



Government Gajanan Madhav Muktibodh College Sahaspur Lohara Dist- Kabirdham (C.G.)

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M.A. HISTORY

PROGRAMME OUTCOME (PO)

- 1) After the completion of BA, history scholarship be able to distinguish between primary and secondary sources and identify and evaluate evidence
- 2) 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 centuries.
- 3) They will be able to produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past
- 4) The study of history will give them the ability to compare and contrast different processes, modes of thoughts and modes of expression from different historical time periods and in different geographical areas.
- 5) Students will offer multi-causal explanations of major historical developments based on a contextualized analysis of interrelated political, social, economic, cultural and intellectual processes
- 6) Students will be able to write an original research paper that locates and synthesizes relevant primary and secondary sources and has a clear, coherent and plausible argument, logical structure, proper references.
- 7) Students will present orally their research a summary of another's research in an organized, coherent and compelling fashion.

PROGRAM SPECIFIC OUTCOME (PSO) FOR COMBINATION HINDI LITERATURE-POLITICAL SCIENCE- HISTORY

- ❖ The students become aware about political and administrative activities
- ❖ A critical thinking is developed among students regarding politics from local to global level
- ❖ Students get basic idea about administrative tasks like Analytical ability, diplomacy and policymaking
- ❖ Students will be able to acquire basic historical research skills including effective use of archives, library and data bases.
- ❖ Understanding how different individuals, groups, organizations and nations have affected history. It also gives students wisdom and foresight for the future.
- ❖ Acquire the ability to apply historical methods to evaluate critically the past and how historians and others have interpreted it.
- ❖ Developing philosophy of life inspiring by the vision of eminent writers
- ❖ Understanding the relation between society and literature and analyze the role played by Hindi literature in past and present.
- ❖ Developing skills of writing official letters/memos etc. and to develop academic writing abilities among students.

SOCIOLOGY –PSYCHOLOGY-HISTORY

- The students will be able to acquire knowledge about social process and social customs prevailing in India and across world.
- Students will understand the reason for social discrimination, disparity prevailing in India culture and remedies for the above problems
- To study cause and remedies for increasing crimes and social evils especially with reference to Indian society
- Students will be able to acquire basic historical research skills including effective use of archives, library and databases.
- Understanding how different individuals, groups, organizations and nations have affected history. It also gives students wisdom and foresight for the future.
- Acquire the ability to apply historical methods to evaluate critically the past and how historians and other have interpreted it.
- Students will be able to understand basic concept of psychology and understand human development.
- Professionally use psychometric tools in an appropriate manner and to familiarize students with basic statistical methods
- To perform quantitative and qualitative data analysis of human behavior in control condition.

HINDI LITERATURE-HOME SCIENCE-ENGLISH LITERATURE

- ✓ Understand scientific principles and techniques of food service management.
- ✓ Apply analytical principles of food and nutrients in diet formulation.
- ✓ Acquire knowledge and skills in textile production, dying and printing
- ✓ Developing philosophy of life inspiring by the vision of eminent writers
- ✓ Understanding the relation between society and literature and analyze the role played by Hindi literature in past and present.
- ✓ Developing skills of writing official letters/memos etc. and to develop academic writing abilities among students.
- ✓ Students will be able to acquire basic historical research skills including effective use of archives, library and data bases.
- ✓ Understanding how different individuals, groups, organizations and nations have affected history. It also gives students wisdom and foresight for the future.
- ✓ Acquire the ability to apply historical methods to evaluate critically the past and how historians and other have interpreted it.

SOCIOLOGY – GEOGRAPHY-HISTORY

- The students will be able to acquire knowledge about social process and social customs prevailing in India and across world.
- Students will understand the reason for social discrimination, disparity prevailing in Indian culture and remedies for the above problems

- To study cause and remedies for increasing crimes and social evils especially with reference to Indian society
- Student will be able acquire comprehensive knowledge of Physical and Human Geography.
- In-depth knowledge of water bodies across globe
- Specialized knowledge about natural events like rainfall, temperature etc.
- Students will be able to acquire basic historical research skills including effective use of archives, library and databases.
- Understanding how different individuals, groups, organizations and nations have affected history. It also gives students wisdom and foresight for the future.
- Acquire the ability to apply historical methods to evaluate critically the past and how historians and other have interpreted it.

COURSE OUTCOME OF BA HISTORY

B.A FIRST YEAR

PAPER FIRST

History of India from beginning to 1206 A.D

- CO1. Describe Prehistory and Proto history
- Co2. Classify urbanization in the genetic Basin
- CO3. Classification of Buddhism and Jainism
- CO4. Acquire knowledge about Early Tamil
- CO5. Identify Early Indian Maps

PAPER SECOND

WORLD HISTORY (1453 TO 1890 A.D)

- Co1.Focus on how people and their institutions are shaped by events to a focus on how underlying forces and movements shape events and then to looking at how abstract, impersonal forces shape history
- Co2.Focus on what happened during a specific time period to a focus on putting that period into its broader, dynamic context and then to considering how we use the past to help make sense of the present
- Co3.Looking at how people's perspectives on an event in its historical context differs from looking at how people have since come to interpret events in the past and then to examining disputes over the nature and extent of the underlying forces.

B.A SECOND YEAR

PAPER FIRST

- CO1.Understanding of Delhi Sultanate
- CO2.Analyse Mughal rule administrations, art, and architecture
- Co3.Identify cultural synthesis


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CO4. Analyse Medieval South India

Co5. Maps- important centers in Delhi Sultanate, Mughal Empire under Akbar and Aurangzeb

HISTORY OF INDIA FROM 1206 TO 1761 A.D

PAPER SECOND

WORLD HISTORY (1890 TO 1964 A.D)

CO1. Classification development of Democracy

CO2. Acquire knowledge about 20th century world

CO3. Identify world maps- Oceanic Explorations, important stages of World War, and Important centers of International trade

B.A FINAL YEAR

PAPER FIRST

HISTORY OF INDIA (1761 TO 1950 A.D)

CO1. Evaluate consolidation of English Power in India

CO2. Analyse social religious consciousness in India

CO3. Comparison of Nationalist movements- Pre-Gandhian and Post- Gandhian Era

CO4. Identify Modern Indian Maps- sites of mutiny of 1857, Princely States in 1858, major sites of National congress sessions, major sites in Civil Disobedience Movement Ahmadabad, Dandi, Midnapur, Peshwa

PAPER SECOND

WORLD HISTORY (1871 TO 1945 A.D)

CO1. Describe rise of modern world

Co2. Classify growth of capitalism

CO3. Classification development of Democracy

CO4. Acquire knowledge about 20th century world

M.A FIRST SEM

PAPER FIRST

METHODOLOGY OF HISTORY

CO1. Write articles on historical topics ,Writing History and Techniques of historical writing

CO2. Developed their ability to assess critically historical analysis and argument, past and present

CO3. gained an understanding of the development of the academic study of history throughout the world since the later eighteenth century (since the Renaissance for the Venice stream)

CO4. gained an awareness of recent and contemporary debates in the theory and practice of historical writing

- CO5. gained insight into current methodologies, theories, and concepts, currently in use within the historical discipline
- CO6. gained insight into how historical arguments have been and are made
- CO7. become aware of historiographical traditions outside the West
- CO8. had the opportunity to think reflexively about the nature of the historical enterprise within society
- CO9. IDENTIFY HISTORY AS Scientific Discipline

SECOND PAPER

MODERN WORLD

- CO1. Describe rise of modern world
- Co2. Classify growth of capitalism
- CO3. Classification development of Democracy
- CO4. Acquire knowledge about 20th century world
- CO5. Identify world maps- Oceanic Explorations, Europe in 1815, important stages of World War, and Important centres of International trade

PAPER THIRD

ANCIENT AND MEDIEVAL CHHATTISGARH

- CO1. Classification early Political cultural activities of Chhattisgarh.
- CO3. Acquire knowledge about tribal Movement of Chhattisgarh.
- CO3. Acquire knowledge about Sharabhapurivansh, Faninagvansh, Kalchurivansh etc.
- CO4. Providing information how Chhattisgarh developed in the field of education and society.

PAPER FOURTH (Optional)

HISTORY OF GREAT BRITAIN (1815 to 1885 A.D)

- Co1. Promote Medieval History
- Co2. describe new trend in Medieval England
- Co3. Explain England under Stuarts
- CO4. describe Britain and World

M.A SECOND SEM

PAPERER FIRST

HISTORIOGRAPHY

- CO1. Produce written work that incorporates consideration of the relevant historiography along with the theory that informs it
- CO2. Construct original historical arguments based on primary source material research.
- CO3. Demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively
- CO4. Develop an ability to convey verbally their thesis research and relevant historiography and theory.

PAPER SECOND

- CO1. Describe rise of modern world

- Co2. Classify growth of capitalism
- CO3. Classification development of Democracy
- CO4. Acquire knowledge about 20th century world CONTEMPORARYWORLD

PAPER THIRD

MODERN CHHATTISGARH

- CO1. Contribution of Chhattisgarh in national movements.
- CO2. Provides information about the labour movement of Chhattisgarh.
- CO3. Impact of revolt of 1857 A.D.
- CO4. Movement against untouchability .

PAPER FOURTH (Optional)

WOMEN IN MODERN INDIA

- CO1. Different stages of women development in India.
- CO2. Providing information about different social evils of society.
- CO3. Education and women.
- CO4. Role of women in handicrafts.

M.A THIRD SEM

PAPERFIRST

INDIAN POLITY AND ECONOMY IN SULTANATE PERIOD (1200 TO 1526 A.D)

- CO1. The SULTAN - was the head of the state and enjoyed unlimited powers in every sphere of state activity.
- CO2. The Iqtadari was a unique type of land distribution and administrative system evolved during the sultanate of Iltutmish.
- CO3. Provides information about the local administration of Sultanate period.
- CO4. Students understands how Administration during the Delhi Sultanate was completely dependent on Muslim laws which were the laws of the Shariat or the laws of Islam.

PAPERSECOND

SOCIETY AND CULTURE INSULTANATE PERIOD (1200 TO 1526 A.D)

- CO1. Condition of nobles and Indian Muslims
- CO2. Social values and rituals.
- CO3. Students get informed the condition of women of this period.
- CO4. Provides information about the tremendous architecture.
- CO5. Literature in different languages.

PAPERTHIRD

HISTORY OF NATIONALMOVEMENT (1857 TO 1922A.D)

- CO1. Evaluate consolidation of English Power in India
- CO2. Analyse social religious consciousness in India
- CO3. Comparison of Nationalist movements- Pre-Gandhian and Post- Gandhian Era
- CO4. Identify Modern Indian Maps- sites of mutiny of 1857, Princely State sin 1858, major sites of National congress sessions, major sites in Civil Disobedience Movement- Ahmadabad, Dandi, Midnapur, Peshwar.

PAPER FOURTH

CULTURAL HISTORY OF INDIA (BEGINNING TO 1526 A.D)

- CO1. Tells how Indus valley civilization was basically an urban civilization.
- CO2. How 6th Century B.C. was a period of great tumult in India.
- CO3. Ancient India Culture began with one of the first human civilizations.
- CO4. The ancient Culture of India began more than 5,000 years ago with the Indus Valley Civilizations.

M.A FOURTH SEM

PAPER FIRST

INDIAN POLITY AND ECONOMY IN MUGHAL PERIOD 1526 TO 1750 A.D.

- CO1. Reveals Mughal Empire was a fairly efficient and centralized organization.
- CO2. Explains this empire itself, however, was a purely Indian historical experience.
- CO3. The estimate of the annual income of Emperor Akbar the Great's treasury, in 1600, is £17.5 million.
- CO4. Students understand the importance of Din-E-Illahi.
- CO5. Informs the importance of different policies of different kings during this period.

PAPER SECOND

SOCIETY AND CULTURE IN MUGHAL PERIOD 1526-1750 A.D.

- CO1. Informs Indian society under the Mughal rule used to live a moderate life and was not very extravagant as in the context of middle class.
- CO2. As Hindus were in heavy majority so the traditions like sati and jauhar were in vogue.
- CO3. Allows to know that Mughals brought with themselves the Persian culture and Persian culture which was not known to the Indians.
- CO4. The Mughals also kept slaves which were taken from the locals or bought from the slave traders.

PAPER THIRD

HISTORY OF INDIAN NATIONAL MOVEMENT 1922 TO 1947 A.D

- CO1. Understanding of Salient Features of Indian Constitution
- CO2. Analyse Indian Economy
- CO3. Identify Challenges within the Nation
- CO4. Analyse Democratic Culture in India
- CO5. identify contemporary Indian Maps

PAPER FOURTH

CULTURAL HISTORY OF INDIA 1526 TO 1950 A.D

- CO1. Provides information about Akbar's contribution to Indian culture.
- CO2. Students get information about Mughal society.
- CO3. Mughal paintings, South Indian cultural life can be seen by students.
- CO4. Provides information about South India art and architecture.
- CO5. Influence of Western culture on Indian culture can be known by students.