

DEPARTMENT OF HISTORY
HISTORY HONOURS
COURSE OBJECTIVES AND OUTCOME

Discipline Specific Elective Course

Semester-V

Course-I

History of China from Tradition to Revolution

Unit-1 The focus of this unit will be on the Traditional Chinese society, social groups and classes, traditional Chinese values and religious culture, political structure of Chinese state and nature of traditional Chinese economy. This unit examine the political, economic, social, and cultural upheaval caused by the blackout of centuries-old Chinese institutions and ideas and transform tradition into encounter modernist challenges.

Unit-2 This unit will instruct students about the confrontation between Chinese state and foreigners, opium wars and various treaties signed between imperial power and Chinese state, struggle for foreigners' concession in China, Chinese state opted open door policy for western pressure. Students will learn from this unit that how Chinese feudal society transforms into a semi-feudal and semi-colonial society. This unit develop a deep understanding of China's involvement in the challenges of imperialism and the transition paths from feudalism to bourgeois/capitalist modernity.

Unit-3 This unit appries students about the responses and resistances of Chinese People against the foreigners and Chinese state just like Taiping and Boxer revolt, self –strengthening movement and various reform movements in between the year 1860-1898 and 1901-1908. This unit will introduce student with the revolution of 1911, growth of Chinese nationalism and compradorship, rise of national leader like Sun Yat Sen and Yuan-Shi-Kai, rise of Chinese labour class and their May-Fourth movement. This unit analyze the significant historiographical changes in Chinese history, particularly regarding spread of nationalism, imperialism, and communism.

Unit-4 This unit will examine the nature of development of Chinese industrial economy and growth of Chinese proletariat class, spread of communism in between two world wars, Rise of Chiang Kai Shek and Kuomintang party, Long March, and communist revolution in China under the leadership of Mao Tse Tung. This unit will help students to understand the unique origins and paths of the communist revolution in China.

Course-II

History of Japan from Meiji Restoration to the Second World War

Unit-1 This unit introduces the student to the history of Japan since Tokugawa Baku-han period and Japan's encounter with western power, modernization of Japan and its transitions from feudalism to capitalism. This unit will also examine the historical process that led to the Meiji Restoration and its impact on the Japanese economy. This unit explain Japan's attempts to create new institutional structures and reshape its traditions to meet Western challenges.

Unit-2 This unit examines the rise and growth of democratic governance and Satsuma and Popular rights movements in Japan. Besides this unit examine the divergent pathways to modernity followed by Japan.

Unit-3 This unit has examined the role of Japan in her imperialist projects, controversies surrounding the Meiji Constitution and the failure of democracy and the subsequent rise of militarism. This unit allows students to understand Japan's imperialist design and role of nationalism in its conception. This unit explores the nature and implications of Japanese colonialism over China and Manchuria. It also deals with Japanese colonialism via Korea and the rise of Korean nationalism. This unit analyze the historiographical changes in Japanese history in the context of world politics. This unit also examine and understand different perspectives on imperialism and nationalism in East Asia how historiographical approaches are shaped by their contexts.

Unit-4 After completing this rubric, students will understand the failure of democratic party system in Japan which led to develop Japan as a military state as a result, Japan got involved in World War II. Students can imagine how these different stories can be rooted in common cultural traditions. Locate and contextualize the history of Japan in world politics. Critically discuss contemporary international studies with much greater clarity based on knowledge of Japan's history and culture.

Course-II

Issues of the Contemporary World

Unit-1 The course unit tries to understand the De-colonization movements in different part of Asia and Africa. It discusses about the emergence of third world and apartheid movements in Africa. **Unit-2** This unit throw lights on soviet crisis, rise of China as a communist state and its impact on world politics, Sino-Soviet relation and tension in the east European Soviet Bloc, perestroika and glasnost and fall of Soviet Union, end of cold war politics and reunification of Germany.

Unit-3 This unit engages with the issues of oil politics in the Arab, birth of Palestine state and its conflicts with Israel, Iraq-Iran conflict, twentieth century world and nuclear diplomacy.

Unit-4 This unit addresses the history of the growth of Bi-Polarism to Uni-Polarism, impact of Globalization and information revolution upon present day society and culture. Students can analyze how the global forces of business, politics and cultural change are affecting contemporary Asian societies. This unit explain the basic historical connections between Asia and the world, including economic and cultural links. This unit allows students to identify current challenges like social change, liberalization, privatization, and globalization.

Discipline Specific Elective Course

Semester-VI

History of Bangladesh from Liberation to the present day

Course-I

Unit-1 In this unit students will learn about the various issues of conflicts between Pakistani non-Bengali elite Muslims and the rising Bengali middle-class Muslims of East Pakistan.

Unit-2 This unit examines the political transformation in the East Pakistan and growth of linguistic nationalism in East-Pakistan since 1952, how East-Pakistani people make resistance against Pakistani militarism, students can learn about the rise of Sheikh Mujibur Rahaman as mass leader in East-Pakistan and Awami League movement in the year between 1966-1970. This unit discusses about Bangladesh liberation war in the year of 1971 which led to the birth of Bangladesh in 1972.

Unit-3 After completion of this unit, student can learn about post-independence society, economy, and polity of Bangladesh.

Unit-4 This unit will explain foreign policy of Bangladesh and its relations with neighbour state like India and role of Bangladesh in regional economic integration like SAARC and ASEAN.

Course-II

History of Africa, 1500 to 2000 A.D.

Unit-1 This unit will explain the key issues in the historiography of Africa.

Unit-2 This unit deals with African societies before colonization and a historiographical view and brief overview of the period before the 15th century Cultures and Civilizations of 19th Century Africa. It also examines the nature of economy, society and state in Africa. This unit is about the history of imperialism and the "Scale for Africa". It also looks at the establishment of colonial economies in sub-Saharan Africa in the late 19th century.

Unit-3 This unit describes about socio-economic transformation and structural changes in agriculture, forest management and mining in Africa. This unit explores the history of Africa in the Atlantean world with a focus on slaves, slave ships, piracy, and slave rebellions. This unit traces the history of the abolition of the slave trade and the transition to "legal trade" and "informal empire" beginning in the 19th century. It also looks at Africa's contribution to the development of European capitalism, race, class, religions in colonial south Africa, this unit analyzes two case studies to highlight the historical roots and

importance of apartheid in South Africa and the fight against apartheid history, language, education, and cultural forms.

Unit-4 This unit traces the history of decolonization from the 1940s to the 1960s. workers demonstrations, peasant uprisings and national liberation movements in Africa.

By the end of this course the student should be able to do this

- Critiques of stereotypes about the African continent and comments on key developments in African history.
- Explain from the elements of change and continuity in the African political experience, in political regimes and national formations, in the economy, in society and in the cultural environment from the 16th to the 20th century.
- Contextualize the impact of colonialism on the African continent.
- Explain social protest and anti-colonial resistance in Africa and practices "Transculturation".
- Discuss the dilemmas and contradictions arising from the post-independence economic, social, political, and cultural environment.

Course-II

History of Women in India

Unit-1 This Unit should familiarise students with the theoretical frameworks of gender and patriarchy and women in Indian tradition and socio-religious movements in pre-colonial India and women question re-defined. This unit examine the role and functioning of power equations in the social contexts of Indian history in the construction of gender identities.

Unit-2 This section is designed to help students find fluctuating gender relations within the household and court, and explore the connections between gender, power, and politics. In addition, the discussion about the question of sexualities would open perspectives for a differentiated historical learning of normative and alternative sexualities as well as questions of masculinity.

Unit-3 The focus of this unit is on studying gender representation in the nationalist resolution and freedom movement in India.

Unit-4 This section should apprise students on the Idea of new women in post-colonial India and various women organizations and protest movements against their marginalization. Critically examine gender representations in literature, focusing on notions of love, masculinity, and religiosity. This unit examines the role of social and political promotion of arts and literature in perpetuating gender inequality.

Skil Enhancement Elective Course

Semester-III

Course-I

Understanding Heritages, Art and Architecture in India

Unit-1 This unit introduces the importance of cultural heritage and related policies. This section deals with the history of inheritance law. He also discusses the institutional framework that governs cultural heritage in India and around the world. The nature and importance of conservation initiatives are also examined. From this section student will come to know

1. Explain the complex nature of cultural heritage.
2. Analyze the historical processes leading to the creation of the heritage.
3. Describe the importance of cultural diversity in the creation of cultural heritage.
4. Illustrate how wealth can be a means of generating income.
5. Recognize the nuances of heritage and appreciate its importance.

Unit-2 In this unit, the development of architecture in India is examined using numismatic art, stupa, cave, temples, palace, mosques, fortresses and colonial buildings and the various ideological bases of architectural constructions are learned. This unit looks at painting traditions in India related to mural, miniature, Mughal and Rajput painting.

Unit-3 In this unit, the development of architecture in India is examined using temples mosques, fortresses and colonial building and the various ideological bases of architectural constructions. It also analyzes the most important pictorial currents at the time of the national movement and in contemporary India.

Unit-4 This unit examines about Bengal school of art and architecture, Birbhum, Bankura, Bishnupur gharana, Santiniketan gharana, various art

movements, progressive artists group, major Indian artists and their work, evolution of sculpture with special reference to stone, metal and terracotta. Show the stylistic characteristics of the different artistic genres. Discuss the iconography of art forms distinguish between high court art, folk art and tribal art.

Course-II

Sports and Society in India in Historical Perspective

Unit-1 This unit introduces about various concepts and theories about sports, the relationship between sports and history, ancient Greek and Roman philosophy and tradition of sports, and the Olympics.

Unit-2 This unit focuses on the ideas of sports as reflected in ancient and medieval Indian text, details descriptions about pre-colonial Indian sports and race, religion, caste and gender.

Unit-3 This unit throw lights on the nature of 19th and 20th century Indian sports after colonization and the result of imposition of European sports on Indian society. Besides this this unit also discuss about the commercialization of sports and its impact on body and mind.

Unit-4 This section is designed to help students know about the sports culture in post-colonial India, the students could discover different national and international games that are played all over the world. Students could learn the games and rules of volleyball, kabaddi, basketball, taekwondo, hockey, etc. Students can learn about the relation between sports and education, economy, politics and diplomacy and effect of globalization on Indian sports. At the end of this course the students were able to recognize the talent and the achievements of the players. Students had the opportunity to find out about their personal data and their success story. The students got to know and appreciate their favourite national and international sports stars. The students could describe their sports stars using bio sketches. The students developed an interest in reading biographies. Students were able to display their knowledge and research on their favourite games and sports. The students were able to find several sports stars. Students were able to research, and compile collected information about sports stars. Students can improve their presentation skills. The students learned how important physical fitness is. The students had the

opportunity to gain experience at various national and international games. The students were able to prove their skills and interests in various games.

Semester-IV

Course-I

The Bengal Music

Unit-1 This unit includes a brief introduction and opening chapter Bengali Music in Antiquity, the Middle Ages and Modern Times. Charjapada is the unique symbol of ancient Bengali language and literature. In AD 10-12, Buddhists/religious leaders wrote down their religious teachings/doctrines in verse and used sign language to rescue them from heretics. It can be understood that these poems were sung by the fact that they have Raag-Ragini and Tal. Thus, Charjapada is the earliest Bengali song book in which we can find the outlines of the Bengali songs sung in the period from 10th to 12th centuries Srikrishnakirtan, Mangal Kabyas written in 13th century AD testify to ancient medieval Bengali songs/compositions. Besides, this unit throw lights on the patronage of music like Bengali nawabs and landlords, like Baro-Bhuiyans.

Unit-2 This unit discusses about the consolidation of Bengali elite society and different form of music in 18th, 19th and 20th centuries. The program content focuses on Bishnupur Gharana. Rabindranath himself was the pioneer of the era known as Rabindra Yug. His songs have been included in the curriculum which is proper for various stages of life. His contemporary lyricists were Atul Prashad Sen, Rajanikanta Sen, Dwijendralal Roy. Several types of songs created by these lyricists have been incorporated into the program which has greatly contributed to the development of Bengali music. The students should not only get to know the pioneer of Bengali music, Rabindranath Tagore, but also his contemporaries, who also made a major contribution to the development of Bengali music. But Rabindranath has spread his influence across the horizon of Bengali music almost like a mighty sun, but his contemporary lyricists are unaware of some peculiarities that students should be aware of. The similarities and differences between these songwriters and their legacy should be a learning experience for the music student. Atul Giti – Rajanikana Giti – Dwijendra Giti songs were included in this unit.

Unit-3 This program unit contains Bengali folk music. It holds folk songs from different regions and districts of Bengal. The program includes a discussion of various popular tools. Bengali and Tripura tribal music has also been included in this programme. The Bengali songs like Bhawaiya, Dhamail, Bhatiali, Boul,

Jhumur, Chatka, Tusu, Bhada, Gambhira, Kabigan, Jatra etc have been included in the unit. It is especially important that students familiarize themselves with the popular music chapters that are part of the 4th Semester SEC curriculum. Popular music carries our tradition and is part of our soul. Therefore, students must know it flawlessly. Students will be equipped with a thorough understanding of the diversity of our popular music. It is very fruitful for students to read and learn folk music, folk songs and folk instruments. By cultivating folk music, the pupils themselves can become folk artists. Since people in town and country love folk music, students can become folk musicians and increase their popularity by cultivating them. The practical contents of the program mentioned above will surely help them in this. In addition, there are many opportunities for research work in folk music also.

Unit-4 This unit covers on modern Bengali music and western influence in it. This unit also throw lights on influence of middle-class romanticism and left movement in Bengali music. This curriculum includes 1940s Ganasangeet songs, 1950s and 1960s Golden Age songs, 1970s Contemporary songs, 1980s Jeevanmukhi songs, Bands songs of 1990s. it has given people strength and energy to fight against all odds like floods, womanhood, exploitative landlords, zamindars etc. These songs gave them courage to protest against exploitation. The 1950s and 1960s were the decade of the golden age of basic songs and movie songs. It was at this age that talented songwriters and singers appeared. The songs they created during this time have become immortal. Jeevanmukhi songs are from the 80's that taught us to call things by their proper name without hesitation. In the 1990s the band's songs were formed and they started experimenting with different tracks. This trend of experimenting with music continues to this day. Students will learn about the relation between media and music and use of music in theatre and film, effects of globalization on music.

Course-II

Studies in Electronic Communication System

Unit-1 This unit dealt with different theories about communication system and communication in a globalized society and economy and several aspects of electronic communication.

Unit-2 This unit focuses on various technologies and instruments of electronic communication, role of state and administration, People and their culture.

Unit-3 This unit will learn students about various computer networks, data communication, components, data representation, and direction of data flow network, distinct types of connection, categories of network.

Unit-4 This unit will teach students about how Internet system works, its protocols and standards, reference model and their comparative study. This course will develop ability to plan, carry out, analyse, and interpret electronic experiments. Ability to handle electronic systems or processes according to predetermined standards while staying within moral and financial bounds. This curriculum builds capacity to recognise, formulate, address, and analyse issues in many electronic fields. This course make ability to contribute to a multidisciplinary team while keeping morality, honesty, and social responsibility possessing good oral and written communication abilities.

This syllabus recognises the value of and being able to take part in lifelong learning. This course builds the capacity to use contemporary software, technological, scientific, and engineering approaches, skills, and tools in the workplace. This syllabus will develop create, select, learn and apply techniques, resources, and modern engineering and computing tools, including prediction and modelling, for complex scientific and technological tasks with an understanding of the limitations. All units can create, select, learn and apply techniques, resources, and modern engineering and computing tools, including prediction and modelling, for complex scientific/technological tasks with an understanding of limitations. This syllabus can make knowledge and understanding of group dynamics, recognize opportunities and contribute positively to collaborative multidisciplinary research, demonstrate self-management and teamwork, achieve open-mindedness, objective and rational analysis of decision-making common goals and deep learning about yourself and others.