

Murshidabad Adarsha Mahavidyalaya

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Islampur
Murshidabad
Pin- 742304 (W.B.)

Memo No: MAM / /

Date: ___/___/___

PROGRAM AND COURSE OUTCOME
DEPARTMENT OF HISTORY
MURSHIDABAD ADARSHA MAHAVIDYALAYA
ISLAMPUR, MURSHIDABAD

Program Outcome of B. A. in History Honours and Program (CBCS)

- 1. Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- 2. Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- 3. Critical thinking:** Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, and beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following a scientific approach to knowledge development.
- 4. Creativity:** Think and express any idea in a novel way or out-of-the-box thinking.
- 5. Problem-solving:** Capacity to extrapolate from what one has learned and apply competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations.
- 6. Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.
- 7. Research-related skills:** A sense of inquiry and capability for asking relevant/ appropriate questions, problematising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

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8. Cooperation/Teamwork/ Leadership readiness: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

9. Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

10. Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

Program Specific Outcomes:

- To understand the basics of History.
- To develop an understanding to solve real-life social, political and inter-community problems in the context of historical experiences keeping in ethics, relevance, utility and humanism in mind.
- To understand basic principles, ethical contours, and utility of historical studies.
- To have a general idea regarding the basic social, economic, political, subaltern history of India and the world.
- To have a general idea regarding the evolution of the human race and their gradual progress towards modernity and accomplishments.
- To develop skills and methodologies to solve social, economic and political problems on the basis of acquired knowledge and experiences through the study of multifarious historical events, tragedies and other relevant information.
- Basic knowledge of India and World History.

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- To develop an inter-communal, inter-racial, and international understanding for the overall welfare of the entire humanity.

Course Outcome of B. A. in History Honours and Program (CBCS)

In accordance with the present concept of history, courses are designed to create a sense of the past, in a more comprehensive manner; history puts emphasis on the economy and culture of the distant and near past so that empires do not seem to have been created in a vacuum; so that the reader while having a more complete sense of the time under discussion can logically explain the facts presented. History, now therefore, does not appear as a conglomeration of discrete facts, the facts, rather, appear before the reader as a series of logically interconnected events with a definite context. Further, writing history today underscores the process of reconstructing the past with complete reference to the sources of information; moreover, the historian is now expected to explain the reasons for arriving at a conclusion. In other words, a mere description of events does not suffice any more. The course that we teach our undergraduate students not only satisfies these conditions but it also doesn't restrict itself to Indian history alone. To give the students a complete sense of the past histories both of neighbouring countries and those of more distant geographic areas are included in the syllabus. It is thus expected that a student who has completed his/ her undergraduate studies with history as a subject of study would:

1. Know the 'Meaning of History', a meaning that includes the people of the land as much as the rulers.
2. They would be able to know their glorious past and would be able to form a logical connection between the present and the past.
3. They would, therefore, be able to explain much of the present social practices and would precisely know the proper context for their present existence.
4. They would also learn how to trace back known historical facts—things they had learned in school—to the sources of information. This on the other hand, would teach and interest some of them to conduct

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research and write academic Papers in the future.

HONOURS COURSE				
SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	COURSE OUTCOMES
1ST SEMESTER	HISH/H/CC/T/01	History of Early India, from remote past to the end of the Vedic Polity	6	<p>CO1.Students get a glimpse of Indian prehistory and proto-history.</p> <p>CO2. Early Indian notions of history and different historical interpretations are introduced to students.</p> <p>CO3. It enables the students to have a vivid view of sources and tools of historical reconstruction in ancient Indian history.</p> <p>CO4. It provides the students with an understanding of the socio-economic, political and cultural history of the said period.</p> <p>CO 5: Students get knowledge and understanding of our ancient Harappan and Vedic civilizations.</p>
	HISH/H/CC/T/02	Social Formation and Cultural pattern of the Ancient and Early Medieval World	6	<p>CO1.Students get a glimpse of the ancient World.</p> <p>CO2. It enables the students to have a vivid view of the evolution of humankind and world history.</p> <p>CO3. It provides the students with an understanding of socio-economic, political and cultural history of the said period.</p> <p>CO4. It helps the students to understand</p>

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HONOURS COURSE				
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				the nuances of Paleolithic and Mesolithic cultures in world history. CO5. It helps to make a comparative study of different ancient bronze-age civilizations.
2ND SEMESTER	HISH/H/CC/T/03	Ancient India from the Maurya to Late Gupta period	6	CO1. Students get a glimpse of ancient Indian history. CO2. It enables the students to have a vivid view of ancient Indian history. CO3. It provides the students with an understanding socio-economic, political and cultural history of the said period. CO4: It helps the students to get knowledge of Mauryan and post-Mauryan India. CO5: Students derived the first idea of centralized administration, economy and society in ancient India
	HISH/H/CC/T/04	History of Early Medieval India	6	CO1. Students get a glimpse of early medieval Indian history. CO2. It enables the students to have a vivid view of historical sources of early medieval Indian history. CO3. It provides the students with an understanding socio-economic, political and cultural history of the said period CO4. It helps students to understand the

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				views on Indian feudalism. CO5. It enables students to have a vivid view of religious developments like Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism and Popular religious cults of early medieval Indian history.
3RD SEMESTER	HISH/H/CC/T/05	The Delhi Sultanate in Retrospect	6	CO1.Students get a glimpse of medieval Indian history. CO2. It enables the students to have a vivid view of medieval Indian and European history. CO3. It provides the students with an understanding socio-economic, political and cultural history of the said period. CO4. It helps students to get knowledge about the foundation, expansion and consolidation of the Sultanate of Delhi. CO5.It enables the students to understand the doctrines and practices of Sufi silsilas like Chishtis and Suhrawardis.
	HISH/H/CC/T/06	Rise of the Modern West	6	CO1.Students get a glimpse of early modern European history. CO2. It enables the students to have a vivid view of medieval European history and theories related to the transition from feudalism to capitalism. CO3. It provides the students with an

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				understanding socio-economic, political and cultural history of the said period. CO4. It helps students gain knowledge about the Renaissance and the spread of humanism in Europe. CO5.. It enables the students to understand the origins, course and results of the European Reformation in the 16th century.
	HISH/H/CC/T/07	Europe in Transition	6	CO1.Students get a glimpse of the modern European history. CO2. It enables the students to have a vivid view of the 17th-century European crisis and the rise of the modern West in world history. CO3. It provides the students with an understanding of socio-economic, political and cultural history of the said period. CO4. It enables the students to gather knowledge about European politics in the 18th century like parliamentary monarchy and patterns of Absolutism in Europe. CO5. It helps the students in understanding the prelude to the Industrial Revolution.
	HISH/H/SEC/T/01/A	Understanding Heritage, Art and architecture of	2	CO1. Students get a glimpse of art and architecture of India.

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HONOURS COURSE				
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		India		<p>CO2. It enables the students to have a vivid view of the artistic tradition of India through evolution of art, architecture, painting.</p> <p>CO3. It provides the students with an understanding of Indian art and architectural styles and long heritage.</p> <p>CO4. It enables the students to get knowledge about temple architecture, sculptures, urban planning, numismatic art, and painting.</p> <p>CO5. It helps the students to understand the diverse nature of Indian art heritage, Mughal miniature painting, regional styles, traditions of art, etc.</p>
4TH SEMESTER	HISH/H/CC/T/08	History of Mughal India	6	<p>CO1. Students get a glimpse of medieval Indian history.</p> <p>CO2. It enables the students to have a vivid view of the sources and historiography of the Mughal state in Indian history.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the said period.</p> <p>CO4. It enables the students to understand the causes and consequences for the struggle for empire in North India, followed by the consolidation of Mughal Empire.</p>

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				CO5. It helps the students to get knowledge about Mughal Art, Architecture & Painting.
	HISH/H/CC/T/09	History of Late Medieval India	6	<p>CO1. Students get a glimpse of late medieval Indian history.</p> <p>CO2. It enables the students to have a vivid view of the decline of Mughal empire and rise of regional states in Indian history.</p> <p>CO3. It provides the students in understanding the socio-economic, political and cultural history of the said period.</p> <p>CO4. It enables the students to get knowledge about the process of transition from medieval to modern age.</p> <p>CO5. It helps the students to understand the concept of Eighteenth century debate, Mughal successor states, agrarian crisis, development of regional language, art, religion and cultures.</p>
	HISH/H/CC/T/010	Rise of Modern Europe	6	<p>CO1. Students gets a glimpse of the modern European history.</p> <p>CO2. It enables the students to have a vivid view of the 17th century European crisis and rise of the modern west in world history.</p> <p>CO3. It provides the students in</p>

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				understanding socio-economic, political and cultural history of the said period. CO4. It enables the students to gather knowledge about European politics in the 18th century like parliamentary monarchy and patterns of Absolutism in Europe. CO5. It helps the students understand the prelude to the Industrial Revolution.
	HISH/H/SEC/T/02/A	The Bengal Music	2	CO1. Students get a glimpse of musical traditions of Bengal. CO2. It enables the students to have a vivid view of the. CO3. It provides the students in understanding the evolution of Bengali music as distinct tradition. CO4. It enables the students to get knowledge about the Bengali folk music tradition, effects of Vaishnavism on music, role of Rabindranath Thakur and Nazrul Islam, baul tradition. CO5. It helps the students to understand the influence of religion and folk culture on music.
5TH SEMESTER	HISH/H/CC/T/011	History of Modern India from the beginning of	6	CO1.Students get a glimpse of modern Indian history. CO2. It enables the students to have a vivid view of the foundations of

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		colonial rule to the Great Revolt		<p>Company's rule in Indian history.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the said period.</p> <p>CO4. It enables the students to get knowledge about the process of legitimization of Company's rule in India.</p> <p>CO5. . It helps the students to understand the concept of Bengal Renaissance and socio-religious reforms initiated by Raja Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar and others.</p>
	HISH/H/CC/T/012	History of Modern India from Renaissance to Independence	6	<p>CO1.Students get a glimpse of pre-independence period in modern Indian history.</p> <p>CO2. It enables the students to have a vivid view of the historiography of Indian nationalism in modern Indian history.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the said period.</p> <p>CO4. It enables the students to get knowledge about the Gandhian era and his contributions in Indian freedom movement.</p> <p>CO5. It helps the students to assess the</p>

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				role of Subhas Chandra Bose and INA in the struggle of Indian freedom movement.
	HISH-H-DSE-T-1/2(A)	History of China from Tradition to Revolution	6	<p>CO1.Students got a glimpse of modern Chinese history.</p> <p>CO2. It enables the students to have a vivid view of pre-colonial China in modern Chinese history and.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the said period.</p> <p>CO4. It enables the students to get knowledge about the Anglo Chinese relations till the Opium War, along with the significance of the Taiping Rebellion, Boxer Uprising and the revolution of 1911.</p> <p>CO5. It helps the students to understand and assess the significance of May 4th Movement and assess the role of Mao Tse-tung in modern Chinese history</p>
	HISH-H-DSE-T-1/2(B)	History of Japan from Meiji Restoration to the Second World War	6	<p>CO1.Students got a glimpse of modern East Asian history.</p> <p>CO2. It enables the students to have a vivid view of rise of modern Japan from pre-Meiji era.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the said period.</p>

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				<p>CO4. It enables the students to get knowledge about the significance of Meiji rule, Japanese constitution and modernization.</p> <p>CO5. It helps the students to understand the concept of Meiji Restoration and assess the role of Japan up to the First World War and the role of the League of Nations in the First World War along with the role of Japan in World War II.</p>
6TH SEMESTER	HISH/H/CC/T/013	Modern Europe : From Nationalism to Socialism	6	<p>CO1. Students get a glimpse of modern European history.</p> <p>CO2. It enables the students to have a vivid view of the French Revolution and its European repercussions in modern history.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the said period.</p> <p>CO4. It enables the students to get knowledge about the rise and fall of Napoleon in European history.</p> <p>CO5. It helps the students to understand the causes and consequences of the First World War.</p>
	HISH/H/CC/T/014	Trends in World Politics from the First to the Second World	6	<p>CO1. Students get a glimpse of different trends in world politics. CO2. It enables the students to have a vivid view of the challenges to the new European order in</p>

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		War		modern European history. CO3. It provides the students in understanding socio-economic, political and cultural history of the said period. CO4. It enables the students to get knowledge about the causes and consequences of the 2nd World War. CO5. It helps the students to assess the impact of globalization and terrorism in world politics
	HISH-H-DSE-T-3/4(A)	History of Bangla desh from Liberation to the present day	6	CO1. Students get a glimpse of modern history of Bangladesh. CO2. It enables the students to have a vivid view of the rise of Bangladesh. CO3. It provides the students in understanding socio-economic, political and cultural history of the said period in Bangladesh. CO4. It enables the students to get knowledge about the liberation of Bangladesh from Pakistan and its struggle for language. CO5. It helps the students to understand the political transformation of Bangladesh, role of Sheikh Muujibor Rahaman and international relations.
	HISHH-DSE-T-3/4	History of	6	CO1. Students get a glimpse of women

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	(C)	Women in India		<p>in Indian history.</p> <p>CO2. It enables the students to have a vivid view of the transformation of Indian women in different stages of Indian History.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the women in India.</p> <p>CO4. It enables the students to get knowledge about the position and rights of women, oppression on women, role of prominent women figures and feminism.</p> <p>CO5. It helps the students to understand the necessity for empowering women from historical perspective.</p>
PROGRAM COURSE				
SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	COURSE OUTCOMES
1ST SEMESTER	HISH/G/CC/T /01	History of India from the Earliest Times to the Early Medieval Period	6	<p>CO1.Students get a glimpse of ancient and early medieval Indian history.</p> <p>CO2. Early Indian notions of history and different historical interpretations are introduced to students.</p> <p>CO3. It enables the students to have a</p>

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				<p>vivid view of sources and tools of historical reconstruction in ancient and early medieval Indian history.</p> <p>CO4. It provides the students with an understanding of socio-economic, political and cultural history of the said period.</p> <p>CO 5: Students get knowledge and understanding of our ancient Harappan and Vedic civilizations, Mauryas, Guptas, Rajputs, Palas and southern powers.</p>
2ND SEMESTER	HISH/G/CC/T /02	History of Medieval India	6	<p>CO1. Students get a glimpse of medieval Indian history.</p> <p>CO2. It enables the students to have a vivid view of the sources and historiography of the Mughal state in Indian history.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the said period.</p> <p>CO4. It enables the students to understand the causes and consequences of the struggle for empire in North India, followed by the consolidation of the Mughal Empire.</p> <p>CO5. It helps the students to get knowledge about Mughal Art,</p>

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				Architecture & Painting, Mughal rule, agrarian crisis, decline.
3RD SEMESTER	HISH/G/CC/T /03	History of Modern India till Independence	6	<p>CO1.Students get a glimpse of pre-independence period in modern Indian history.</p> <p>CO2. It enables the students to have a vivid view of the historiography of Indian nationalism in modern Indian history.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the said period.</p> <p>CO4. It enables the students to get knowledge about the Indian renaissance, expansion of British rule, Gandhian era and his contributions in Indian freedom movement.</p> <p>CO5. It helps the students to assess the impact of British rule in India, the struggle for independence and role of Subhas Chandra Bose and INA in the struggle of Indian freedom movement.</p>
	HISH/G/SEC/ T-1	Understanding Heritage, Art and Architecture of India;	2	<p>CO1. Students get a glimpse of art and architecture of India.</p> <p>CO2. It enables the students to have a vivid view of the artistic tradition of India through evolution of art,</p>

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Memo No: MAM / /

Date: ___/___/___

HONOURS COURSE				
SEMESTER	COURSE CODE	COURSE TITLE	CREDITS	COURSE OUTCOMES
				<p>architecture, painting.</p> <p>CO3. It provides the students with an understanding of Indian art and architectural styles and long heritage.</p> <p>CO4. It enables the students to get knowledge about temple architecture, sculptures, urban planning, numismatic art, and painting.</p> <p>CO5. It helps the students to understand the diverse nature of Indian art heritage, Mughal miniature painting, regional styles, traditions of art, etc.</p>
4TH SEMESTER	HISH/H/CC/ T/04	History of Europe from the Fifteenth to the Twentieth Century.	6	<p>CO1.Students gets a glimpse of the modern European history.</p> <p>CO2. It enables the students to have a vivid view of the European Renaissance, Reformation, French Revolution and 17th century European crisis and rise of the modern west in world history.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the said period.</p> <p>CO4. It enables the students to gather knowledge about Humanism, European politics in the 18th century like parliamentary monarchy and patterns of Absolutism in Europe.</p> <p>CO5. It helps the students in</p>

Indra Kumar Mishra

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				understanding the prelude to the Industrial Revolution through scientific discoveries and temperament..
	HISH/G/SEC/ T-2	The Bengal Music;	2	CO1. Students get a glimpse of musical traditions of Bengal. CO2. It enables the students to have a vivid view of the. CO3. It provides the students in understanding the evolution of Bengali music as distinct tradition. CO4. It enables the students to get knowledge about the Bengali folk music tradition, effects of Vaishnavism on music, role of Rabindranath Thakur and Nazrul Islam, baul tradition. CO5. It helps the students to understand the influence of religion and folk culture on music.
5TH SEMESTER	HISH/G/DSE/ T1	History of China from Tradition to Revolution	6	CO1.Students got a glimpse of modern Chinese history. CO2. It enables the students to have a vivid view of pre-colonial China in modern Chinese history and. CO3. It provides the students in understanding socio-economic, political and cultural history of the said period. CO4. It enables the students to get knowledge about the Anglo Chinese

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				relations till the Opium War, along with the significance of the Taiping Rebellion, Boxer Uprising and the revolution of 1911. CO5. It helps the students to understand and assess the significance of May 4th Movement and assess the role of Mao Tse-tung in modern Chinese history
	HISH/G/SEC/ T-3	Studies in Museum and Archaeology	2	CO1.Students get a glimpse of the museum and archaeology. CO2. It enables the students to have a vivid view of the discipline of archaeology and the role of museum in preserving heritage. CO3. It provides the students in understanding the methods of preservation, excavation and exploration for recovering and protecting our heritage. CO4. It enables the students to gather knowledge about Indian archaeology, and archaeological sites, dating methods, museums of India . CO5. It helps the students in understanding the role of the museum in society and the role of archaeology as a supporting discipline to history.

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6TH SEMESTER	HISH/G/SEC/ T-4	History and Tourism in India;	2	<p>CO1.Students get a glimpse of the cultural heritage of India.</p> <p>CO2. It enables the students to have a vivid view of the cultural heritage and tourism in India.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of India and the need for cultural tourism.</p> <p>CO4. It enables the students to gather knowledge about different places of attraction.</p> <p>CO5. It helps the students in understanding the necessity of museums and archaeology to promote cultural tourism.</p>
	HISH/G/DSE/ T-2	History of Women in India	6	<p>CO1. Students get a glimpse of women in Indian history.</p> <p>CO2. It enables the students to have a vivid view of the transformation of Indian women in different stages of Indian History.</p> <p>CO3. It provides the students in understanding socio-economic, political and cultural history of the women in India.</p> <p>CO4. It enables the students to get knowledge about the position and rights</p>

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				of women, oppression on women, role of prominent women figures and feminism. CO5. It helps the students to understand the necessity for empowering women from historical perspective.

Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Attainment of program outcomes, program-specific outcomes and course outcomes are duly evaluated by the institution. One of the methods that our college follows while doing so is by assessing the performances of students in different examinations at the institutional level, attendance of regular classes and special classes (like tutorial and remedial classes). In counselling session, students also express their difficulties in understanding curriculum, about financial and psychological backwardness, if any. Mentors try to solve the problems.

Another important mechanism that the Institution has opted for is the evaluation of teaching-learning by feedback system, in which the final year students of the college are provided with feedback forms to be duly filled in by them providing inputs on teaching-learning drawbacks, limitations, constraints and also merits of the department, its faculty members etc.

Our college also has a Grievance Redressal Mechanism, where the students can also place their problems at any point of time while studying. The institution deals with students' grievances very deftly

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by preserving its confidentiality, while at the same time taking concrete steps towards its resolution. The parent-teacher meeting is organised by individual departments if required after assessing the performance in-class tests, Mid-Term Examinations and attendance of classes by students. Through such processes, the institution keeps a track record of program outcome achievement. Publication of Merit list at the time of admission, keeping the records of marks obtained in the University's final examination by College-office and records of marks obtained by students at class test and mid-term tests by the Department, keeping the records of successful students who have absorbed into different jobs, etc. are regular practices of our institution through which the program outcomes are measured and checked. The slow and advanced learners are identified and accordingly outcome attainment target is set by introducing improvement measures. Organising class tests, conducting tutorial and remedial classes, organising subject-oriented debates, quizzes, student seminars as well as talks and workshops etc. are a part of this improvement scheme. In order to achieve the desired program outcomes, some departments of the college hold field tour, field survey, workshops etc. The college provides books apart from scheduled allocation of books from library to those meritorious and sincere students whose economic conditions are poor.

Students celebrate Teachers' Day on 5th September each year. On this occasion, successful students are rewarded with books or cash which encourages students to excel.

The IQAC Cell of the College publishes an overall academic report, which is displayed on the college website as a part of the mechanism of communication which states the level of attainment of program outcomes among many others.

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