

**Chakdaha College**

**Department of History**

**Course Outcome (Hons)**

**Semester- I**

**CC-I(History of early India,from remote past to the end of the vedic polity)**

- students will acquire knowledge regarding the primitive life of the people of ancient India.
- They can gather knowledge about society, culture, religion and political history of ancient India.
- They will learn about trade and urbanisation of ancient civilization like Harappan civilization,Vedic civilization etc.
- After completing this course students are expected to have a fair knowledge about the prehistory,Proto history and the source of ancient Indian history.

**CC- II(Social Formation and the cultural pattern of the Ancient early Medieval World)**

- Students can understand about the evolution society.
- 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 and Roman Society.
- They all informed people since it is only through learning about past that we can make sense of the present.

**Semester-II**

**CC-III (Ancient India from the Mauryan to late Gupta period)**

- Student will learn about the mauryan society and modern Indian society.
- Student will be able to compare the literature and culture of the Gupta period with the literary culture of Modern India.
- Student will be gain knowledge about the Environment and history.
- They can understand the rise of India and evaluation of the political structure of Early Medieval North and South India.

### **CC-IV (History of Early Medieval India)**

- Student will learn about the early medieval Indian Historiography.
- They will be learn how the foundation and consolidation of the Delhi Sultanate had established and ruled under five dynastic.
- They also learn about the nature of the state.
- They can acquire knowledge towards the polity, Economy, religion, Art and Architecture.
- They will gather knowledge how the Sultan of Delhi had established in 1206.

### **Semester - III**

#### **CC - V (The Delhi Sultanate in Retrospect )**

- Students can clearly idea about the real decline of the Delhi Sultanate Empire and emergence of regional states, to be independence separate states.
- They will learn the regional states like Bijohnagar, Bahmani and Bengal. Clearly concept about the art, architecture and literature regime of regional states.
- They also acquire the knowledge about the changing condition of the urban and rural societies after consolidation of the rule of the Sultanate of Delhi.
- Students will learn decline the Delhi sultanate Empire and established the Mughal Empire and differences between two empires.
- They can learn about the activities of Delhi Sultanate i.e. land revenue system, currency system, monetary system, market regulations, growth of urban centres, trade and commerce etc.
- Students can get the idea of religious factors; rise of Sufi and Bhakti philosophy and their impact on Indian society.

#### **CC - VI : ( Rise of the Modern West )**

- Students will learn about concept the rise of the modern west in European history.
- They can get the idea European feudalism,14th century crisis of feudalism and Medieval Europe transition period from feudalism to capitalism.
- They also acquire the knowledge about the Renaissance, Secularism and Humanism.
- They will learn how to rise of Renaissance in Italy and spread of humanism in Europe and their impact on European art, architecture, science and literature.
- They can learn about the Reformation and Counter Reformation and impact in European society.
- They gathered knowledge towards the rise of European Nation States like Spain, France, England and Russia etc.

## **CC- VII ( Europe in Transition )**

- They can learn about the transition debate from feudalism to capitalism.
- They will learn how to shift of economic balance from the Mediterranean to the Atlantic Ocean, Geographical explorations and overseas Portugal and Spain.
- They will learn about the European 17th century crisis of economic, social and political dimensions as well as the English revolution.
- They gathered knowledge towards the Revolution in Europe like commercial, printing, price, scientific and industrial revolution etc.
- They will also learn about the rise of modern science and Industrial Revolution in England and other European countries.

## **Semester-IV**

### **Course - VIII (History of Mughal India)**

- The course will highlight upon the historiography of medieval India especially those of the Mughal times with due emphasis upon certain notable historians.
- The course delves into the relation between state and religion in the Mughal times by looking into various aspects of state structure and related socio economic foundations. Emphasis is also given upon the mansabdari and jagirdari system.
- It reflects upon the ideas and thought process related to trade and commerce during the Mughal times.
- It tries to give us information regarding the growth of urban centers, related aspects, monetary issues and systems.

### **Course – IX History of Late Medieval India**

- The course highlights the various aspects of society and culture of the late medieval times along with showcasing various cultural patterns and forms.

- It also reflects upon the history of the Marathas along with looking into the anti-forces of authorities of the Mughals in the form of the Sikh Challenge.
- The course looks into the various theories and factors which led to the decline of the Mughal rule, especially highlighting the jagirdari crisis and also trying to highlight the various theories and historical viewpoints of the 18th century debate.
- The course highlights the transitions and processes which led to the formation of various successor states in the form of Bengal, Awadh and Hyderabad after the Mughal era.

#### **CC- X (Rise of Modern Europe)**

- Students will learn about the French Revolution and its different ideologies
- After reading this chapter, an understanding of the historiography of the French Revolution will be developed
- From this chapter they will learn about Napoleon's reign

### **Semester-V Course - XI**

#### **History of Modern India from the beginning of colonial rule to the Great Revolt**

- Students will have understanding of historiography, concepts, terminologies, approaches found in Modern Indian History.
- They will cognize the process of the expansion and consolidation of British rule with colonial state, its ideology, rule of law, orientalism, utilitarianism. with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh.
- They will know about the land revenue settlements, agrarian structure and transformation debate, commercialization of agriculture, rural stratification thesis, peasants and landless labourers, detribalization and the environmental question, de-industrialization, rural credit and indebtedness in the rural economy and society of the concerned time.
- They will be knowing the nature of colonial exploitation and how these were accomplished by drain of wealth, famines in India, which resulted in resistance from the tribes, peasants and the Revolt of 1857 with an analytical approach to the Revolt and its aftermath including monetization and entitlement debate.

**Course – XII**  
**History of Modern India from Renaissance to Independence**

- Students will be aware of the cultural revolution of the nineteenth century with a critical analysis of the Young Bengal Movement, Bengal Renaissance, social and religious reforms, colonisation of education and the women's question.
- They will be knowledgeable about the re-industrialisation of India following the spread of railway network, colonial fiscal policy and the balance of Indian trade - rise and growth of the Indian capitalist and working class.
- They will procure knowledge about the Indian nationalism, messianic and developmental and different phases of the nationalist struggle, politics of association and politics of union, different political parties and their ideologies - role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah - workers' and peasants' movements and thereby knowing its interpretation.
- They will learn about the colonial policy of divide and rule, religious polarisation of the nationalist leaders, demand for Pakistan and partition of 1947, the refugee question, struggle for new developmental economy, democracy and security in the bi-polar world

**Semester-VI**  
**Course – XIII**  
**Modern Europe : From Nationalism to Socialism**

- Students will come to know about the age of Revolutions (1830-1850) the national revolutions, the liberal revolutions and the transformation of Russian society and remaking of eastern Europe.
- They will be familiar about the economic revolutions, consolidation of capitalism, formation of big national states in Germany and Italy, imperial advances before and after Bismarck, developments in and eastern Europe, the new balance of power in Europe and Europe divided.
- They will derive knowledge about politics of democracy, industrial society and its critics, new concept of welfare state, revolution in medical science, reason, social change and social reform, the new woman and arts transformed.
- They will understand the socialist challenge, from utopian to Marxian socialism, the German, French and Russian variety of socialist politics.

## **Course – XIV**

### **Trends in World Politics from the First to the Second World War**

- Students will be acquiring different theories of world politics, the Marxist and non-Marxist approaches.
- They will have idea about the roots of European imperialism and the World Wars as the total war, impact of war on European mind, Peace settlement of 1919, search for the collective security and the League of Nations.
- They will be familiar about aspects of the war economy in the inter-war period, the depression and new theories of mixed economy, the collapse of the Weimer state in Germany and the rise of the Nazis to power, fascism in Italy.
- They will be cognizing the World after 1945, theories of the Cold War and the division of Europe, the emergence of the American and Soviet spheres of influence - various military and economic alliances, regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the Middle-East and Afghanistan.

## **SEC**

### **Semester-III**

#### **Art and Architecture.**

- Students to understand the different facts of Heritage and their significance.
- They also understand about the legal and institutional framework for heritage protection in India as the challenges facing it.

### **Semester-IV**

#### **The Bengal Music**

- Ability to critically analyse theoretical aspect in Bengal music.
- Enhance understanding of the folk song.
- To learn about the aesthetics in music and philosophy of art.

## **GE**

### **Semester-I**

#### **Human Rights**

- • Human Rights is an issue of utmost importance, whose purpose of inclusion in the syllabus is to raise consciousness among the students regarding their basic human rights.
- • Studying such an interesting thing helps the students to establish their knowledge about their duties and rights, thus encouraging them to raise their voice on required occasions, against social problems as well as for their legal rights.

### **Semester-II**

#### **Making of Contemporary India**

- • This portion of the syllabus inculcates in the students, the knowledge of India after its independence.
- • It also enlarges the perimeter of the students' knowledge regarding the Indian culture, society and politics following its independence.

### **Semester-III**

#### **History of Modern India till Independence**

- Students will acquire knowledge about the expansion and consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh ; colonial administration, orientalism and utilitarianism, land revenue settlements and its results.
- Students will understand de-peasantization, de-industrialization - drain of wealth, famines in India, tribal and peasant resistance till the Revolt of 1857 and railways and industrial network as colonial exploitation policies.
- Students will be knowledgeable about the Young Bengal Movement, Bengal Renaissance, socio-religious reforms colonisation of education and women education.

- Students will learn about the swadeshi movement, different phases of the nationalist struggle role of Gandhi, Tagore, Subhas Bose, Nehru, Jinnah, workers' and peasants' movements, religious polarisation of national politics, partition and independence in 1947.

#### **Semester-IV**

#### **History of Europe from the Fifteenth to the Twentieth Century**

- The course is an expansive one starting with the ideas of Renaissance and Reformation and the factors leading to it.
- It focuses on issues like the seventeenth century crisis along with shifting the domains to the American War of Independence and a specific disciplined study of the Glorious Revolution. The Industrial Revolution and the factors leading to it are also highlighted and the changes brought by it in the society.
- The course looks into the various aspects of the French Revolutions, its causes, effects and implications. The role of the philosophers in the revolution is dealt with importance and also the era of Napoleon and post Napoleonic Age with an emphasis on the Vienna Congress. The Birth of socialist ideas are also loomed into this course.
- The emphasis is also laid upon the two world wars and the inter war events and changes in the ideological domain. The post second world era is also discussed in this paper along with highlighting the causes, events leading to and implications of the Cold War with special emphasis on the Korean crisis, Vietnam war and Cuban Missile crisis. The formation of international organizations to prevent war and aggression could also be learnt.

#### **DSE Paper**

#### **Semester-V**

#### **Course-1 (History of China from tradition to revolution)**

- Students learn about the traditional society and economy of China with this course. Besides this, the students learn how the British ruler established a colony in China after winning the Opium War.



- Students will be aware of the China's internal changes, the emergence of the Communist Party of China and its influence in the whole Asian Countries. They will learn how the Chinese Republic emerged from Colonial age also.

### **Couse-2(History of japan from Meiji restoration to the Second World war)**

- Through this course the students learn about the transformation from the feudal society to capitalist society in Japan.
- The students also learned about The Meiji-Restoration, Meiji-Constitution,, Sino-Japanese War and Japan's role in world politics from 1<sup>st</sup> world war to 2<sup>nd</sup> world war as a capitalist country in Asia.

### **Semester-VI**

### **Course-3(history of Bangladesh from Liberation to the present day)**

- Students learn how an independent Country emerges on the basis of language.
- We know the context of the rise of Bangladesh that conflict between non- Bengali elite group and the rising Bengali middle class of East Pakistan.
- The students learn about the heroic person Seikh Mujibar Rahaman, who is the founder of Bangladesh.
- The students also learn about Bangladesh's society, economy and political atmosphere after independence. The very interesting subjects in this course are the foreign policy of Bangladesh. The students will be familiar the SAARC, ASEAN.

### **Course-4(History of women in Modern india)**

- Students will learn about the basic concepts of women studies as well as defining.
- The students learn about the women's position in pre- colonial India.
- They also learned women's emancipation in 19<sup>th</sup> century, the debates on sati and purdah
- The students will get to know the position of women in post-colonial India. The definition of Human Rights, the Indian Constitution and Women's Rights, violence against women, role of non Government institutions.
- The role of women in Indian literature and performing art.

## **CHAKDAHA COLLEGE**

### **Learning Outcomes**

#### **Structure of B.A. (General Program) in History**

##### **Course-I**

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

- Students can gather knowledge about the society, culture , religion and political history of ancient india and early medieval India.
- They also learn how the human society had transformed from nomadic to civilized society in the ancient India.
- The students gather knowledge about the pala, Sen, Rajputs, Pallavas, chola, Chalukyas etc dynasty.

##### **Course – II**

##### **History of Medieval India**

- Students will cognize the Northern India under the Delhi Sultanate knowing consolidation of the Sultanate from 1206 to 1286 AD, the successor states of Vijayanagar, Bahmani and Bengal along with the contemporary society, economy, art, architecture and literature.
- Students will be aware of the status of Delhi on the eve of the Mughal ascent emphasizing Timur's invasion, the Sayyids, Lodis, Babur's central Asian connection, Humayun's misfortune, Sher Shah Sur and the Mughal State from Akbar to Aurangzeb.
- Students will have an understanding of the agrarian crisis, decline of the Mughal Empire, the Marathas under Shivaji and the Peshwas, the Sikh challenge, emergence of Bengal, Awadh, Mysore and Hyderabad, state, religion, administration, especially mansab and jagir, economy, society, art and culture of the Mughal India.

##### **Course – III**

##### **History of Modern India till Independence**

- Students will acquire knowledge about the expansion and consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh ; colonial administration, orientalism and utilitarianism, land revenue settlements and its results.

- Students will understand de-peasantization, de-industrialization - drain of wealth, famines in India, tribal and peasant resistance till the Revolt of 1857 and railways and industrial network as colonial exploitation policies.
- Students will be knowledgeable about the Young Bengal Movement, Bengal Renaissance, socio-religious reforms colonisation of education and women education.
- Students will learn about the swadeshi movement, different phases of the nationalist struggle role of Gandhi, Tagore, Subhas Bose, Nehru, Jinnah, workers' and peasants' movements, religious polarisation of national politics, partition and independence in 1947.

### **3rd Sem SEC**

#### **Art and Architecture.**

- Students to understand the different facts of Heritage and their significance.
- They also understand about the legal and institutional framework for heritage protection in India as the challenges facing it.

### **Course – IV**

#### **History of Europe from the Fifteenth to the Twentieth Century.**

- .The course is an expansive one starting with the ideas of Renaissance and Reformation and the factors leading to it.
- It focuses on issues like the seventeenth century crisis along with shifting the domains to the American War of Independence and a specific disciplined study of the Glorious Revolution. The Industrial Revolution and the factors leading to it are also highlighted and the changes brought by it in the society.
- The course looks into the various aspects of the French Revolutions, its causes, effects and implications. The role of the philosophers in the revolution is dealt with importance and also the era of Napoleon and post Napoleonic Age with an emphasis on the Vienna Congress. The Birth of socialist ideas are also loomed into this course.

- The emphasis is also laid upon the two world wars and the inter war events and changes in the ideological domain. The post second world era is also discussed in this paper along with

highlighting the causes, events leading to and implications of the Cold War with special emphasis on the Korean crisis, Vietnam war and Cuban Missile crisis. The formation of international organizations to prevent war and aggression could also be learnt.

#### **4<sup>th</sup> Semester SEC**

##### **The Bengal Music**

- Ability to critically analyse theoretical aspect in Bengal music.
- Enhance understanding of the folk song.
- To learn about the aesthetics in music and philosophy of art.

#### **5<sup>th</sup> Semester GE**

##### **Human Rights**

- Human Rights is an issue of utmost importance, whose purpose of inclusion in the syllabus is to raise consciousness among the students regarding their basic human rights.
- Studying such an interesting thing helps the students to establish their knowledge about their duties and rights, thus encouraging them to raise their voice on required occasions, against social problems as well as for their legal rights.

#### **5<sup>th</sup> Semester SEC**

##### **The Bengal Music**

- Ability to critically analyse theoretical aspect in Bengal music.  
Enhance understanding of the folk song.
- To learn about the aesthetics in music and philosophy of art.

#### **5<sup>th</sup> Sem DSE**

##### **History of China**

- Students learn about the traditional society and economy of China with this course. Besides this, the students learn how the British ruler established a colony in China after winning the Opium War.
- Students will be aware of the China's internal changes, the emergence of the Communist Party of China and its influence in the whole Asian Countries. They will learn how the Chinese Republic emerged from Colonial age also.

**6<sup>th</sup> Semester DSE**  
**History of Women in India**

- In this Course students should be able to explain different socio-religious free colonial India
- They will also know about the women's question in 19<sup>th</sup> century in India.
- They will demonstrate women in Indian literature and art.

**6<sup>th</sup> Semester SEC**

**History and Tourism in India**

- This study persuades the students to navigate through the lanes of their glorious past.
- This study is important for students to know about the local geography, culture, food habits and so on. Along with these, it also gives them an access to the immense knowledge of architecture of different times in different places.

**6<sup>th</sup> Semester**

**Course of G.E : ( Making of Contemporary India )**

- Students of history can clearly have an idea about the establishment of the constitution from the Government of India Act, 1935.
- They will learn through the Mountbatten plan to partition of India in 1947.
- They also acquire the knowledge about the aftermath of partition of India and the influx of refugees and their rehabilitation.
- Students will learn the features of the Indian Constitution, the integration of princely States, and the special role of Nehru as an Indian leader to a non-aligned movement, and setting the tone for new foreign policy issues of Pakistan, Bangladesh and China etc.
- Students can get an idea of the Indian Economy, especially knowledge about the planned economy.
- They gathered knowledge of the Indian Society - caste, religion, gender, education and cultural trends, literature, media, performing arts etc.