

RABINDRA MAHA VIDYALAYA

Affiliated to The University of Burdwan

Champadanga :: Hooghly :: West Bengal :: Pin. 712401

Estd. -1971



Ref. No.....

Date:.....

This is to certify that the attached Programme Outcome, Programme Specific Outcome and Course Outcome was followed in the 2017 – 2018 Session onwards at Rabindra Mahavidyalaya, Champadanga, Hooghly, West Bengal.




12/08/2024
Principal
Rabindra Mahavidyalaya
Champadanga, Hooghly

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Principal

Programme, Programme Specific and Course Outcomes

Rabindra Mahavidyalaya

Champadanga, Hooghly

West Bengal, India

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B.A. Programme: Learning Outcome

Acquisition of disciplinary knowledge is the primary objective of the Bachelor of Arts programme. The training of the concepts, methods, theories, etc. will enable learners to apply the domain knowledge in the field. Interdisciplinary understanding of issues allows students to gather diverse knowledge and cognitive skills. Critical thinking capacity, analytical ability, power to explore ideas, argumentative capacity, etc. will develop automatically. Understanding social situations, environmental problems, ethical and gender issues, democratic principles will make students better citizens. The foundation will enrich students to develop basic skills for further specialisation and pursue programmes in other, may be still higher institutions, step into the job market and have a footstep in research activities.

PO 1- Understanding of self and the community: Good Combination of subjects allowing students wide exposure via language, literature and social sciences leading to better understanding of the human and cultural milieu along the sociological, historical, geographical and environmental lines. Envisioning the greater human context, it may help to have an understanding of the self vis-a-vis the larger community.

PO 2- Accomplishing abilities to be a maturer learner: The sustained goal or objective could be seen as a maturer learning and comprehending ability expected of a student after Higher Secondary Level leading to knowledge gathering. The application of such knowledge may further lead to the development of analytical ability and its appropriate application in relevant contexts. Regular way of such application would lead to the next level of learning towards synthesis. Taken together, all these may ideally give rise to evaluation of situations and human contexts as a maturer cognitive and emotional response.

PO 3- Technical aptitude: As separate but a necessary complement to learning of science and commerce, a bachelor student of arts may, due to disciplinary learning, find an appropriate context suited for the applicability of a technical knowhow working to the advantage of a target community.

PO 4- Developing necessary competence for competitive examinations: A better cultural understanding of society may become an advantage for a student pursuing BA in working areas that directly deal in civil services or Human Resource Development.

PO 5- Develop communication skills: Better skill in language as expected and duly complemented by immersive learning of discipline specific literature and also overall cultural understanding may lead to good communication skill deemed necessary in interviews and group discussions.

PO 6- Eligible job market entrant: Potentially, linguistic skills with relevant cultural insight may be combined with developing software technologies to let the student find a niche in the job market pertaining to areas of webpage designing, digital editing, digital book-making and digital archiving.

PO 7- Fit for traditionally attainable jobs: Traditionally, journalism, publication works, compeering, news reading and role as human interpreter are seen to be areas where a student of BA Programme is expected to fare better.



Name of the Department: History System: CBCS/Part

Programme Specific Outcome:

- Understand the nature and basic concepts of ancient Indian glorious past.
- There is a prospect of getting administrative jobs after studying history because a lion's portion of the questions is set from history.
- Students may get preference in further study particularly in archaeology, tourism, museology, heritage etc.
- Students of history honours may get job in journalism especially the editorial writings and other descriptive writings.
- Students may become script writers, especially with regard to historical theme, episode & drama etc.
- Pedagogical jobs are always open to them if Govt. Provides opportunities.
- Students may get involved into preservation of historical sources as well as history.
- Builds a better understanding of the world.
- Helps understanding humanity.
- Helps to being better citizens.
- Helps to make better decisions.
- Helps to improve critical citizens.

Course Outcome:

Sem.	Course Type	Paper Description	Course Outcome
	CC 1	History of India From Earliest time to 600 A.D.	<ul style="list-style-type: none"> • Students would be able to understand from this paper the root of their culture, • They will aware their origin, their glorious past
I			<ul style="list-style-type: none"> • They will learn about the sources of History • Harappan and Vedic culture, economic condition and condition of women, cultural developments of ancient India.
	CC 2	Social Formations and Cultural Pattern of the Ancient World	<ul style="list-style-type: none"> • Students would learn from this paper that how the human society transformed from nomadic to civilized society in ancient world • Students will understand how society goes through the process of constant intellectual and technological developments. • Students will get knowledge of rich cultural and political heritage of ancient Greece & Rome.



	CC 1A/2A	History of India From earliest times upto 300 C.E.	<ul style="list-style-type: none"> • Students would be able to learn from this paper on the pre historic and proto historic cultures in Ancient India, the Harappan period, the Vedic culture, the Mauryan dynasty, the Sunga and Kushana influences in Indian culture, • Asokan polity etc. • This study will enhance their sphere of knowledge.
	CC 5	History of India 1206 C.E. to circa 1525 C.E.	<ul style="list-style-type: none"> • Students would learn about the sources for interpreting the history of the Delhi Sultanate, Persian tarikh tradition, vernacular histories, epigraphy, foundation, consolidation and expansion of the Delhi Sultanate, • Theories of Kingship, ruling elites, • Sufis, Ulema, society, economy, culture, art • Architecture and religion of the period.
	CC 6	Rise of the Modern West 15 th to 16 th centuries	<ul style="list-style-type: none"> • Transition from Feudalism to Capitalism, the basic differences of feudal system in between Europe & India. • Renaissance, its routes, city states of Italy, origin courses and results of Reformation • Commercial revolution will enhance the students' sphere of knowledge.
III	CC 7	History of India 1526-1757 C.E.	<ul style="list-style-type: none"> • Students would learn from this Paper about the sources of history for this period, • Historiography, establishment of Mughal rule • Mughal Empire under AURANGZEB • Mughal ART, architecture, paintings, and pattern of regional politics.
	SEC 1	Archives and Museums in India	<ul style="list-style-type: none"> • This skill enhancement course introduces students to the institutions that house and maintain documentary, visual material remains of the past. • This course will provide the students an opportunity to get job apart from academic field. • This will provide the students an understanding of preserving history in any forms. • New generation will be aware of the significance of preserving history.



	CC 1C/2C/GE3	History of India from 1206-1707	<ul style="list-style-type: none"> • Students would learn about the political history of the Sultanate, foundation, expansion and consolidation of the Sultanate, • State, society, Ulema, economic reforms • Regional political formations, Bengal • Vijaynagar and Bahmani kingdoms • Akbar's reign, post Akbar era Mughal supremacy • Sufi and Bhakti movements.
V	CC 11	History of Modern Europe 1789-1870	<ul style="list-style-type: none"> • Students would learn from this paper about the French Revolutions and its European repercussions. • Napoleon Bonaparte and the French Revolution • Restoration and Revolutions of 1815-48 • industrialization and socio-economic transformations, • Age of Nationalism • The Eastern Question, The Crimean war and the Balkan Nationalism.
	CC12	Studying history writing: Indian and Western	<ul style="list-style-type: none"> • Students would learn from this paper how to write history. • Space and Human agency, importance of sources in history • Philosophy and theory of History • Indian and Western Historiography • Relation between History and other disciplines. • The methods of research in History.
	DSE1	Life and Culture in Pre Colonial Bengal: Pre historic times to Mid 18 th century Bengal	<p>Students would learn from this paper on the land environs and places in Bengal, people and society</p> <ul style="list-style-type: none"> • Political developments of Bengal, economic life, • Religions and art of Bengal, • Literature and traits of regional culture of Bengal.
	DSE 2	Life and Culture in Colonial Bengal 1757- 1947	<ul style="list-style-type: none"> • The students would learn specifically about Bengal because the subsequent course of history was very much influenced by Bengal, both from national & regional perspective. • Changes in social and economic life up to 19th century which is the base of consequent socio-economic development of the country. • Students will get knowledge of the origin of nationalism that comes under great debate in these days.



	DSE 1A	Some Aspects of Society and Economy of Modern Europe 15 th to 18 th Century	<ul style="list-style-type: none"> • Students would learn from this Paper about the political and economic structure of the feudal era • Renaissance and the role of Modern Europe • European Reformation, • European Economy in the 16th century, • Scientific and technological development • They would also learn about the process of transition from Feudalism to Capitalism.
	SEC 3	Understanding Popular Culture	<ul style="list-style-type: none"> • Students would be able to know about popular culture from this Paper. • They would learn about the differences between the elite and popular culture • Changing traditions of folk music, song, literature and dances. • They would acquire knowledge on audiovisual mode of presentations like cinema and T.V. • Expressions of popular culture in dance, drama, films and painting.
	CC 3	History of India 600-1206 A.D.	<ul style="list-style-type: none"> • Students would learn from this paper on historical geography of medieval India, • Its sources, text, epigraphic and numismatic data debates etc. • Evolutions of political structures in North India taught- Harshaha, Sasanka, Pala, Pratihara, Chalukya, Chola, Rashtrakutas Their administrations, rise of the Rajputs, legitimization of kingship, Brahmins and temples • Role genealogies and rituals are taught in this paper.
II	CC 4	Social Formation and Cultural Pattern of the Medieval World	<ul style="list-style-type: none"> • Students will learn from this paper about Ancient Roman republic, Roman religion, culture, literature and philosophy. • They will learn about the crises of the Roman Empire, economic developments in Europe from 7th to 14th centuries • Religion and culture in medieval Europe. • Students will acquire knowledge about societies and central Islamic lands.



	CC 1B/2B	History of India 300-1206 C.E.	<ul style="list-style-type: none"> • Students would be taught on early medieval Indian history • The rise and growth of the Guptas, Harsha and his times, • Therise of the Pala, Sena Pratiharas, • Therise of the Rajputs, • Society, economy and culture inearly medieval India • Arrival of Islam in India is also taught.
	CC 8	Rise of the ModernWest 17 th and 18 th centuries	<ul style="list-style-type: none"> • Students will learn from this paper on 17th century European crises in Economic, Social and Political dimensions • The English revolution • Absolutism • The rise of modern science in relation to European society from the Renaissance to the17th century • Mercantilism, European politics in the 17th century • Preludeto the Industrial revolution.
	CC 9	History of India 1758-1857	<ul style="list-style-type: none"> • Students will learn from this paper on the foundations of Company's rule, • Legitimization of Company'srulein India • Ruraleconomyand society, tradeand industry • Deindustrialization,tradeandfiscalpolity • Renaissance and reforms • Popular resistance like Santaluprisings etc.and its nature.
IV	CC 10	History of India 1858-1964	<ul style="list-style-type: none"> • The students will learn from this paper about our country's history from 1858 to 1964, which included the aftermath of 1857 • The early phase of Indian freedom movement,the Gandhian era • India's journey towards freedom • India'scommunalpolitics, and • Nehruera-non alignment • India's relation with her neighbours.



SEC 2	Art Appreciation: An Understanding to Indian Art	<ul style="list-style-type: none"> • This is a skill enhancement course which would teach our students on pre historic and proto historic art rock art, Harappan art and craft • UNESCO World Heritage sites situated in India, • Late medieval temple architectures, paintings, sculptures • Sultanate and Mughal period art and architecture, and modern Indian art.
CC 1D/2D/GE4	History of India from 1707-1950	<ul style="list-style-type: none"> • Students would learn from this paper on Indian history from the death of Aurangzeb up to 1950, which includes the battle of Plassey and Buxar, Dewani • Anglo Maratha and Anglo Mysore relations • ANGLO Sikh relations • Land revenue systems of the British, • 1857 revolts and its aftermath, • Indian National Movement • Partition of India and the establishment of Indian Republic.
CC 13	History of Modern Europe 1871-1945	<ul style="list-style-type: none"> • The students would learn on Imperial expansion • Bismarck's diplomacy, • Kaiser William 2 and Welt Politik, • First World War and its aftermath, • League of Nations • Fascism and Nazism, • The road to Second World War, • United Nations organizations, its origin and functions.
CC 14	Making of the Contemporary World 1946-2000	<ul style="list-style-type: none"> • Students would learn from this paper the post war developments of the world. • The ideological disagreements between USA led capitalist world & USSR led socialist block.



VI			<ul style="list-style-type: none"> • Decolonization and the emergence of the third world, • How Cold War escalates & de-escalates the relations among the countries.
	DSE 3	History of Modern East Asia 1840-1919	<ul style="list-style-type: none"> • Students would learn from this paper about pre- colonial China, • Anglo Chinese relations till the Opium War • Rebellion, Restoration and Nationalism, • Pre Meiji Japan and • Meiji Restoration.
	DSE 4	History of China and Japan 1919-1949	<ul style="list-style-type: none"> • Students would learn from this paper on the rise of modern China through agricultural reformation & political change. • The changing balances of power in the far-east i.e. the emergence of Japanas colonial power. • Influence of communalism & socialism in Asia. • Students will understand the origin of presentday crisis for aspirations of self-determination & emergence militarism in Asia.
	DSE 2A	Some Aspects of European History, 1789-1939	<ul style="list-style-type: none"> • The students would learn from this paper on the French revolution • Napoleon Bonaparte, hisrule, aftermath • The revolution of 1830 and 1848 • Age of Nationalism • Crimean War, Eastern Question, • Europe between 1914-1939 • First World War • Second World War, Hitler.

