



# MUGBERIA GANGADHAR MAHAVIDYALAYA

P.O.—BHUPATINAGAR, Dist.—PURBA MEDINIPUR, PIN.—721425, WEST BENGAL, INDIA

NAAC Re-Accredited B+Level Govt. aided College

CPE (Under UGC XII Plan) & NCTE Approved Institutions

DBT Star College Scheme Award Recipient

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## Mugberia Gangadhar Mahavidyalaya

### Session 2018-19

#### DEPARTMENT OF HISTORY

Programme outcomes, Programme specific outcomes and course outcomes with mapping (CBCS HONOURS & GENERAL)

► Programme outcomes

**PO1** – The students have the opportunity to know their past as well as contemporary history which enabled them to rational thinking.

**PO2**- They has the opportunity to become a historian through distinguishing primary and secondary sources and identify and evaluate evidence.

**PO3**-Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.

**PO4**- Students will demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space.

**PO5-** Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past.

**PO6-** Students will demonstrate ethical use of sources and provide accurate and properly formatted citations in formal papers.

**PO7** – Student will be able to enrich themselves with the history of other countries and critically develop the idea of history of exchange in the course of their study. They will also know the facts that how the women have taken the responsibilities in the social, economic and religious functionalities in order to be considered equal as their male counterparts.

### ▶ **Course outcomes**

**CO1: CC Paper-I:Greek & Roman Historians:** Students of history will acquire knowledge regarding Greek & Roman Historians since very early times and the historiography. They can gather knowledge about the early historians who wrote history according to their travel to many places. They will learn about Herodotus, Hecataeus of Miletus and many other early Greek & Roman historians.

**CO2:CC Paper-II:Early Historic India (proto history to 6<sup>th</sup> century B.C)** Students can acquire knowledge about the evolution of history since early times. They will learn different phases of history in India. How the civilization emerged, what are the reasons behind the collapse of the great Harappan Civilization? As a history student they 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. Not only that, they will learn about the Aryan concept & their expansion to the vast north India. They will learn about the cult & metaphysics and the economy in the period of Buddha.

**CO 3: CC-3: Mauryan and Gupta Empire:** This paper will highlight the Mauryan & Gupta Empire in details. They will be able to know the polity, socio-economic aspects of the Maurya empire, and the Post Mauryan Empire – Sungas & Kanvas, the Indo Greeks, Kushanas

&Satavahanas. From this paper they will learn about Imperial Guptas and the Classical Age, Gupta Polity, Economy, Socio-Cultural Aspects, and how the downfall of the imperial Guptas.

#### **CO 4 - CC-4: Political History of Early Medieval India (600 AD to 1200 AD)**

They can achieve knowledge how to develop Indian feudalism and evolution of the political structures of early-medieval north and south India. They will be able to know the term early medieval. The history of Sasanka and the relation between the other early medieval states are being taught to the students. The students can learn about the Pala dynasty, the Chola and other similar dynasties. They can learn how the conquering of Islam had initiated in India and had transformed of Indian culture, society, religion and agrarian structures under the Islam power of medieval India. They will achieve knowledge about the religious and cultural changing scenarios after the advent of the Islam in India. They will gather knowledge how the Sultanate of Delhi had established in 1206.

**CO 5- CC-5: Delhi Sultanate:** Students of history will learn about the foundation, expansion and consolidation of the Sultanate of Delhi and also to the downfall of the Delhi Sultanate. They will learn towards the emergence of provincial dynasties & Consolidation of regional identities like, Bahamanis, Vijayanagar and Bengal. They also acquire the knowledge about the Changing scenarios of the urban and rural societies after consolidation of the rule of the Sultanate of Delhi. They can learn about the activities of Delhi Sultanate i.e., revenue systems monetization, market regulations, growth of urban centers, trade and commerce, Indian Ocean trade etc. They will also learn about Religion, Society and Culture during sultanate, particularly the Sufism – silsilas, doctrines and practice and its Socio-cultural impact. They will be able to realise the history Bhakti movements in south and north India including Kabir, Nanak and Sant tradition to a great extent.

**CO 6- CC-6: The Feudal Society:** From this paper, the students will be able to learn the history during Muhammad and Charlemagne. They will be able to know the history of the rise of Islam and the Holy Roman Empire, coronation of Charlemagne, the administrative Frankish institutions and the Carolingian Renaissance. They will also learn how the Carolingian empire was divided through the treaty of Verdun. They will be able to learn about recurrent invasions of Norsemen, Magyars, Arabs and Saracens. The concept of Marc Block's Feudal Society and the concept of Feudalism, origin and features; manorialism, chivalry and romanticism, emergence of towns, trade and

commerce will also attract the students. They will also learn about the Emergence of National Kingship in Germany and Hohenstaufens. The students will be able to understand the Religion and Culture of that age through the history of Cluniac Reforms, Investiture Contest, and Monasticism.

### **CO 7 - CC-7: Akbar and the Making of Mughal India**

From this paper students will be able to understand the sources and Historiography during Akbar, along with Persian chronicles and tradition of history writing. They will know the history of establishment of Mughal Rule in India and how the Imperial authority was consolidated under Akbar. Students will be able to know various campaigns and Conquests of Akbar, what was the tactics and technology etc. They will be able to know the evolution of administrative institutions like zabt, mansab, jagir, madad-i-maash etc. They will learn about the expansion and integration of Rajputs and other indigenous groups in Mughal nobility. They will also learn the Rural Society and Economy as well as Religion and Culture.

### **CO 8- CC-8: Renaissance and Reformation**

The students will be understanding the political system in early modern Europe, collapse of feudalism and the changing economic life in the 15<sup>th</sup> and 16<sup>th</sup> century Europe. They will learn about commerce and navigation system, monarchies, Printing Revolution, city states and features of the early modern state. They will also learn Italian city states, the merchants, the church and the social context of the renaissance, the origins of humanism, rediscovery of the classes, the impact of humanism on art, education and political thought, Machiavelli and the idea of a modern state. The students will understand the background to the reformation led by Martin Luther. They will also acquire knowledge about reformation in France, Switzerland and England.

### **CO 9 - CC-9: The French Revolution & Napoleon Bonaparte**

They will learn about the French Revolution and its impact of European countries. Unity and power makes people to strength which has showed in the French revolution in 1789. They will also be able to learn about Napoleon, What were his internal and external policies, The Spanish war, the Russian War and the economic war against the mighty England.

### **CO 10 -CC-10: 19th Century Revolutions in Europe**

The students will acquire knowledge about The Greek War of Independence, the Revolutions of 1830, and the Revolutions of 1848 and will be understand how these revolutions are context as the possible turning point in the history of Europe. The students of history will learn about European Nationalism that emerged in the 19<sup>th</sup> century along with formation of the Second Empire in France in

post 1848 revolutions. History students can be able to visualize how the people of Italy and Germany united themselves against the Vienna mandate. They will be able to know the rise of revolutions and the Eastern Question through the lens of Crimean War, the Treaty of Paris, and the Balkan nationalism. With this paper, they can examine the Society and Economy in Nineteenth Century Europe: along with industrial transformation in Britain.

### **CO 11 - CC-11: Select Themes in the Colonial Impact on Indian Economy and Society**

Students of history will learn Colonial State institutions and ideologies which were imposed upon the Indians to control the Economic interests. They will realize the Company's Commerce, Mercantilism to Free trade and the drastic result in the form of De-industrialization and Drain of Wealth. The students will be understood about colonial Land Settlements and change in agricultural pattern and as a result emergence of Commercialization of Agriculture. They will also learn Modern Industrialization and its long Constraints, Census and Caste, Colonial ethnology, Sanskritisation, Westernization and Social reforms movement of Brahma Samaj & Parthana Samaj. The history students will be able to acquire knowledge regarding Aryadharma and Ramkrishna Vivekananda Movement along with Islamic reform in India.

### **CO 12 - CC-12: Peasant and Tribal Uprisings in Colonial India in the 19<sup>th</sup> Century**

In this paper, students of history will acquire knowledge about different movement occurred in India in the early 19<sup>th</sup> century. They will also learn about the peasants' movement in various parts of India especially in Bengal & Malabar Region. They will also understand how the tribal leaders and the landlord often combined to fight against the common enemy, the British. This paper is divided into two segments the early 19<sup>th</sup> century and the late 19<sup>th</sup> century. The students will be able to know the classifications of various movements done by many historians.

### **CO 13 - CC-13: International Relations after the Second World War**

Studying this paper will help the history students to know about post WWII world politics, particularly the wartime politics. The students will be able to understand Historiography of 2<sup>nd</sup> World war and the foreign policy of Hitler.

### **CO 14 - CC-14: Modern Nationalism in India**

The students will learn about the rise of Indian Nationalism and its Historiography.

**CO 15 - GE Paper – I, Theories of the Modern State:** The outcome of this paper is immensely helpful for the students of GE. They will learn about the State and the associated theories. How the concept of state was emerged? What are the concepts of “State of Nature” according to the great philosophers John Locke & Hobbes? What is the Marxian theory of state? At the same time they will learn about the Absolutist State through Bodin, Hobbes and Hegelian concept and will be able to conceptualize the state, class and civil society in early times. They will be able to understand the ideological basis of the Welfare State and its comparison with Communism by reading John Rawls and the theory of justice.

**CO 16 -GE- 2: Science and Empire:** The outcome of this paper is very productive. The students will be able to learn the history of the scientific evolution in British India. It would also be beneficial for the students of history to look into the dichotomy of various nationalist responses against the imperialist attitude towards scientific explorations.

**CO 17 -GE- 3: Some Perspectives on Women’s Rights in India:** The overall content of the syllabus is very interesting for the students of History. This paper highlights the constitutional rights/Human Rights and the women empowerment. Various laws, Policies and their implications in the women movement were discussed in the syllabus. This syllabus is highly productive for the students of history.

**CO 18 -GE-4: History of Indian Journalism:** The rise of the print media in India is considered as the starting point of radical nationalist responses. This paper would highlight the emergence of Print media as well as Journalism in British India which were much interesting for the students of history.

**CO 19 - DSE-1: Modern Transformation of China (1839-1949):** By reading this paper, students will be able to know the transformation of China in between 1839-1949. They could understand the rise and fall of the empire and the social change.

**CO 20 -DSE-2: Modern Transformation of Japan:** By following this paper, students will understand how Japan was transformed from its earlier stage to the Modern era.

**CO 21 - DSE-3: The Russian Revolution:** Russian Revolution was considered one of the biggest events in world history. By reading this paper, students of history will understand the reason behind the revolution and the role of different political parties and their activities. They

will also understand how the movement gradually brought social and economic change in the world structure.

**CO 22 - DSE-4: Pre-colonial South East Asia :** The students of history will understand the history of the neighboring South East Asian countries and their relationship with India.

**CO 23 - SEC- 1: Art Appreciation an introduction to Indian art:** By reading this paper, students of history will understand the art history of India. They will learn temple architectures, different art and artifacts, paintings and their history. They will also develop the knowledge of different ideas about the ancient Indian traditions.

**CO 24 - SEC- 2: The Making of Indian Foreign Policy:** This syllabus is consisting of different chapters related to the political history of Indian Foreign policies with the neighboring countries. Students will be able to know the making of Indian foreign policy and its evolution.

### **COURSE OUTCOME FOR HISTORY (GENERAL)**

**CO 25 - DSE 1A – Ancient India:** By reading this paper, students will be able to trace the ancient Indian history and culture.

**CO 26 - DSE 1B – Medieval India:** By reading this paper, the history students will develop the knowledge of history of Mughal India and the Sultanate period. It would also help the students to understand the continuity of history.

**CO 27 - DSE 1C - Selected themes in the Colonial impact on Indian Economy and Society:**By reading this paper, the students of history will be able to know how the colonial structure impacted the traditional Indian economy and how it changes. They will also get to know the responses of the society.

**CO 28 - DSE 1 D - Modern nationalism in India:**Nationalism in India, according to many historians was developed during the colonial time. In this syllabus the students will be able to know the debate on how and when the so called nationalism emerges in India. They will learn the historiography of the emergence of modern nationalism.

**CO 29 - SEC- 1: The Making of Indian Foreign Policy:** This syllabus is consisting of different chapters related to the political history of Indian Foreign policies with the neighboring countries. Students will be able to know the making of Indian foreign policy and its evolution.

**CO 30 - SEC- 2: Understanding Heritage:**The syllabus is based on the analysis of the various historical heritage sights of India. The students will be able to know the UNESCO World Heritage sights and their locations, this paper will also helpful to the students because they will come to know various tangible and intangible heritage of India.

**CO 31 - DSE-1A: Renaissance and Reformation:** The students of history will be able to know the history of early medieval Europe and how the Renaissance and Reformation helped the society to develop a notion of nation building.

**CO 32 - DSE-1B: Modern Europe:**By reading this paper, the students will be able to know the history of Europe since the French Revolution. They will also know the society, kingship and the economy of that period.

**CO 33 - SEC- 4: Art Appreciation An introduction to Indian art:**By reading this paper, students of history will understand the art history of India. They will learn temple architectures, different art and artifacts, paintings and their history. They will also develop the knowledge of different ideas about the ancient Indian traditions.

**PROGRAMME SPECIFIC OUTCOME FOR HISTORY  
STUDENTS (PSO)**

After completion of this course, it helps to grow ethical values among history students. They gathered knowledge about the socio-cultural heritage of India and world as well. This course helps to grow intellectual values among history students and to develop liberal values among them. As a branch of social science, this course helps to develop social values among history students. Above all, it helps to grow national and international understanding among history students. Careers of history students can engage as educators in elementary schools, secondary schools and postsecondary, historic Sites and Museums etc. as a researcher they will associated in several fields like, Museums and Historical Organizations, Cultural Resources Management and Historic Preservation etc. this course provides to the students as communicator like, Writers and Editors, Journalists, Documentary Editors and Producers of Multimedia Material. History Student can employ as Information Manager in different fields i.e. Archivists, Records Managers, Librarians and Information Managers. They will engage as Lawyer like, Lawyers and Paralegals, Litigation Support, Legislative Staff Work and Foundations. They might be



involved in Business Associates as Historians in Corporations or Contract Historians, Historians and Nonprofit Associations. They may directly engage in different ranks of the Archaeological Survey of India according to their performances like as Heritage Manager, Historic buildings inspector or conservation Officer, Museum education Officer Etc.

## PO and CO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	average
CO1	3	1	2	1	2	2	1	1.71
CO2	3	3	3	3	2	2	1	2.43
CO3	3	3	3	3	2	3	1	2.57
CO4	3	3	3	3	2	3	1	2.57
CO5	3	3	3	3	2	3	1	2.57
CO6	3	3	3	3	2	3	1	2.57
CO7	3	3	3	3	2	3	1	2.57
CO8	3	3	3	3	2	3	1	2.57
CO9	3	3	3	3	2	3	1	2.57
CO10	3	3	3	3	2	3	1	2.57
CO11	3	3	3	3	2	3	1	2.57
CO12	3	3	3	3	2	3	1	2.57
CO13	3	3	3	3	2	3	1	2.57
CO14	3	3	3	3	2	3	1	2.57
CO15	3	3	3	3	2	3	1	2.57
CO16	3	3	3	3	2	3	1	2.57
CO17	3	3	3	3	2	3	1	2.57
CO18	3	3	3	3	2	3	1	2.57

CO19	3	3	3	3	2	3	1	2.57
CO20	2	2	1	1	2	1	1	1.43
CO21	2	2	1	1	1	1	1	1.29
CO22	2	2	1	1	1	1	1	1.29
CO23	2	2	1	1	1	1	1	1.29
CO24	2	2	1	1	1	1	1	1.29
CO25	2	2	1	1	1	1	1	1.29
CO26	2	2	1	1	1	1	1	1.29
CO27	2	2	3	3	1	1	1	1.86
CO28	2	2	3	3	2	2	1	2.14
CO29	2	2	3	3	2	2	1	2.14
CO30	2	2	1	1	2	2	2	1.71
CO31	2	2	1	1	2	2	2	1.71
CO32	2	2	1	1	1	1	2	1.43
CO33	3	3	3	3	1	1	2	2.29

### *Mapping Correlation*

3	2	1
High	Medium	Low

### **Attainment of Course Outcomes & Programme Outcomes**

In the Outcome Based Education (OBE), assessment is done through one or more than one processes, carried out by the department, that identify, collect, and prepare data to evaluate the achievement of course outcomes (CO's).

The process for finding the attainment of Course outcomes use various tools/methods. These methods are classified into two types: **Direct and Indirect methods.**

Direct methods display the student's knowledge and skills from their performance in the class/assignment test, internal assessment tests, assignments, semester examinations, seminars, projects, etc. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning.

Indirect methods such as course exit survey and examiner feedback to reflect on student's learning. They are used to assess opinions or thoughts about the graduate's knowledge or skills.

Following tables show the various methods used in assessment process that periodically documents and demonstrates the degree to which the Course Outcomes are attained. They include information on:

- a) Listing and description of the assessment processes used to gather the data, and
- b) The frequency with which these assessment processes are carried out.

<b>Sr. No.</b>	<b>Direct Assessment Method</b>	<b>Assessment frequency</b>	<b>Description</b>
1.	Internal Assessment Test	Twice in a Semester	The Internal Assessment marks in a theory paper shall be based on two tests generally conducted at the end of 6 <sup>th</sup> and 11 <sup>th</sup> weeks of each semester. It is a metric used to continuously assess the attainment of course outcomes w.r.t course objectives. Average marks of two tests shall be the Internal Assessment Marks for the relevant course.
2.	Social Experiments	Frequently done in each Semester	Experiment is a qualitative performance assessment tool designed to assess students' practical knowledge and problem-solving skills in society.
3.	End Semester Examination	Once in a Semester	End Semester examination (theory or projects) is the metric to assess whether all the course outcomes are attained or not framed by the course in charge. End Semester Examination is more focused on attainment of all course outcomes and uses an analytical question.
4 .	Home Assignments	Frequently taken in a Semester	Assignment is a metric used to assess student's analytical and problem-solving abilities. Every student is assigned with course related tasks & assessment will be done based on their performance. Grades are assigned depending on their innovation in solving/deriving the problems.
5.	Class / Assignment Test	Twice in a Semester	It is a metric used to continuously assess the student understands capabilities.

6.	Presentations	As per the requirement	Presentation is the metric used to assess student's communication and presentation skills along with depth of the subject knowledge. Seminars topics are given to the students that cover topics of current interest or provide in-depth coverage of selected topics from the core courses.
7.	Class Attendance	As per Vidyasagar University Guideline.	Total 5 Marks allotted for every Course / SEC/ DSE/AECC or others. The marks obtained of every course from Class Attendance by the students is following manner. <ol style="list-style-type: none"> <li>1. 05 Marks if he/ she attained greater than or equal to 95%.</li> <li>2. 04 Marks if he/ she attained greater than or equal to 90%.</li> <li>3. 03 Marks if he/ she attained greater than or equal to 85%.</li> <li>4. 02 Marks if he/ she attained greater than or equal to 80%.</li> <li>5. 01 Marks if he/ she attained greater than or equal to 75%.</li> </ol>

<b>Table 2: Indirect Assessment tool used for CO attainment</b>			
<b>Sr. No.</b>	<b>Indirect Assessment Method</b>	<b>Assessment frequency</b>	<b>Method Description</b>
1	Course Exit Survey / Students Feedback Survey	End of Semester	Collect variety of information about course outcomes from the students after learning entire course.

The weightages given for various assessment tools used for the attainment of Course Outcomes are shown in table 3.

**Table 3: List of Course Assessment tools**

<b>Assessment Tools</b>	<b>Tools</b>		<b>Frequency</b>	<b>Weightage</b>
	Assignment or Class Test		Frequently taken in a semester	
	Internal Assessment		Twice in a semester	
	Home Assignments		Frequently given.	
<b>10/75, 05/50</b>				

	<b>Direct</b>	<b>Internal Tools</b>	Mock Test or Surprise Test MCQ Seminar/Presentations	Frequently done.	
		<b>External Tools</b>	End Semester Examination	Once in a semester	<b>60/75(Theory paper), 40/50(Theory paper), 40/75(Practical Paper)</b>
		<b>Class Attendance</b>	Counted after completion the End Semester classes.	Once in a semester	Total 5 Marks allotted for every Course / SEC/ DSE/AECC or others. The marks obtained of every course from Class Attendance by the students is following manner. 05 Marks if he/ she attained greater than or equal to 95%. 2.04 Marks if he/ she attained greater than or equal to 90%. 3.03 Marks if he/ she attained greater than or equal to 85%. 4.02 Marks if he/ she attained greater than or equal to 80%. 5.01 Marks if he/ she attained greater than or equal to 75%.

**DIRECT METHOD**

Academic Session: 2018-2019

Semester VI

Programme Name: B. A. HONS (History)

**ATTAINMENT LEVELS FOR**

<b>Target Level</b>	<b>Level Description/ Marks student scoring</b>	
1	Below 40%	50 → indicates % and above in the questions in Internal and External tests
2	Below 40%-49%	
3	50% & about	

(The following list for the students from 2018-2019 batch, have taken admission into PG /B.Ed & other courses.)

Name of the student		Institute joined	Year of Passing	Admission receipt
1	Padmanava Misra	Bajkul Milani Mahavidyalaya	2019	 <p>BAJKUL MILANI MAHA VIDYALAYA PO MUGBERIA BAJKUL, PO BHUNWANPUR, PUNDA, MEDNIPUR WEST, BIHAR, PIN 721405. TEL: 0317-721900 Date: 27-04-2019</p> <p>Receipt for State Bank Collect Payment</p> <p>SBCCollect Reference Number: DLB7143018 Category: ADMISSION FEE FOR PG STUDENT NAME: PADMANAVA MISRA DATE OF BIRTH: 22/10/91 MOBILE NUMBER (eg 9876543210): 7076779449 ADMISSION CODE (FOR SBCCOLLECT): 01MLPQ190285 AMOUNT (AS AGAINST ADMISSION CODE): 6000 Transaction charge: 11.00 Total Amount (In Figures): 6,000.00 Total Amount (In Words): Rupees Six Thousand Only Remarks: OK Notification 1: Notification 2:</p>
2	Susmita maity	Gandhari College	2019	 <p>Gandhari College Bhupendra Nagar, Bhubaneswar, Odisha, India Phone No. 0674414245 www.gandharicollege.org</p> <p>Student Copy</p> <p>Student Name: SUSMITA MAITY Father's Name: KUNJAL MAITY DOB: 12/09/1998 Gender: Female Payment Date: 15/10/2019 Paid Amount: ₹ 2000 Payment Mode: Cash In Words: Rupees Twenty Thousands Only</p> <p>Roll No: 2019201-202101 Course: B.A/B.B.A Semester: 02-2022 Contact No: 9437678786</p> <p>Barcode: 2019201-202101</p> <p>Authorized signatory with seal</p> <p>Susmita Maity Parent/Student Signature</p>



*Swapan Kumar Misra*  
Dr. Swapan Kumar Misra

Principal

Mugberia Gangadhar mahavidyalaya

*Principal*  
Mugberia Gangadhar Mahavidyalaya