



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160


DEPARTMENT OF HISTORY

PROGRAMME OUTCOME (PO) FOR B.A HISTORY, HONOURS COURSE

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.

1	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
2	To know about the importance of historiography of ancient, medieval and modern periods and study the different school] of thought
3	To understand the transition from one period to another and in doing so knowing about the changes brought in socioeconomic, political and cultural aspects of periodization]
4	To enable the students to gather greater knowledge on the history of Bangladesh, our cultural heritage in the form of] Bengali music, to know our art and architecture and women issues as specific areas and opening up spaces to develop interest for future and further developments
5	To shape the foundation for higher studies in history. After completing BA programme, Graduates can choose the post graduate programme of their interest in History like Musicology, Ancient History, Medieval History, Archaeology, Modern History, International Relations, history of Southeast Asia. They can also opt for higher studies in 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
6	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.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

COURSE OUTCOME FOR B.A HISTORY, HONOURS COURSE

Semester-1

HISH-H-T-01, Course – I

History of Early India, from remote past to the end of the Vedic Polity

Unit-1: Historiography of early India – historical interpretations - imperialist vs nationalist school - leftist vs liberal school - secular vs religious school.

Course Outcome: To enable the students to know about different schools of thought in order to understand the different historical interpretations of the schools.

Unit-2: Evolution from paleolithic to neolithic cultures - chalcolithic societies from Baluchistan to Gujrat - growth and decline of pre-state non-iron urban culture - the Harappan Civilization ; problem of the Indus script - journey from proto-historic to historic India.

Course Outcome: To describe the different stages and journey of mankind from prehistoric times to that of the historic times and make them understand the difference between the two time periods.


Unit-3: Legacy of the Harappan Culture - the Aryan penetration and the Anglo-Oriental debate; beginning of Iron Age and settled agriculture - patterns of settlement and cultural changes - emergence of caste society, organized religion and state territoriality - the Vedic literature.

Course Outcome: To point the characteristics and importance of the age-old civilization, Aryan invasion and the changes brought forth in the society. Detailed and nuanced discussion on the historicity of the Harappan civilization including culture, economy and technology. Its relations with pre harappan and proto harappan cultures found in India

Unit-4: The non-Vedic political economy of the 16 Mahajanapadas - spread of protestant religions – Ajivikism, Jainism and Buddhism; commercial and urban growth of India - rise of Magadha as an imperial power.

Course Outcome: To highlight the rise of dynastic rule and a sharp decline of the brahmanical cult that resulted in rise of Buddhism, Jainism and Ajivikas.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-T-02, Course – II

Social Formation and Cultural pattern of the Ancient and early Medieval World

Unit-1: Pre-historic and proto-historic cultures beyond India – beginning of agriculture and animal husbandry – searches into the history of Africa, the Aztec Civilization and the Inca Society.

Course Outcome This unit discusses in some detail the evolution of humans and the beginnings of settled agriculture, with special reference to the Neolithic Revolution. To search into the history of the world civilizations- Africa, Aztec and Inca society

Unit-2: Bronze Civilizations of Egypt, Mesopotamia, China and eastern Mediterranean lands.

Course Outcome: Focuses on Mesopotamia as the epitome of Bronze Age culture, including its economy and social stratification. To provide a detailed comparative knowledge about the different ancient civilizations


Unit-3: The Polis and slave society of ancient Greece - rise of ancient Rome – decline of the Roman Empire – agrarian economy and trade – the Church and the question of religion.

Course Outcome: To provide knowledge about the concept of city-states and the development of Church as a religious institution

Unit-4: Societies in Central Islamic Lands - spread of Islam – the Ummah, Caliphite State, Shariah and Sufi culture.

Course Outcome: To provide knowledge about the spread of Islam as a religion and its socio-economic, political and cultural impact in different parts of Central Asia




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

Semester-2

HISH-H-T-03, Course-III

Ancient India from the Maurya to Late Gupta period

Unit-1: The Maurya rule in Magadha - Asoka's Dhamma and administration - the policy of cultural conquest.

Course Outcome: To provide a structured notion about the rise, expansion and decline of the Mauryan Empire and highlighting the important rulers of the dynasty and their contributions

Unit-2: The post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Chera, Chola and Pandya - new trends in economy and society – peasantization of tribes and changes in the caste system ; spread of megalithic culture - splits in Jainism and Buddhism - Vaishnavism, Saivism and Tantricism.

Course Outcome: To gather information about the foreign invasions that emerged after the decline of the Mauryan rule and their contribution that mingled with the Indian society


Unit-3: Age of the Guptas - consolidation of Second Magadhan empire - debates on golden age, brahminical revival and growth of feudalism - decline of the Gupta power and beginning of political decentralization of India - assessing Harshavardhana as the last great emperor.

Course Outcome: To gather detailed knowledge about the rise, expansion of the Gupta empire and the various contributions of the rulers in socio-economic, cultural, religious and political fields.

Unit-4: Early India in retrospect – society and culture and environment - literature and philosophy - art and architecture - science, technology and guild - trade and industry.

Course Outcome: To provide information regarding the contributions of the ancient period in fields of society, culture and environment in totality.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-T-04 Course-IV

History of Early Medieval India

Unit-1: Sources of History and historiography of the period - contemporary texts and travelogues - indigenous literature and archaeology.

Course Outcome: To provide knowledge regarding medieval historiography and its importance in understanding the basic line of history writing

Unit-2: From centralized to decentralized India - The Rajputs of North India - Palas and Senas in Bengal - Kingdoms of the South – The Pallavas, Rashtrakutas, Chalukyas and Cholas.

Course Outcome: To understand the rise of the southern power in a process when the state was shifting from a centralized to a decentralized state.


Unit-3: Condition in the pre-Sultanate period - Polity, Society, Economy, Religion and Culture - towards transition.

Course Outcome: To understand the socio-economic base of the pre-sultanate period and how it left an impact on the state in transition

Unit-4: Northern India under the Delhi Sultanate - the Turkish invasions from 997 to 1206 AD - consolidation of the Sultanate from 1206 to 1286 AD - the Khalji Revolution and the omnipotent state under the Khaljis - The Tughluq period of reforms and counter reforms - decline of the Delhi Sultanate.

Course Outcome: To provide information about the changing scenario in the ruling condition with the establishment of the Delhi Sultanate.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

Semester-3

HISH-H-T-05, Course – V

The Delhi Sultanate in Retrospect

Unit-1: The successor states of Bijohnagar, Bahmani and Bengal - society, economy, art, architecture and literature.

Course Outcome To understand the rise of successor states and its impact on socioeconomic, art, architecture and literature

Unit-2: Delhi on the eve of the Mughal ascent - Timur's invasion - the Sayyids and Lodis - Babur's adventure - Babur's central Asian connection - Humayun's misfortune - Sher Shah Suri and Afghan rule in India.

Course Outcome: To understand the development of the rise of the Mughal power under Babur, Humayun and Sher Shah Suri and the changes brought forth in administrative structure


Unit-3: Economy of Sultanate India - changes in land revenue administration - new agrarian relations - industry and urbanization - trade and currency.

Course Outcome: To understand the changes in the agrarian structure, land revenue system, industry and urbanization in the Sultanate period

Unit-4: Ideas of state and kingship - moves from theocracy to secular administration - development of bhakti and sufi philosophy - language, literature, art and architecture

Course Outcome: To provide knowledge about the theories of kingship and the development of the bhakti and sufi cult




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-T-06, Courses VI

Rise of the Modern West

Unit-1: Structural features of European feudalism - the Crusades and the 14th century crisis of feudalism - decline of feudalism in Western Europe but its survival in Eastern Europe.

Course Outcome: To develop deep understanding of the concept of European feudalism, its different stages, the rise of feudalism and its decline

Unit-2: Socio-economic roots of Renaissance - spread of new social ideas - secularism and humanism - art, architecture, science and literature - the printing revolution.

Course Outcome: To understand the meaning of Renaissance, its impact in art , architecture and society, emergence of new ideas and its social roots


Unit-3: Reformation – origin, course and results - progress of the movement from Luther to Calvin ; the counter Reformation.

Course Outcome: To provide knowledge about the cause of reformation, its connection with Renaissance and the contribution of Luther and Clavin in this path

Unit-4: Europe from Thirty Years' War to Seven Years' War – rise of early nation states, Spain, France, England and Russia.

Course Outcome: To gather information about the rise of Spain, France, England and Russia as nation states and their role




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-T-07, Course – VII

Europe in Transition

Unit-1: Geographical explorations and overseas empires of Portugal and Spain - shift of economic balance from the Mediterranean to the Atlantic Ocean - commercial and price revolution.

Course Outcome: To understand the role of Spain, Portugal in the path to geographical discoveries, the creation of the New World and the contributors of the discoverers

Unit-2: Seventeenth century crisis in Europe - mercantilism and economic transition - Glorious Revolution in England and great changes in political, economic and state structure; from scientific to Industrial Revolution - rise of industrial societies in Europe.

Course Outcome: To gather information about the seventeenth century crisis of Europe, the causes, rise of industries and industrial societies in Europe


Unit-3: American War of Independence – birth of new democratic politics.

Course Outcome: o understand the reasons behind the American war of Independence and its impact on the society and colonies

Unit-4: From the age of Enlightenment to the Age of Liberalism - from feudalism to capitalism the transition debate.

Course Outcome: To understand the transition from feudalism to capitalism and how age of enlightenment played a pivotal role for the future




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

Semester-4

HISH-H-T-08, Course – VIII

History of Mughal India

Unit-1: Survey of sources and different aspects of historiography of Mughal India – reading of the texts of AbulFazal, Badauni, Abdul Hamid Lahori and Bernier - Studies in the writings of Sir Jadunath Sarkar and historians from Delhi and Aligarh schools.

Course Outcome: To gather knowledge about history writing of the Mughal period and the contribution of court historians

Unit-2: Making of the Mughal State from Akbar to Aurangzeb - state and religion - management of land and agriculture - evolution of the administrative system - mansab and jagir - the Mughal ruling classes - nobility and zamindars - the peasants and village community.

Course Outcome: To understand the administrative policies, revenue system, jagirdari and mansabdari system of the Mughals


Unit-3: Trade, commerce, and monetary system - routes of trade and commodity pattern of internal transactions - overseas trade and commodity pattern - markets and monetary system.

Course Outcome: To understand the economic development of the Mughal period in forms of trade orientation, market, monetary system

Unit-4: Urban centres - morphology of cities - urban economy – crafts, technology and industry - Imperial karkhanas - urban social structure, merchant communities, bankers, artisans, craftsmen and labourers.

Course Outcome: To understand the rise of urban centers, the reason for their development




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-T-09, Course – IX

History of Late Medieval India

Unit-1: Society and culture – religion of the masses - language, music and literature - art and architecture.

Course Outcome: To understand how the society and culture changed in the period of transition and gave rise to language, music literature

Unit-2: Regional polity – the Marathas under Shivaji and the Peshwas - the Sikh challenges.

Course Outcome: To understand the rise of regional powers as a result of the decline of the Mughal powers. To understand the reasons behind the decline of the Mughal Empire


Unit-3: Decline of the Mughal Empire - agrarian crisis and the eighteenth century debate.

Course Outcome: To understand the reasons behind the decline of the Mughal Empire

Unit -4: Emergence of successor states – Bengal, Awadh, Mysore and Hyderabad

Course Outcome: To understand the rise of successor states -Bengal, Hyderabad, Mysore -due to the decline of the Mughals




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-T-10, Course - X

Rise of Modern Europe

Unit-1: Historiography – studies in the writings of Alfred Cobban, Lefebvre, Eric Hobsbawm, E.P.Thompson, David Thomson and A.J.P.Taylor.

Course Outcome: To gather information about different schools of thought in understanding modern historiography in Europe

Unit-2: The eighteenth century background to the French Revolution - society, economy, and polity; the philosophers and the ideological revolution.

Course Outcome: To understand the 18th century socio-economic conditions responsible for the French Revolution


Unit-3: People in the French Revolution – aristocracy, bourgeois, peasants and workers - the Constituent Assembly and its achievements - Girondins and Jacobins - the Reign of Terror and the Rise and fall of the Jacobin Republic - the Thermidorian reaction and the Directory ; the Napoleonic Era - interpreting the French Revolution.

Course Outcome: To interpret the different classes and stages of the French Revolution

Unit-4: The unity and disunity in Europe in 1815 - the Vienna Congress and rise of Metternich - struggle between forces of continuity and change.

Course Outcome: To understand the underlying current of continuity and change in Europe in 19th century




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

Semester-5

HISH-H-T-11, Course – XI

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

Unit-1: Understanding Modern Indian History- historiography, concepts, terminologies, approaches.

Course Outcome: To understand the relevance of different schools of thought in Indian historiography of the modern period

Unit-2: Expansion and Consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh ; colonial state and its ideology - rule of law, orientalism, utilitarianism.

Course Outcome: To gather knowledge about the ideologies like utilitarianism, liberalism, and the British expansion


Unit-3: Rural Economy and Society – 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.

Course Outcome: To provide thorough knowledge about the impact of British rule on Indian economy

Unit-4: Nature of colonial exploitation - drain of wealth - famines in India - monetization and entitlement debate - resistance from the tribes and peasants till the Revolt of 1857 - analysing the Revolt and its aftermath.

Course Outcome: To understand the theory of drain of wealth and other forms of exploitation.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-T-12, Course – XII

History of Modern India from Renaissance to Independence

Unit-1: The cultural revolution of the nineteenth century - critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms - colonization of education - the women's question.

Course Outcome: To provide detailed knowledge about the movement in Bengal and the reform movements

Unit-2: Re-industrialization 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.

Course Outcome: To understand the spread of railways, balance of trade, rise of the capitalist class and hence the process of re-industrialization by the British


Unit-3: Interpreting Indian nationalism – messianic and developmental - 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.

Course Outcome: To provide understanding of the different ideologies of Gandhi, Tagore, Nehru, Jinnah, Subhas on nationalism

Unit-4: Colonial policy of divide and rule - religious polarization 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.

Course Outcome: To understand the struggle of the Indian nationalists, the two-nation theory and the policy of divide and rule of the British




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

Semester-6

HISH-H-T-13, Course – XIII

Modern Europe: From Nationalism to Socialism

Unit-1: The age of Revolutions – the national revolutions (1830-1850) - the liberal revolutions and the transformation of Russian society - remaking of Eastern Europe.

Course Outcome: To understand the importance of Age of Revolutions and its consequential impact

Unit-2: The economic revolutions, consolidation of capitalism and formation of big national states in Germany and Italy - imperial advances before and after Bismarck – developments in eastern Europe - the new balance of power in Europe - Europe divided.

Course Outcome: To provide knowledge about consolidation of capitalism, formation of Germany and Italy as big national powers and its impact


Unit-3: Politics of democracy - industrial society and its critics - new concept of welfare state and revolution in medical science - reason, social change and social reform - the new woman - arts transformed.

Course Outcome: To provide understanding as to how industrial cities gave way to welfare state, new social phenomena thus indicating the democratic trend

Unit-4: The socialist challenge - from utopian to Marxian socialism - the German, French and Russian variety of socialist politics.

Course Outcome: To have a deep knowledge of the transition to Marxist socialism and different socialist politics




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-T-14, Course – XIV

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

Unit-1: Different theories of world politics - the Marxist and non-Marxist approaches.

Course Outcome: To have an understanding of the various Marxist and non-Marxist approaches in the European historical context

Unit-2: Roots of European imperialism and the World Wars as the total war - impact of war on European mind - Peace settlement of 1919 and search for the collective security - the League of Nations.

Course Outcome: To understand the reasons behind the First World War, the participating country, the politics behind and the impact


Unit-3: 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.

Course Outcome: To understand the condition between the two World Wars, economic depression, its impact, Nazism and fascism

Unit-4: 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.

Course Outcome: To understand the world after 1945, the political scenario, the Cold War, regional conflicts and the impact




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

Discipline Specific Elective Course

Semester-5

HISH-H-DSE- T-1, Course – I

History of China from Tradition to Revolution

Unit-1: Traditional China – Sino-centrism - society - social groups and classes - Confucian value system - closed Chinese economy - the canton trade.

Course Outcome: To understand the condition of China in the pre-modern society

Unit-2: Confronting the foreigners - Opium Wars - treaties with imperialist powers - foreigners' struggle for concessions in China - China as an 'informal colony' – increasing western pressure -the open door policy - transformation of China from a feudal society to a semi-colonial and semi feudal society.

Course Outcome: To gather information on China's policy to the foreigners and the resultant movements


Unit-3: The People's response – from Taiping to Boxer - self –strengthening movement and reforms 1860 -1898 and 1901-1908 - revolution of 1911 – from nationalism to comprador-ship, Sun Yat Sen to Yuan-Shi-Kai - Warlordism since 1916 - revolt of the Chinese working class, the May Fourth Movement.

Course Outcome: To provide understanding of the popular response in China in the modern period and the various popular movements, the rise of Sun-Yat Sen

Unit-4: Development of Chinese industrial economy and growth of the Chinese proletariat - spread of communism among the proletariat in between the world wars - Chiang Kai Shek, Kuomintang and the united front - break with the front and the mature phase of Chinese communist movement under Mao Tse Tung - the Long March and the Communist Revolution of China.

Course Outcome: To understand the role of Chiang kai shek and Mao-Tse Tung and rise of Communism.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-DSE- T-2, Course – II

History of Japan from Meiji Restoration to the Second World War

Unit-1: Tokugawa Baku-han system of Japan– its nature - crisis encounter with the west - Meiji restoration - processes of modernization – social, military, political and economic.

Course Outcome: To provide knowledge of modernization of Japan. Restoration of the Meiji power

Unit-2: Popular and democratic movements - Satsuma rebellion; popular rights movement and Meiji constitution.

Course Outcome: To have a deep understanding of the popular movement and the reaction of the Meiji constitution


Unit-3: Growth of militarism in Japan and her imperialist projects - Sino -Japanese relations; Anglo-Japanese alliance - Russo-Japanese war - World War I and after - the Manchurian crisis.

Course Outcome: To understand the reason behind rise in Japanese militarism and the impact

Unit-4: Rise of political parties in Japan and their failure to sustain democratic system - Japan and the two World Wars.

Course Outcome: To understand the rise of political parties in Japan and the reasons behind the failure to sustain the democratic system




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

Semester-6

HISH-H-DSE- T-3, Course – I

History of Bangladesh from Liberation to the present day

Unit-1: The genesis – issues of conflict between Pakistani non-Bengali elite group and the rising Bengali middle class of East Pakistan.

Course Outcome: To understand the rise of Bengali middle class and the issue of conflict between the non- Bengali elite and the Bengali in Bangladesh

Unit 2 : Political transformation in East Pakistan – emergence of linguistic nationalism since 1952 – resistance against Pakistani militarism – rise of Sheikh Mujibur Rahaman as the new mass leader – Awami League Movement, 1966 to 1970 – Bangladesh liberation movement of 1971 – birth of Bangladesh in 1972.

Course Outcome: To provide a better understanding of the political issues of Bangladesh and the


Unit 3: Bangladesh after independence – society, economy and politics.

Course Outcome: To understand the socio-economic and political situation of Bangladesh after Independence

Unit 4: Foreign policy of Bangladesh – relations with India – role of Bangladesh in the SAARC and ASEAN.

Course Outcome: To understand the foreign policies of Bangladesh and its role in ASEAN and SAARC




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-H-DSE-T-4, Course – III

History of Women in India

Unit-1: Women in the Indian tradition – different socio-religious movements in pre-colonial India and women's position re-defined.

Course Outcome: To provide a detailed structure on the necessity to study the women question and understand the importance in the period of transition

Unit-2: Feminism revisited in the Indian context – the women's question in 19th century India during colonial modernization – the debates on Sati and Purdah.

Course Outcome: To understand the position of women before Indian independence and raise the issues on sati, purdah system, and also introducing the concept of feminism


Unit-3: The nationalist resolution on the women's question – women in the freedom movement in India.

Course Outcome: To provide the notion of participation of women in the freedom struggle

Unit-4: Emerging new woman in post-colonial India – women's organizations and fight against their marginalization – women in Indian literature and performing art.

Course Outcome: To provide a thorough knowledge about the position of women in post-colonial period and look into the formation of organization, women participation in cultural forum.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

Skill Enhancement Course

SEMESTER-3

HISH-G-SEC-T-01, Course – I

Understanding Heritage, Art and architecture of India

Unit-1: Defining heritage – an overview of cultural and built heritage of India – notions of art and craft

Course Outcome: To provide deep understanding of India's cultural heritage in the forms of Art, Architecture

Unit-2 : Pre-colonial Indian Art and Architecture – early illustrated manuscripts and mural Painting traditions – merely medieval sculpture, style and iconography – numismatic art Miniature painting, Mughal, Rajasthani and Pahari – early Indian architecture, sputa, cave and Temple – the Mughals - Indo- Persian architecture, fort, palace and mosque.

Course Outcome: To understand the art and architecture in the ancient and medieval period in the Indian context


Unit-3: The colonial period – western influences on Indian Art and architecture – changes in The post-colonial period.

Course Outcome: To understand the art and architecture developed during the British period, the rise of Company paintings and their contributions and impact

Unit-4 : The Bengal School of art and architecture – Birbhum, Bankura and Bishnupur Gharana Art Movements – Santiniketan style – Progressive Artists' Group – major artists and their Works – popular art forms – folk art tradition

Course Outcome: To provide information about the establishment of Bengal style of art under Nandalal Bose




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

SEMESTER-4

Course – I, HISH-G-SEC-T-02

The Bengal Music

Unit-1 : History of Music in Bengal – influence of Vaishnava poetry of the 13th14th century Mixture of Hindu and Islamic trends – patronage of Nawabs and big landlords particularly the Baro Bhuiyans.

Course Outcome: To provide deep understanding of the history of music from ancient to modern times

Unit-2 : Consolidation of the elite society in Bengal and growth of different forms of music in The 18th, 19th and early 20th centuries. Bishnupur Gharana – Rabindrasangeet, Nazrulgeeti, Dwijendrageeti, Atulprasadi Rajanikanter Gaan – swadeshi and nationalist songs.

Course Outcome: To understand the different forms of music and trace their history and origin and their contributions


Unit-3 : Aspects of folk culture and folk music of Bengal – Baul, Bhatiali, Bhawaiya, Dhamali, Gambhira, Jhumur, Kavigaan and Jatra.

Course Outcome: To understand the development of folk music and its relevance in history

Unit-4 : Modern Bengali Music – post-colonial western influences – middle class romanticism And transformation of Bengali music – leftist movements and new forms of music – media and Music – Bengali music in theatre and film – globalization and changes in musical forms – rock And band music.

Course Outcome: To understand the gradual transformation of music from classical base to popular culture




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160

Government of West Bengal
Office of the Principal



e-mail : tehattagovtcollege@gmail.com
Web : tehattagovtcollege.ac.in
Ph. : 03471-250100


GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

B.A HISTORY PROGRAMME COURSE/ GENERAL COURSE

PROGRAMME OUTCOME: To help students to build successful career in history. 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.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

COURSE OUTCOME FOR B.A HISTORY PROGRAMME COURSE/ GENERAL COURSE

Course – 1, HISH-G-CC-T-01

History of India from the Earliest times to the Early Medieval Period

Unit-1: Sources and interpretation – broad survey of paleolithic, mesolithic and neolithic Cultures – the Harappan Civilisation – journey from the Vedic state to the 16 Mahajanapadas – From the age of the Vedas to the age of Jainism and Buddhism.


Unit-2 : The Maurya rule in Magadha – Asoka’s Dhamma and administration – The post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Splits in Jainism and Buddhism –Vaishnavism, Saivism

Unit-3: Age of the Guptas ; consolidation of Magadhan empire ; debates on golden age, Brahminical revival and growth of feudalism ; decline of the Gupta power and beginning of Political decentralization of India ; assessing Harshavardhana as the last great emperor.

Unit-4: From centralized to decentralized India – The Rajputs of North India – Palas and Senas in Bengal– Kingdoms of the South – The Pallavas, Rashtrakutas, Chalukyas and Cholas –Changes in Polity, Society, Economy, Religion and Culture – towards transition.

Course Outcome: 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 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 Ashoka, the great Maurya Emperor from this paper. 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. They can acquire knowledge towards the society, economy and culture in early medieval India. 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.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

Course – 11, HISH-G-CC-T-02

History of Medieval India

Unit-1: Northern India under the Delhi Sultanate – consolidation of the Sultanate from 1206 to 1286 AD ; The Khalji Revolution and the omnipotent state under the Khaljis ; The Tughluq Period of reforms and counter reforms ; decline of the Delhi Sultanate – the successor states of Bijohnagar, Bahmani and Bengal – society, economy, art, architecture and literature.


Unit-2: Delhi on the eve of the Mughal ascent – Timur’s invasion – the Sayyids and Lodis – Babu’s adventure – Babur’s central Asian connection – Humayun’s misfortune – Sher Shah Sur And Afghan rule in India – Making of the Mughal State from Akbar to Aurangzeb.

Unit –3: Agrarian crisis and the decline of the Mughal Empire – regional polity – the Marathas Under Shivaji and the Peshwas ; the Sikh challenge – emergence of successor states – Bengal, Awadh, Mysore and Hyderabad.

Unit- 4 : Mughal India in retrospect – state and religion ; evolution of the administrative system. Mansab and jagir – management of land and agriculture – features of urban economy, trade and Industry – society and culture – religion of the masses – language, music and literature ; art and Architecture.

Course Outcome: They will learn how the foundation, expansion and consolidation of the Delhi Sultanate had established and ruled under five dynasties i.e. Ilbari Turkey’s, Khaljis, Tughlaqs, Syed and Lodhi for a long time. They also learn about the nature of the state, nobility and under the Ulemas during Sultan and Mughal rule in medieval India. After the down fall of the Delhi Sultanate how the Mughal dynasty had come to power in India and had ruled up to 1707. They can acquire knowledge on the polity, economy, Religion, Art, Architecture and Society during Mughal rule in India.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-G-CC-T-03, Course – III

History of Modern India till Independence

Unit-1: Expansion and Consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh, colonial state and development of its administration –Orientalism and utilitarianism – land revenue settlements and results thereof.


Unit-2: Exploitation and resistance – de-peasantization and de-industrialization – drain of wealth Famines in India – resistance from the tribes and peasants till the Revolt of 1857 – analysing the Revolt and its aftermath – colonial policy of further exploitation through railways and industrial Network.

Unit-3: The cultural revolution of the nineteenth century ; critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms ; colonization of education ; the women’s Question.

Unit-4: Interpreting Indian nationalism – swadeshi movement and different phases of the Nationalist struggle – role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah; workers’ and Peasants’ movements – religious polarisation of national politics – partition and independence (1947).

Course Outcome: Students can understand about the colonial nature of state during 200 years rule of the British power in this land. They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company’s rule in India. They will aware about tin which situation the Indian Nationalism had raised among the Indian people for freedom. Students will gather knowledge about nationalism, genesis of congress, moderates, extremists, Gandhi and his movements, Subhas Chandra Basu and his INA, Princely states, integration of the Indian States, making of constitution and foreign policy. Students will acquire knowledge about the freedom struggle and partition of India and aftermath.




Dr. Sibsankar Pal
Officer-in-charge
Govt. Gen. Degree College, Tehatta
Nadia-741160



GOVERNMENT GENERAL DEGREE COLLEGE, TEHATTA

Tehatta, Nadia, Pin-741160

HISH-G-CC-T-04, Course – 1V

History of Europe from the Fifteenth to the Twentieth Century.

Unit-1: Renaissance and Reformation – socio-economic roots – secularism and humanism – art, Architecture, science and literature – the printing revolution.


Unit-2: Seventeenth century crisis – Glorious Revolution in England and great changes in Political, economic and state structure – American War of Independence, birth of new democratic Politics – from scientific to Industrial Revolution – rise of industrial societies in Europe – the Transition deba

Unit-3: The French Revolution ; society, economy, and polity ; the philosophers and the Ideological revolution – the Napoleonic era – the Vienna Settlement and the Metternich system –Revolutions of 1830 and 1848 – birth of the united nation states of Germany and Italy – Karl Marx and the socialist challenge in Europe.

Unit-4: Roots of European imperialism, Nazism and Fascism – the World Wars as the total wars From the League of Nations to the UNO – the Cold War after 1945 – various military and Economic alliances ; regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the middle East and Afghanistan.

Course Outcome: They have studied about Renaissance and reformation of Italy and Europe. Students are informed about glorious revolution of England. They are informed about French revolution, July and February revolution, Germany and Italian unification, 1st World War, peace settlement and 2nd World War etc. They have studied about League of Nations and UNO.




Dr. Sibsankar Pal
Officer-in-charge
Gov. Gen. Degree College, Tehatta
Nadia-741160