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been? Given all the desirable and available branches of knowledge, why insist—as most American educational programs do—on a good bit of history? And why urge many students to study even more history than they are required to.
Program Specific Outcome (PSO)	<ul style="list-style-type: none">• There is huge potentiality in future of a history student. Various options are opened to history students to choose their career. First of all, history is a subject from primary education level to higher study, so they can engage themselves in teaching profession in primary, secondary and post secondary schools. History is also helpful for those who are preparing for WBCS and SSC. A history student may choose his or her career in journalism or any other editorial board. They may get job in

	<p>museum, archives and libraries. Beside those, in the field of research and archaeology they may proceed</p> <ul style="list-style-type: none"> • History also provides a terrain for moral contemplation. Studying the stories of individuals and situations in the past allows a student of history to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. • People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration. "History teaching by example" is one phrase that describes this use of a study of the past—a study not only of certifiable heroes, the great men and women of history who successfully worked through moral dilemmas, but also of more ordinary people who provide lessons in courage, diligence, or constructive protest.
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Course Outcome: Course Outcome: B.A Hons. in History SEM-I

Course Code	Course Name	Outcome
AHHST101C-1	History of India (Prehistoric Times – 600 BC.)	<ul style="list-style-type: none"> • They know the social background of that particular age. • Students will acquire knowledge regarding the primitive life and socio-cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will learn about trade and urbanization of ancient civilization, like Harappan civilization, Vedic civilizations etc
AHHST 102C-2	History of Classical Greece	<ul style="list-style-type: none"> • The students get to know about the social background of that age • Students of can understand 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 had Transformed from Nomadic to

		civilized society in ancient history of the World. They can acquire knowledge about the ancient Greek society. They can compare to each and other.
		<ul style="list-style-type: none"> As a history student will learn from this paper about the status of the society and culture of the Paleolithic, Mesolithic, Neolithic, Harappa and Bronze ages in ancient India. 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 how to rise of Jainism and Buddhism religion and culture in ancient India. As well as conception will gather among them, how to rise of Magadha Empire from other sixteen Janapadas. They will realize about the religion and messages from Ashoke, the great Mourya Emperor. They will learn how to rise & Growth of the Gupta's Empire in ancient India and to raise regional Kingdoms in different parts of India after downfall of the Empire
UG-104/AECC-ENV	Environmental Studies	<ul style="list-style-type: none"> Knowledge regarding Global environment inculcated in the students. They are inspired to protect the environment.
Course Outcome: B.A Hons. in History SEM-II		
Course Code	Course Name	Outcome
AHHST 201C-3	History of India (600 BC. to 650 A.D.)	<ul style="list-style-type: none"> As a history student will learn from this paper about the status of the society and culture of the Paleolithic, Mesolithic, Neolithic, Harappa and Bronze ages in ancient India. 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 how to rise of Jainism and Buddhism religion and culture in ancient India. As well as conception

		will gather among them, how to rise of Magadha Empire from other sixteen Janapadas. They will realize about the religion and messages from Ashoke, the great Mourya Emperor. They can achieve knowledge how to develop Indian feudalism and evolution of the political structures of early-medieval north and south India
AHHST 202C-4	Medieval World (Fall of the Roman Empire, Medieval Europe, Coming of Islam)	<ul style="list-style-type: none"> • Student can learn about the religion, culture, literature and philosophy of the ancient Roman civilization. As well as they will acquire knowledge, how the crises of the Roman Empire . They will acquire knowledge how the economic, social and religious development had made during the medieval European society. They can learn 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. They will learn about Judaism and Christianity under Islam.
Course Outcome: B.A Hons. in History SEM-III		
Course Code	Course Name	Outcome
AHHST 301C-5	Early Medieval India (c. 650 A.D. – c. 1206A.D.)	<p>They can acquire knowledge towards the society, economy and culture in early medieval India.</p> <p>They can gather knowledge towards the Arabs conquest of Northern part of India from this paper. They can understand how the land of India becomes handed over to the foreign powers gradually from the ancient times to medieval.</p>
AHHST 302C-6	Transformation of Europe (From Decline of Feudalism to 17th Century)	<ul style="list-style-type: none"> • Students of history will learn about the rise of the modern west world and transition the society and economy from feudalism to capitalism. They will learn how to rise of

		<p>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. They gathered knowledge towards the emergence of European state system like Spain, France, and England etc. 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.</p>
AHHST 303C-7	History of Medieval India (c. 1206 A.D. to c. 1526 A.D.)	<ul style="list-style-type: none"> • The course will help the students to come to terms with the major developments during the Turko-Afghan and Mughal periods and will also focus on the growth of the regional powers during this time.
AHHST 304/GE-3	Modern India	<ul style="list-style-type: none"> • To understanding Modern India this paper is essential. Students from history stream will get knowledge about the penetration, expansion and consolidation of British Rule in India. Indian awakening, cultural changes and socio-religious reforms movements, Revolt of 1857 are described in this paper. Students of History Honours acquire knowledge about communal politics, partition in India in between 1947-1950.

AHHST 305/SEC-1	Archives and Museum	<ul style="list-style-type: none"> 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 collection, documentation and exhibition of such materials in their localities and colleges. They can understand towards the important and significance of the Museum and Archives to build the history of India. Thus education tour to the National Archives and National Museum is an integral part of the history students.
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Course Outcome: B.A Progs in History SEM-III

COURSE CODE	COURSE NAME	COURSE OUTCOMES
APHST301C/1C	History of Modern India	The course gives students a comprehensive idea about the history the Company's attainment of the Diwani of Bengal, Bihar and Orissa, the involvement of the British in governance, the defeat of the Marathas and the crystallization of nationalist sentiments that led to the foundation of Indian National Congress. It sheds light on the development of various forms of struggles for freedom, resulting in the attainment of independence.

Course Outcome: B.A Hons in History SEM-IV

COURSE CODE	COURSE NAME	COURSE OUTCOMES
AHHST 401C-8	History of Europe (c. 1789 -- c. 1870)	It will help students learn about long and short term trends in politics and society of that period. Acquired advanced knowledge of European history and awareness of the transnational dimension of national histories. A clear understanding of 'Europe' as a historical construct and its place in global contexts a sound familiarity and good command of theories and methods necessary to analyse European history, e.g. comparative history, <i>histoire</i>

		<p><i>croisée</i>, and entangled history. The ability to apply factual knowledge and critical perspectives to reflect national and European historical narratives and current developments in Europe.</p>
AHHST 402 C-9	History of Medieval India (c. 1526 -- c. 1757)	<p>The course is intended to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India. It also provides a basic understanding of major developments in other areas of the Indian subcontinent that were not ruled by the Mughals in the sixteenth century. The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them</p>
AHHST 403 C-10	History of India (1757 to 1885)	<p>It will provide the students with the idea of the Company's attainment of Diwani of Bengal, Bihar and Orissa, the involvement of the British in governance, the defeat of the Marathas and finally the outburst of indigenous national sentiments that led to the foundation of Indian National Congress.</p>
AHHST 404GE-4	Making of Contemporary India	<p>The course will enable a comprehensive understanding of the political, economic and social developments in India since independence. It will familiarize students with the challenges and achievements of the Nehruvian period. It takes a decadal approach towards the history of this period and helps students to appreciate the nature and stages of the socio-economic transformation to create a better understanding of the fundamental structures and ideologies of independent India like democracy, equality and secularism.</p>
AHHST 405SEC- 2	Understanding Popular Culture	<p>The course shows the connection between popular culture and other parts of our cultural domain; improves communication skills by</p>

		reading about, writing about, and discussing popular culture. It helps in understanding the role of popular culture and the way it reflects and influences society.
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Course Outcome: B.A Prog. in History SEM-IV

COURSE CODE	COURSE NAME	COURSE OUTCOMES
APHST 401C-1D	Making of Contemporary India	The course will enable a comprehensive understanding of the political, economic and social developments in India since independence. It will familiarize students with the challenges and achievements of the Nehruvian period. It takes a decadal approach towards the history of this period and helps students to appreciate the nature and stages of the socio-economic transformation to create a better understanding of the fundamental structures and ideologies of independent India like democracy, equality and secularism.

Course Outcome: B.A .Prog in History SEM-V

COURSE CODE	COURSE NAME	COURSE OUTCOMES
APHST 501DSE- 1A	History of Modern Europe (c. 1870 to c. 1945)	Students will understand how ideas and historical events and processes are reciprocal. Students will get a good idea of history of the twentieth century Europe and world and develop a knowledge how the modern world has shaped up.
APHST 503GE-1	Women's Studies in India.	The course historicizes the concepts of gender to better understand changes in the given social, political, legal and cultural paradigms in India over the years.

Course Outcome: B.A .Prog in History SEM-VI

COURSE CODE	COURSE NAME	COURSE OUTCOMES
APHST 601DSE - 1B	History of South-West Bengal (1740-1947)	The course gives a vivid idea of the regional changes evolving the identity of South West Bengal, focusing on a distinct pattern of urbanization and settlement.
APHST 603GE2	Gender and Education in India	On successful completion of

		this course students should be able to: Explain key concepts related to gender and different feminist perspectives on education; Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India; Examine gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation
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