



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

## PROGRAMME CORE (UG)

### Programme Outcome of B.A.

1. Both B.A. general and specialization courses can branch out to numerous career opportunities, thereby allowing students much flexibility and innumerable options for future employment.
2. The students are equipped with advanced critical thinking and analytical skills, allowing them to advance further in their academic pursuits, should they choose to do so.
3. The courses furnished with knowledge of literature, human values, and professional ethics, contemporary social and political issues that help shape both their professional and personal futures.
4. The rigorous coursework instills essential skills in the students such as time management, writing and speaking skills, adaptability, versatility and artistic expression.
5. Seminars and workshops organized during the courses bring forth exposure to other facets of the academic world and networking opportunities.
6. B.A. courses will help the students to understand that the Humanities and Social Sciences are as equally indispensable as the STEM subjects, and that all three are required for an all-around development.
7. A B.A. degree equips the students with the ability to bridge communication gaps, communicate across linguistic barriers, breakdown complex concepts, and connect with people from diverse backgrounds.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudebpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

## DEPARTMENT OF BENGALI (UG)

### Course Outcomes:

**CC1 – History of Bengali Literature till 1800 AD (in Semester 1) CC3 – History of Bengali Literature - 19<sup>th</sup> Century (in Semester 2) CC5 – History of Bengali Literature - 20<sup>th</sup> Century (in Semester 3)**

- The objective of the Courses CC1, CC3 & CC5 intend to provide a detailed and comprehensive knowledge about origin, evolution and development of Bengali Literature and Culture spanning pre-19<sup>th</sup>, the 19<sup>th</sup> and the 20<sup>th</sup> Centuries. Students learn about the basic textual nuances of Early, Medieval and Modern Bengali Literature and the inextricable interconnection between Literature and Culture. These will enable students to develop historical perceptions, create a strong understanding about history and historical analysis of literature- change in Bengali literature under the colonial influence, enhance their interest in reading Society, culture, literature and history of the Bengali people and lay a strong foundation for studying the future course of Bengali literature.
- Studying History of Bengali Literature helps students to know about contemporary issues in Society, Culture and development of the Bengali Literature through Prose, poetry, drama, short story and novel. Our vision is to help the pupils understand various structures of concepts, transformation of content, form and style of writing, pattern and technique through ages and indication of future direction in literature.

**CC2 – Descriptive Linguistics and Bengali Language** Learning outcomes are in the form of understanding the evolution and Morphological study of the Bengali language by tracing the origin of Bengali language in the historical context how Bengali language originated from Indo-European or Aryan Family of Languages and changed overtime and how it varies from place to place different styles and techniques of Bengali language and grammar – linguistics and phonology, Functional Grammar Bengali dialects, their classification and chronological changes, evolution and Morphological study of the Bengali language.

### **CC4 – Bengali Literature - Introductory Reading**

This course is a colourful and fascinating combination of easy to grasp poetry of early composers like Chandidas, Vidyapati, Ramprasad Sen, Lalan Fakir; the novelists and poets of the colonial period such as Bankim Chandra Chattopadhyay, Rabindranath Tagore, Kazi Nazrul Islam, Sharat Chandra Chattopadhyay and modern and contemporary poets such as

*Aspita Mandal (Nandi)*



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

Jibananda Das, Shankho Ghosh, Shamsur Rahman and Joy Goswami and contemporary novelists like Parashuram and Samaresh Basu to name a few. Dinabandhu Mitra's *Nil Darpan* is a central piece of the course.

## **CC6 – Historical Linguistics**

This course deals with the study of the origin of Bengali language. Students will understand Bengali language in the historical context and how Bengali language originates from Indo-European or Aryan Family of Languages and changed over time and how it varies from place to place. Study of Origin of Bengali Language will also help in making the foundation of language stronger and will improve the practical and intellectual skills.

## **CC7 – Fiction**

This Course deals with the Forms and features of contemporary novels, aiming at introducing the student to the analysis of a novel as a relatively long work of narrative fiction in prose and imparting a more mature understanding to the students about the challenging issues of the contemporary such as conflicts of interests between the society and the individual, the socio-cultural canopy of casteism, religious taboos, women's position in the Bengali household, environmental issues and people's struggle for socio-economic and political existence.

## **CC8 – Pre-Modern Literature**

This course comprises of Vaishnava Padavali, Chandimangal and Shakta Padavali and traces the transformation of society, culture and religious formations of Bengal in the medieval period of Bengal as depicted through these works of literature. This course will

- help students acquire a sound foundation in the knowledge interested in Socio-economic and cultural history of medieval period of Bengal.
- make students aware about Vaishnava and Shakta Religion and Philosophy and religious literature and social values of these times and Middle Bengali literature as such, in a socio-cultural perspective.
- provide insights on how oral literacy documents though greatly inadequate give a sense of realization of a multi-layered hierarchy within a socio-cultural pyramid.
- provide an understanding of the historiography and connection of the king's patronising authority and influence on a genre formation.

## **CC9 – Prosody, Rhetoric and Poetics**

The course is an organised methodology for achieving a knowledge of how to interpret poems, concepts of Rhetoric and Prosody. It discusses verses and early songs, the history of the evolution of lyric poetry, ballads and experiments with different genres. The course:

- makes students aware about Indian idea of Rhetoric and Prosody, practical learning and importance of Rhetoric and Prosody while studying poetry.
- gives them a thorough insight into the middle Bengali Language and literary culture,

*Aspita Mandal (Mandi)*



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

theories of rhetoric and prosody and analytical concept.

- prepares students about the ornamental use of language in constructing sentences while speaking and writing, different intonations of speech.
- introduces the foundation of Prosody along with the basic knowledge of Linguistics and the aesthetics of language while studying Prosody.
- Enables the understanding of different opinions related to diction, syntax and language of a literary genre, history of construction of the literary theories in Poetics.

## ***CC10 – Non-fictional Essays and Compositions***

This course will impart knowledge of the emergence and growth of the essay, arguments, discourses, subjective perspectives from mid-19<sup>th</sup> century and will provide a comprehensive knowledge of

- linguistic and psychological tendencies of the 19<sup>th</sup> century, essays, categories of journalist views, reporting, personal essays, diary entries
- the transitional phases during the World wars and other adversities which involves new experimentations in form and narratives on fascist tendencies and xenophobic attitude towards the colonised, cultural hegemony and diversity.

## ***CC11 – Structural Dimensions of Literature***

This course aims to help students acquire:

- a cross- conceptual insight within various literary genre ideas
- the exactness of multiple layers of presentation of an author in a social and political hierarchy
- insights into new emerging forms and structural patterns in analytical essays and journal articles
- knowledge of different forms of fiction and novels, comparative studies of genres - colonialism, cultural hegemony and diversity, consumerism and globalization.

## ***CC12 – Drama, Theatre and Stage***

- Knowledge of different forms of drama, satire or theatre with its social background with special emphasis on contemporary political culture.
- Concept and impact of Proscenium theatre, folk opera, street theatre, farce and satirical dramas on women's education, practice of Sati, widow remarriage, the prevalent social traditions and customs and their imposition on the liberal individual.

## ***CC13 – Modern Bengali Poetry***

Bengali Poetry has been deeply influenced by the colonial modernism. Poets of this genre are Madhusudan Dutta, Rabindranath Tagore and Kazi Nazrul Islam to name a few. Post-colonial

*Aspita Mandal (Nandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudebpur, Rajapur, Howrah





# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

period has seen the emergence of poets in the modern, socialist and post-modern genre. In this course students get a comprehensive understanding about the poetry composed by the poets of such genres with a detailed knowledge of the twentieth century poetry, trends and intentions from Rabindranath to the later modern poets.

- Reading of transformation of imagery and development of other aesthetic trends and novel notations from a colonial perspective of renaissance.
- Understanding of semiotics in poetry through a post-colonial thread starting from the Modern poetry till late sixties.
- Analytical observations of Drama, symbolist tendencies, the changing means of communication in satire, wit and contemporary individual voices of protest, theme and history of new experiments.

## ***CC14 – History of Sanskrit, English and Hindi Literature***

This course helps in learning about the evolution of literature in other Indian languages that have had a profound influence on the socio-cultural formations in India since early times and have also enriched Bengali language and literature. In this course students gain knowledge about

- a comprehensive knowledge of comparative analysis of the Sanskrit Literature, along with English literature and main cultural trends.
- the History of Hindi Literature would help to access a proper perspective from different views and socio-political aspects.

## **Learning Outcomes of Skill Enhancement Courses:**

### **Semester III**

***[In Semester III, students mandatorily take one out of the two Courses offered, SEC-A1 & SEC-A2]***

#### **SEC A-1 – Printing and Publishing**

Student get an in-depth knowledge of

- The growth of the Printing press and development of a global platform for Bengali speaking people; the growth of new genres and publications;
- development of mass culture and activism through public theatre; the profound impact of social identity and mass protests as published in various journals, periodicals and weekly magazines; news data of theatre and staged dramas.

*Aspita Mandal (Nandi)*



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

- the different aspects of publishing such as manuscript writing, proof reading, cover page drawing, training in Microsoft word, Pagemaker, Corel Draw, Indesign etc.

## SEC A-2 – Functional Bengali I

The Course introduces the student to

- story writing based on some plot; cinema and television script writing, dialogue writing, editing, screen play
- correct pronunciation of Bengali words, rhyming and recitation
- the inter-relation between cinema and literature
- the adaptation of Bengali novels to films with special readings on famous short stories and novels

## Semester IV

*[In Semester IV, students mandatorily take one out of the two Courses offered, SEC-B1 & SEC-B2]*

## SEC A-2 – Functional Bengali & Research Methodology in Literature

This course imparts understanding in

- Freelance journalism, Report Writing for Newspaper or for individual promotion, letter writing and correspondence, advertising for print and electronic media, mock interviews with personalities and people, techniques of translation, English to Bengali translation
- Research methodology and structuring techniques, collection of data, referencing and citation, copyright laws, footnotes, endnotes, abstract, bibliography and construction of appendices and timetable

## SEC B-2 – Functional Bengali II

This course introduces the student to

- creative writing - story writing, article within 300 words
- overview of the evolution of Bengali phonology, the spelling system of Pashchim

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudebpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

Banga Bangla Academy and the inventory of standard Bengali in International Phonetic Alphabet (IPA) and romanisation.

## Learning Outcomes of Discipline Specific Electives (DSE)

### Semester V

*[In Semester V, students mandatorily take two Discipline Specific Elective (DSE) Courses: DSE-A-1 or DSE-A-2 and DSE-B-1 or DSE-B-2]*

#### **DSE-A-1: Social and Cultural History of Bengal**

A comprehensive and detailed analysis of the history of social or cultural, political or the primitive mythological deep - rooted systems helps students to acquire a true understanding of evolution of the culture through various perspectives

#### **DSE-A-2: Literature of Bangladesh**

Literature of Bangladesh would enrich the students' basis of a comprehensive understanding of the contemporary trends and new cultural initiatives.

#### **DSE-B-1: Bengali Literature for Children & Youth**

Create knowledge and understanding of genres, literary theories, science fiction and children's literature which would help students to acquire a strong professional base in Bengali literature writing.

#### **DSE-B-2: Partition of Bengal & Bengali Literature**

This course will provide a comprehensive analysis of the profound impact of Partition of Bengal on the region's Literature.

### Semester V

*[In Semester V, students mandatorily take two Discipline Specific Elective (DSE) Courses: DSE-A-3 or DSE-A-4 and DSE-B-3 or DSE-B-4]*

**DSE-A-3: Bengali Detective, Science fiction & Paranormal Literature** Student get to

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudebpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

study Bengali detective novels, mystery thrillers, ghost stories and science fictions.

## **DSE-A-4: Comparative Literature**

Comparative study of classical literature to modern literature for professional careers like journalism, mass communication or media

## **DSE-B-3: Biography, Autobiography and Travel Literature**

This is an enriching course which enhances students' knowledge of biographies, autobiographies and travelogues as separate creative formats which may help in many career opportunities

## **DSE-B-4: Folk Culture and Folk Literature**

This course imparts a good knowledge of folklore, folk culture and a general overview of contemporary folk culture and history that would help students secure a broader horizon of depth and understanding to qualify for various competitive exams in Law, multimedia, Civil Service and other disciplines.

## **Program Outcomes of Bengali Honours**

### ***Core Courses***

- The sincere student achieves a strong foothold on the language discipline of Bengali and its rich literature that has evolved over time and through the ages. History of the Bengali Language from its origin to twentieth century with special emphasis helps to understand the stages of evolution and literature of that phase simultaneously.
- Study of Linguistics will help students the Bengali language-including sounds, words, sentences and meaning. Students will understand Bengali language in an historical context and they will learn how Bengali language changed over time and how it varies from situation to situation and place to place. Study of Linguistics will also help in making the foundation of languages stronger and will improve the practical and intellectual skills.
- Fiction and novel, structural pattern and craft: Deep research into a broader cultural praxis, myth of telling a story and how it is narrated from the other's point of view, new experiments in plot, character and methodology.
- A comprehensive and detailed analysis of the history of social or cultural, political or the primitive mythological deep - rooted systems helps students to acquire a true understanding of evolution of the Bengali culture through various perspectives.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah





# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

- Insights into the Post-war transformations of the different art forms, structural denominations of past legacy and history of social, political and cultural dilemma weaving around colonial India.
- A Comprehensive introspection of various genres and structural analysis.
- Study of the twentieth century classics with respect to structuralism, semiotics, grammatology and narrative ideas, epistemological features and feminist approaches. Socio- political impact of 19<sup>th</sup> and 20<sup>th</sup> century prose, colonial influence, religious and social identities; Significant aspects of national uprising, class struggle, new methodological inputs and transient traditions: a detailed and structured metamorphosis.
- Advanced techniques in the craft of fiction, short story and experiments in the 20<sup>th</sup> century novel, historical novel, epic novel and stream of consciousness novel.
- A detailed knowledge of the twentieth century poetry, trends and intentions from Rabindranath to the later modern poets.
- Analytical observations of Drama, symbolist tendencies, the changing means of communication in satire, wit and contemporary individual voices of protest, theme and history of new experiments.
- Extended knowledge background with respect to the growth and development of IPA and experimental methods for upcoming new genres.
- Protests and revolt against Fascism and Capitalism, protests and strike against landlords or rich industrialists by farmers and labourers contributed to a new phase of literary documentation.
- The Fort William College and the Vernacular Literature Society: their contribution to growth of Bengali prose, essays, translations of mythology and old religious texts of Sanskrit.

## *Skill Enhancement Courses (SEC)*

SECs in the undergraduate program help the students excel in professional fields

- through knowledge acquired about the growth of the Printing press and development of a global platform for Bengali speaking people; the growth of new genres and publications; development of mass culture and activism through public theatre; the

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

profound impact of social identity and mass protests as published in various journals, periodicals and weekly magazines; news data of theatre and staged dramas.

- Through use of functional Bengali Translation, composition of interviews, reports and newspaper articles.
- By learning drama and recitation.
- by learning proper pronunciation of words, knowledge of prosody, writing scripts for documentaries and films.
- by learning Translation, composition of interviews, reports and newspaper articles.
- by learning how to format a research paper, methodology for constructive research
- by learning to develop proper database for transformation of a story to a film, professional inputs and concepts.
- Skills for working in a publishing media and other publishing houses.

## *Discipline Specific Courses (DSE)*

- Fiction and novel, structural pattern and craft: Deep research into a broader cultural praxis, myth of telling a story and how it is narrated from the other's point of view, new experiments in plot, character and methodology.
- A comprehensive and detailed analysis of the history of social or cultural, political or the primitive mythological deep - rooted systems helps students to acquire a true understanding of evolution of the Bengali culture through various perspectives.
- Deep understanding about Bengal Partition and post - partition crisis in Bengali Literature: Novel, Short Story, Poetry.
- Literature of Bangladesh would enrich the students' understanding of the contemporary trends in poems and novels and new cultural initiatives. Knowledge and understanding literature from a different perspective.
- Will develop the backdrop of folk tales and structural analysis of oral discourse and the literature for children and adolescents: form and stylistics which qualify new tendencies of society and culture.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

- Study of different forms of linguistic and semantic manifestations ensure a deep reading of science fiction, mystery novels and popular literature which helps to achieve a critical understanding of the growth of individual protest and literary activism.
- The course is built suitably to help students acquire a solid basis of comparative understanding of concepts of classical authors and thinkers.

## Program Specific Outcomes of Bengali Honours:

Specific outcomes of this course are identified by what students learn and apply. The Course imparts a deep and profound understanding about Bengali Language and Literature through the stages of evolution and transformation, in different perspectives, their valuable contribution to society, the influences they have drawn from historical experiences and their evolution into an Indian and International language in its modern and more functional form. The prospects of the undergraduate program in Bengali Honours is spelled out as follows -

- Higher studies in University of Calcutta or other reputed Universities.
- Studies in the field of Advertising, Media, Journalism, Print Media and Publishing Houses and opportunities for employment in these areas.
- Suitable job orientation as junior research associate, in college libraries and universities.
- Eligibility through School Service Commission Examinations and other sources as teaching faculty in schools at the Primary, Secondary and Higher Secondary levels.
- Scope of social, community and rural engagement through involvement with government institutions and NGOs.

## Course Outcomes of Bengali Generic (Elective) Course:

Through this curriculum students learn to translate English to Bengali and contrarily from Bengali to English. Moreover, they acquire skills in proof-reading, formal letter-writing, reporting or

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

*Raghudebpur, Uluberia, Howrah – 711322*

*College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)*

*Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)*

*Contact : 9874259356/9836127445*

various affairs etc. Exercise of all these methods will help students in getting jobs as translator, professional Proof-reader or Reporter in News agencies and thus the course of study is building proficiency required for getting employed in different streams in hardcore publishing or advertising areas.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah





# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

## DEPARTMENT OF HISTORY (UG)

### **Programme Specific Outcome**

1. The Honours course in History trains the students to critically evaluate the past, so that they can apply their judgmental capacity to assess the present, and land to a more sensitive and better future. Students learn to read and analyze historical documents and texts, and register the complexities of the past. This rigorous training in critical thinking helps them understand the current times and politics better. They can identify the flaws of various political systems and focus on their possible solutions.
2. Students learn to argue intensely on various subjects. Not only they learn to interpret the past from various viewpoints, but they can focus on certain unnoticed aspects of politics and society.
3. After completing this course, students are expected to know the arguments of various historians. The past is not consisted of facts and figures. It is a series of interpretations based on selection of facts arranged chronologically. This basic understanding of History is the major purpose of the programme.
4. Students get rigorous training to use libraries and archives. The former contains printed books, while the later preserves records and raw data on the past. Though at Honours level students do not get thorough training to use the archives, they still get familiar with the basic tools of research. Students who would pursue research career in future, hugely benefit from the Honours course.
5. At Honours level, students get the basic training in field trips, archives and museum visit etc. They get acquainted with the material base of History. They can relate to the preserved objects and archaeological artefacts while in classroom they learn theories on the same.
6. Students who plan to take up competitive examinations in future (Union Public Service Commission, West Bengal State Services, Bank PO, and many more), immensely benefit from the Honours course in History. The syllabi often match, the textbooks are helpful, and the training in critical thinking pushes them to excel in the descriptive answers.
7. As the History Honours course contains papers on tourism skills, oral history, public history etc., it helps students to take up career in tourism and development sector. It opens up prospects to become tour guides. As students simultaneously earn skills in spoken English, they can aim high to guide foreign tourists professionally also.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

8. Students can get trainings in archival studies in future and think of career prospects in archives and libraries at numerous educational institutions of the country and beyond. A future career in archaeology, museology, and archival records preservation need a basic training in History.
9. A great opportunity for History Honours students is that they are immensely valued in the field of journalism and mass media. An additional training in mass communication would help them grab white-collar jobs in the media sector. News analysis, reporting, and writing op-eds of newspapers are some of the brighter sides of journalism that are directly connected to the skills one earns from History courses.
10. History Honours students can make a bright career in Social Works. A course in Social Works in addition to History Honours would help them to grab jobs at NGOs and government welfare schemes. The stress on marginal communities, subaltern histories, and economic inequalities in the syllabus prompts students to work for backward communities and their social uplifting.
11. The first and foremost career prospect for History Honours students is of course academics. School, college and university teaching jobs and research career are some of the options one can think about. An Honours course in History prepares students to opt for MA in History or any other subject in Social Science. Students get sharper skills in the theoretical studies of Social Sciences. Ambitious ones can apply for foreign universities as well.
12. Students can think about working in the capacity of advisors for political organizations or social bodies when they get further skills in the subject. A specialization in economic history would help them to become financial advisors of the government. Learning to analyze the past prepares them to analyze the present better than other subject experts.

## **Course outcomes:**

### **History Honours- Core Courses - HISA Semester 1**

#### **CC 1: History of India (From the Earliest Times to c. 300 BCE)**

1. Students will get an idea of the material history of early India.
2. They will learn about the demarcation of the prehistoric and the historic times.
3. They will learn about the transition from the Palaeolithic to the Mesolithic, and further to the Neolithic ages. They will get an idea how history evolves through a long period of time.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

4. Students will gather information about the Harappan Civilization and learn to compare early India with the other major civilizations of the world.
5. They will get familiar with the Aryan debate. The question whether the Aryans originated from India or West Asia, is a problem that pestered historians since the nineteenth century and split scholars into various camps. Students would learn how to participate in the debate and enrich the discipline with further evidences and scholarship.

## **CC 2: Social Formations and Cultural Patterns of the Ancient World other than India**

1. This course achieves the very important task of making students familiar with global prehistory. It takes them beyond the peripheries of India and traverse the trails of ancient Greece, Rome, Egypt, Central Asia, Asia Minor etc. Students earn comparative skills and learn to place India in the context of ancient global history.
2. Students get ideas about the various aspects of agriculture and animal husbandry practiced in the ancient world, and also get familiar with the stages of historical evolution.
3. Students learn about the beginning of kingdoms in the ancient world and trace the evolution from tribal societies to monarchy.
4. Students get familiar with the rich histories of ancient Egypt, Greece and Rome. The histories of the grand architecture and sculptures of these early civilizations, some of the world's most popular tourist spots now, inspire students to delve deep into the complex political and religious histories of the ancient past.
5. A significant contribution of this course is that it tells students about the advent of iron. An indispensable metal for almost all stages of human history, iron remained continuously relevant. In this course, students get the fun of discovering the origin of this familiar metal.

## **Semester 2**

### **CC 3: History of India (c. 300 BCE to c. 750 CE)**

1. This course teaches students about the various types and aspects of political and social structures in ancient India. There was a variety of political systems before the rise of empires. Students get familiar with this period of political diversity.
2. Students learn about the very important history of the Mauryan Empire. The very

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

concept of 'empire' evolved since the 3<sup>rd</sup> century BC. The course informs students about the history of Emperor Ashoka, a torchbearer of Buddhism whose emblems became symbols of the modern Indian state.

3. Students learn about the art and architectural histories of early India. They learn from pictures and slides. Sometimes the Department arranges for trips to museums and historical sites so that students can relate to the information they gather from textbooks.

## **CC 4: Social Formations and Cultural Patterns of the Medieval World other than India**

1. This course makes students familiar with the diversities of the medieval world. The histories of the Arabs, Turks, and Mongols expose them to the histories of the mobile empires. The early medieval world was characterized by the clashes between mobile and sedentary populations. This course invokes students to accept both concepts so that they do not make the fallacy of marking the mobile communities as criminals.
2. This course talks about the origins of Christianity and Judaism, and trains students to ponder over the current political violences deriving from these religious identities. At our college, teachers discuss the origins of the problems in the conflict zones of Middle East that relates to the early histories of these regions.
3. The course teaches students about the history of medieval Europe. Many important concepts that are universally used, such as feudalism, originated here. Tracing the origins of some of these concepts help students to get into the basics of political and economic theories.

## **Semester 3**

### **CC 5: History of India (c. 750 – 1206)**

1. This course will make students familiar with the very concept of the early medieval. The controversies over periodization of history led scholars to structure the historical ages in more particular ways. The concept of 'early medieval' contains structural elements from both ancient and medieval periods. Students will learn the significance of this period in Indian history.
2. The course will teach students about the political structures of the early medieval period. The evolution of political structures, and the manipulation by various parties are some of the features of the course.
3. The course teaches about the proliferation of the caste system and the advent of Islamic cultures in India. It contains the historical controversies about the coming of Islam in

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah





# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

the Indian subcontinent.

4. The course is a good beginning to learn about the histories of trade and commerce of the early medieval world. The shifts and changes in the Mediterranean, and the evolving patterns of trade in the Indian Ocean world are some of the themes explored in the course.

## **CC 6: Rise of the Modern West – I**

1. This course explains the gradual transition from feudalism to capitalism in Europe and explains the birth of modern Europe. Students get information about the socio-economic and political changes that were responsible for this transition.
2. Students learn about the important concepts of Renaissance, Reformation, Scientific Revolution, Exploration and discovery, Price Revolution etc. These concepts are universally applied. Students learn about their relevance and logic of their applicability.
3. The course teaches students about the birth of modern geography through the histories of explorations. The concept of the modern world contradicted the mythical ideas circulated in the Bible. Students learn about the shift from the classical world to a new world where science replaced faith.
4. This course teaches students about the birth of modern humanity. The humanitarian concept of the Renaissance, the replacement of God with Man is one of the most significant developments while Europe ushered into modernity.

## **CC 7: History of India (c. 1206 – 1526)**

1. This course makes students familiar with the various facets of the Delhi Sultanate. It talks about the advent of a new political structure in India and exposes the connections between India and West Asia through the tenets of Islam.
2. This course talks about the socio-economic history of the Sultanate period, women's condition, and life of the peasants.
3. Students get to know about the political histories of some of the regions such as Vijayanagara and Chola in southern India. They get familiar with the diversity of political structures and social conditions in various parts of India.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

## Semester 4

### CC 8: Rise of the Modern West – 2

1. This course acquaints students about the socio-economic, and mainly the cultural history of late medieval Europe. It talks about how the European states reconstructed themselves following the devastating Thirty Years' War.
2. In this course students learn about the Scientific Revolution that took place in Europe in the seventeenth century. The discoveries led to the paradigm of modern science.
3. This course talks about the concept of Mercantilism, a theory of protected trade that got popularized in seventeenth century Europe. Students also learn about the emergence of the contrary idea of *laissez faire* or free trade.

### CC 9: History of India (c. 1526 – c. 1605)

1. This course covers the reigns of the Mughal Emperors from Babur to Akbar. Students learn about the polity, economy, and society of various parts of India during the first three Mughals.
2. This course teaches students about the land reform policies and economic reforms of Akbar. It also talks about the religious experiments of Akbar.
3. The course makes students familiar about the economic and cultural exchanges between the Mughal, Safavid, and the Ottoman Empires.
4. The short period of Sher Shah's reign is a part of this course. Students learn about the Afghan-Mughal conflict and the reforms initiated by Sher Shah.

### CC 10: History of India (c. 1605 – 1750s)

1. This course covers the periods from Jahangir's reign to the period before British East India Company's political domination. It talks about the policies and reforms adopted by the late Mughal Emperors.
2. The controversial religious policies of Aurangzeb are part of this course. Students get into the debates and discussions on religious polarization the repercussions of which are felt even now.
3. This course discusses the reasons for the downfall of the Mughal Empire, the jagirdari

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

crisis, the revolts at the fringes, and other decentralizing trends in the eighteenth century.

4. Students learn about the rise of the regional polities and kingdoms since the death of Aurangzeb. The consolidation of regional cultures, music, and art forms are parts of this course.

## **Semester 5**

### **CC 11: History of Modern Europe (c. 1780 – 1939)**

1. This vast course teaches students on the emergence and development of modernity in Europe in all spheres of life.
2. This course covers internationally important events like the French Revolution (1789), the Industrial Revolution, the spread of nationalism etc. Each of these events regulate and influence the lives of people in the modern world.
3. In this course students learn about the complex political situations during the two World Wars. The events that rocked the whole of Europe and the world are worth some attention. Students are taught about the period of political tension between two wars. Through a thorough study of war situation, this course makes a strong statement against war and political violence.

### **CC 12: History of India (c. 1750s – 1857)**

1. This course teaches students about the politics, economy, and social structures of India during the rule of the British East India Company.
2. It describes the series of conquests of the Company at various regions of South Asia including Burma. It shows how the British consolidated their Empire till the occurrence of the first great revolt.
3. The course talks about the socio-religious reforms in India and the rise of the modern intellectual class. It describes the stages of the introduction of English education and its impacts.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

4. The course teaches about the popular uprisings that rocked various parts of India. The Deccan Riots, the Santhan Rebellion, the Indigo revolt, and last but not the least, the Great Revolt of 1857 are some of the events that shook the Company Government at various stages.

## **Semester 6**

### **CC 13: History of India (c. 1857 – 1964)**

1. This course talks about the emergence of nationalism in India and covers the long and complex history of the struggle for independence.
2. It talks about the early Congress politics, the breach inside Congress, the rise of various other factions, the inner conflicts of the nationalist struggle, the challenge posed by the revolutionary activists, and the response from the British.
3. Various aspects of Gandhian politics is a part of this course. This course teaches students about Gandhian philosophy, the idea of non-violence, its global implication, and its universal applicability, and the harsh criticism that it faced from various quarters.
4. This course accounts for the development of communalism in India, the political stands of various religious factions, the growing unrest and mutual hatred between Hindus and Muslims. It shows how all these led to the devastating Partition of India.

### **CC 14: History of World Politics (1945 – 1994)**

1. This course teaches students about the complex global situation that emerged after the Second World War. The polarization of the world into two blocks, capitalist and socialist, and their global implications are taught in this course.
2. It talks about the history of the Cold War, the positions of the USA and the USSR, the Korean Crisis, the Vietnam War and the Cuban Crisis. The purpose of this course is to teach how World Wars gave birth to a world where political crisis became universal.
3. This course talks about the collapse of the Soviet Union in the early 1990s and the

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah





# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

huge impact it left on the whole world, the emergence of the USA as a superpower, and the birth of a unipolar world.

4. This course trains students to understand the early trends of globalization.

## Discipline Specific Elective Courses

### Semester 5

#### DSE-A1: History of Bengal (c. 1757 – 1905)

1. This course is about the history of the Bengal region from the Battle of Plassey to the Swadeshi Movement. It covers a vast range of the fast-changing and colourful political history of Bengal.
2. It talks about the socio-religious movements and economic reforms in Bengal. The participation of various communities and their role in adapting to the British Empire is a part of this course.
3. This course covers the various revolts that took place in Bengal during the course of the nineteenth century. The Sannyasi Revolt, the Indigo Rebellion, the Pabna Uprising, all posed a question mark to the British masters.

#### DSE-B1: History of Modern East Asia – I China (c. 1840 – 1949)

1. This course introduces students to the colourful history of East Asia, aka China. It covers the time period in Chinese history when the Opium Wars took place, the famous peasant revolts like Buxar rebellion happened, and when China emerged as a modern polity breaking out from the old imperial regime.
2. The course talks about the emergence of nationalism in China, the Revolution under the leadership of Sun-Yat-Sen, and the spread of the concept of decolonization.
3. The course elaborates the concept of the ‘semi-colony’ that was China, and explains its complex relationship with the European powers.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

## Semester 6

### DSE-A3: History of Bengal (c. 1905 – 1947)

1. This course teaches students on the unfolding of the nationalist politics in Bengal since the Swadeshi Movement to the Partition of India.
2. Students will learn about the emergence of various fractions in Bengal politics, the revolutionaries and their activities, the birth and growth of the Muslim League and the Hindu Mahasabha, the development of caste politics and Dalit consciousness, and the rise of peasant parties.
3. The course analyzes the various aspects of communal politics that led to the Partition of 1947. Students learn about the dark past of their region so that they can think about a bright future devoid of the faults committed in the past.

### DSE-B3: History of Modern East Asia – II Japan (c. 1868 – 1945)

1. This course introduces students to the modern history of Japan. It covers the eras of imperialism, revolts against the state, and other political developments.
2. The details on the Meiji Restoration of 1868 provoke students to ponder over the ideas of revolution, restoration, counter-revolution etc. They learn to question why certain political situation occurs at specific moments of history at particular locations.
3. The course talks about the emergence of Japan as a global political power in the first half of the twentieth century, Japan's participation in the Second World War, and Japan's rise as a colonial power in Korea.
4. The dark history of the atom bombs at Hiroshima and Nagasaki pushes students to consider those political situations that lead to this amount of violence, and inspires them to imagine a future devoid of such violence and atrocities.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

## Skill Enhancement Courses

### Semester 3

#### SEC-A1: Archives and Museums

1. This course prepares students for a professional training in the preservation of archives and museums.
2. They learn about various categories of museums and get introduced to the processes of preservation.
3. They learn about the process of documentation in the archives and get familiar with its basic role in historical research.
4. Students learn about the system of indexing and cataloguing so that they can apply for diploma courses in future.
5. The college conducts a field trip to the Indian Museum in Kolkata every year. Students get firsthand knowledge of the objects and artefacts preserved there.

### Semester 4

#### SEC-B2: Art Appreciation: An Introduction to Indian Art

1. This course is a detailed description of various stages of artistic practices in India. It sweeps through the art and architecture from prehistoric times to the ancient and medieval period, and ends at the modern *avant garde* moment in the early twentieth century.
2. Students learn about the various theories and arguments in Indian art history. They learn the meanings of heritage and about the importance of their preservation.
3. This course discusses controversial architectural evidences of India that contain elements of various religions. Students learn to scrutinize the architectural patterns and get familiar with the theories that explain this combination.
4. The course includes a field trip to any famous historical monument. Though it's difficult to conduct the field trip every year, students enjoy and learn firsthand whenever they join it.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

**Name of the Programme: Generic Elective – History (HISG)**

## **Semester 1**

### **GE 1: History of India from Earliest Times to 300 CE**

1. This course introduces General students to the history of India from prehistoric times to the period prior to the Gupta Empire. It covers the Harappan Civilization, the Vedic period, the history of the Mahajanapadas, the principles of Buddhism and Jainism etc.
2. Students learn about the evolving political structure in ancient India. The coexistence of various political systems and the influence of foreign elements expose students to a diverse world that was ancient India.
3. Students learn about the reign of Emperor Ashoka and his religious policies. Since Ashokan emblem is adopted as the national symbol of modern India, students get familiar with the origins of many such ideas that help identity formation in today's India.
4. The course draws a panorama of the diverse religious faiths of ancient India and discusses Buddhism and Jainism in detail, the two religions that emerged out of protests against the Brahmanical tradition.

## **Semester 2**

### **GE 2: History of India, 300 CE -1206 CE**

1. This course covers the period from the rise of the Gupta Empire to the Arab conquest of the north western parts. It elaborates the idea of the Early Medieval and compares the political situation of India with that of the world.
2. The course gives a panoramic picture of the Indian subcontinent where various regional powers got prominence after the decline of the Guptas.
3. It covers the history of southern India and traces the constant rivalries between various powers.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevapur, Rajapur, Howrah





# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

4. The course talks about the socio-economic and religious developments of early medieval India.

## **Semester 3**

### **GE 3: History of India, 1206 – 1707 CE**

1. This course covers the reigns of the Delhi Sultanate and the Mughals till the death of Aurangzeb. It traces the evolution of society, polity, economy, and religious life through the course of the 500 years.
2. The time period of this course is no more considered as the period of Muslim rule in India. It talks about the rise and fall of the Vijayanagara Empire, the Chola dynasty and other regional powers.
3. The course talks about the economic reforms, agrarian and market reforms adopted by various rulers, even at regional levels.
4. The course covers the history of a long series of wars fought between various polities, the treaties signed, and the political settlements done by various rulers. It informs that the history of the powerful Sultans or Mughals was not an unstained history of continuous triumphs. It was interrupted, disrupted, and challenged at various moments.

## **Semester 4**

### **GE 4: History of India, 1707-1950**

1. This course introduces students to the debate among historians on the eighteenth century and takes them through the trails of the consolidation of the British power and the various stages of the nationalist movement.
2. The course talks about the socio-religious reforms and economic policies of the early British Empire and discusses the role played by the Indians in this changing social situation.
3. The course unfolds the complex development of the nationalist movement, the roles played by various groups and communities, the mass mobilization by Gandhi and its

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

*Raghudebpur, Uluberia, Howrah – 711322*

*College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)*

*Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)*

*Contact : 9874259356/9836127445*

---

aftermath, and the debates within the Congress on the modes of the freedom struggle.

4. The course discusses the knots of communal politics, the spread of communalism at socio-cultural level, and talks about the developments that led to the Great Partition of India in 1947.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudevpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

## DEPARTMENT OF ENGLISH (UG)

### Programme Specific Outcome:

- The Department of English is a fledging centre that aims to help learners, almost all of whom are first generation learners here at Panchla Mahavidyalaya, to acquire superior speaking, writing, reading and communication skills.
- The primary objective of the Department is to create an awareness of basic academic concepts and theoretical frameworks that not only help in understanding works of literature better, but also pave the path to develop research aptitude.
- The students are exposed to the humanistic dimensionsof media, art and literature in the contemporary world that enables them to perceive how literary narratives intersect with broader global issues such as human rights, professional ethics, environmental sustainability, gender rights etc.
- All of the students in the Department of English are encouraged to adopt a multidisciplinary approach towards, not just English, but all kinds of cultural texts, so as to help them develop a functional and cohesive approach towards education.

### Course Specific Outcome (General):

#### Skill Enhancement Course (SEC)

- The SEC papers are structured so as to equip the students with the adroitness required to navigate a formal, high-functional workplace.
- Communication skills are an integral part of the SEC syllabus, and helps the students develop the proficiency and confidence required to communicate in English at both academic and work-related circles
- Focus on writing skills ensures that the students are equipped to handle all kinds of writing assignments, and opens the door to future employment prospects.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

- The students are also taught the basics of research such as citation styles and rules, the consequences of plagiarism, and research tools to help them develop the basic aptitude for future research work.

## Language Core Course (LCC)

- The LCC-L1 paper allows the students to develop creative writing skills while simultaneously fostering an interest in the finer aspects of colloquial language and writing for everyday communication.
- The course also offers a detailed study of formal writing and business communication. Should the students choose to pursue careers in the corporate world, this gives them an edge.
- The LCC-L2 paper familiarizes them with some of the most indispensable English writings by Indian authors, helping them turn into sensitive beings.

## Discipline Specific Elective Course (DSE)

- The DSE courses have been designed to focus on certain specific areas of literature, which helps them gain expertise, giving them an edge in the field of research, should they choose to do so in the future.
- A focus on soft-skills helps the students develop aptitude and the mental fortitude that is expected in work places and professional settings.

## Ability Enhancement Compulsory Core Course (AECC)

- The focus of this course is to introduce the students to basic communication skills to help them successfully navigate both academic and personal circles.
- With an interactive teaching method, this course caters to the vocational needs of the students and prepares them for interactions in higher academia, group discussions, interviews and office settings.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah





# PANCHLA MAHAVIDYALAYA

Raghudebpur, Uluberia, Howrah – 711322

College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)

Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)

Contact : 9874259356/9836127445

## DEPARTMENT OF POLITICAL SCIENCE (UG)

### Programme Specific Outcome:

- The Department of Political Science aims to be a credible centre for teaching and learning, attracting students from the surrounding area, most of whom are first generation learners.
- The department presently offers six semesters Under-graduate B.A. General courses to students following the prescribed CBCS and CCF framework(s) drawn by the University of Calcutta.
- The primary objective of the Department is to create an awareness of basic academic concepts and theoretical frameworks that besides helping the students to understand the discipline better aims at aiding them in being practically vibrant to face real-life situations.

### Course Specific Outcome:

- Besides the Core papers related to Political Theory, Thought, Indian Government and Politics, Comparative Politics, Public Administration, International Relations and Public Administration; the department offers Skill Enhancement Courses (SEC) like Legal

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudevpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

*Raghudebpur, Uluberia, Howrah – 711322*

*College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)*

*Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)*

*Contact : 9874259356/9836127445*

Literacy that aims to train students to become responsible citizens, who can contribute to the larger well-being of the society and the country.

- Through the teaching of papers related to basic research methods, the department further endeavors to create an aptitude for research among students.
- The faculty is well trained to deal with students and ensure they don't face any language barrier to learning.
- The department has been growing and is popular among students of the college who opt for the elective papers offered by the department. At present, the department is eyeing towards the successful implementation of the multidisciplinary aspect of the New Education Policy by coordinating with other departments of the college.

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudebpur, Rajapur, Howrah



# PANCHLA MAHAVIDYALAYA

*Raghudebpur, Uluberia, Howrah – 711322*

*College Website: [www.panchlamv.ac.in](http://www.panchlamv.ac.in)*

*Email: [panchla.mahavidyalaya1@gmail.com](mailto:panchla.mahavidyalaya1@gmail.com)*

*Contact : 9874259356/9836127445*

## DEPARTMENT OF EDUCATION (UG)

*Arpita Mandal (Mandi)*

Principal  
PANCHLA MAHAVIDYALAYA  
Raghudebpur, Rajapur, Howrah

# PANCHLA MAHAVIDYALA

## DEPARTMENT OF EDUCATION

### Learning Outcome Based Curriculum Framework (LOCF)

#### Programme Outcome: B.A Honours in Education

**PO-1: Character formation:** Good character is the highest outcomes of the B.A. Honours programme. It is expected that students will be able to embrace moral/ethical values in conducting one's life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work.

**PO-2: Development of Higher order thinking:** The higher order thinking includes critical thinking, problem solving, and creativity. After successful completion of the B.A. Honours programmes students will be able to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development. Besides this they will also able to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations. Moreover, creative mind is the highest outcomes of the B.A. honours programme. They will be able to create innovative things fluently, think divergently, and elaborate their knowledge efficiently.

**PO-3: Disciplinary knowledge:** After completion of the programme students will be able to demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

**PO-5: Development of Communication Skills:** After completion of the programme students will be able 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.

**PO-6: Development of Analytical reasoning:** It is expected that students will be able 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 addressing opposing viewpoints.

**PO-7: Development of Research-related skills:** After completion of the a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, 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 will be developed.

**PO-8: Development of Leadership skill:** After completion of the programme students will be able to demonstrate different leadership skills like capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.



**PO-9: Cooperation/Team work:** 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.

**PO-10: Avoid unethical practices for doing research and projects:** students will be able 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.

**PO-11: Scientific reasoning:** Ability will be develop to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

**PO-12: Information/digital literacy:** After completion of the programme students will be able 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.

**PO-13: Self-directed learning:** After completion of the programme students will be able to work independently, identify appropriate resources required for a project, and manage a project through to completion.

**PO-14: Multicultural competence:** After completion of the programme students will know the values and beliefs of multiple cultures and a global perspective; and will be able to effectively engage in a multicultural society and interact respectfully with diverse groups.

**PO-15: Lifelong learning:** After completion of the programme students will be able to acquire knowledge and skills, including, meta-cognitive process, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/ re-skilling.

### **Programme Specific Outcomes (PSO):**

**The programme specific outcomes for the B.A. Honours programme are:**

- PSO-1: Understanding self and the society
- PSO-2: Development of moral values and sense of inclusiveness
- PSO-3: Understand the development of educational system in India
- PSO-4: Make concern about the human rights and duties
- PSO-5: Disciplinary knowledge
- PSO-6: Understand the management of educational organization
- PSO-7: Development various employability skills
- PSO-8: Gather knowledge about use of ICT in educational setting
- PSO-9: Development of Research-related skills
- PSO-10: Building Cooperation/Team work
- PSO-11: Development of Communication Skills
- PSO-12: Development of understanding about curriculum development

### Course Mapping:

Courses/PSO	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10	PSO-11	PSO-12
CC-1	✓				✓					✓		
CC-2	✓		✓		✓					✓		
CC-3		✓			✓					✓		
CC-4	✓	✓			✓					✓		
CC-5	✓				✓					✓		
CC-6					✓	✓				✓		
CC-7					✓		✓			✓		
CC-8					✓			✓		✓	✓	
CC-9					✓					✓		✓
CC-10		✓			✓					✓		
CC-11					✓				✓	✓		
CC-12					✓				✓	✓		
CC-13	✓				✓		✓			✓		
CC-14					✓				✓	✓		
DSI-A-1 (Sem-V)	✓	✓		✓	✓					✓		
DSI-A-2 (Sem-V)					✓					✓		
DSI-B-1 (Sem-V)			✓		✓					✓		
DSI-B-2 (Sem-V)					✓					✓		
DSI-A-1 (Sem-VI)	✓			✓	✓					✓		
DSI-A-2 (Sem-VI)	✓	✓			✓					✓		
DSI-B-1 (Sem-VI)				✓	✓					✓		
DSI-B-2 (Sem-VI)			✓		✓					✓		
SEC-A (Sem-III)	✓	✓		✓	✓		✓				✓	
SEC-B (Sem-IV)		✓			✓		✓					



## Course outcomes

Courses	Outcomes
<b>CC-1 Introduction to Education</b>	<ol style="list-style-type: none"> <li>1. Develop an understanding about the meaning, nature, scope, and aims of Education.</li> <li>2. Understand the factors of education and their interrelationship.</li> <li>3. Development of awareness about different agencies of education like school, home.</li> <li>4. Become acquainted with the various child-centric concept of education</li> </ol>
<b>CC-2 History of Indian Education</b>	<ol style="list-style-type: none"> <li>1. Develop an idea of education in ancient and medieval India</li> <li>2. Know about the education under East-India Company</li> <li>3. Perceive the development of education under British-rule</li> <li>4. Develop a concept of education from 1917-1947.</li> <li>5. Compare between two national policies i.e. Policy of education 1968 and 1986.</li> <li>6. Understand the recent development of Indian Education System in the 21<sup>st</sup> century.</li> </ol>
<b>CC-3 Psychological foundation of Education</b>	<ol style="list-style-type: none"> <li>1. Develop a concept of Psychology, and its relationship with Education.</li> <li>2. Get an idea of Educational Psychology.</li> <li>3. Understand the different aspects of child development and relate that with Education.</li> <li>4. Learn about Psychology of Intelligence and Creativity and relate that with Education.</li> <li>5. Understand different aspects of Learning Psychology in the context of Education.</li> </ol>
<b>CC-4 Philosophical foundation of education</b>	<ol style="list-style-type: none"> <li>1. Understand the foundation of Education and disciplinary relationship between Education &amp; Philosophy.</li> <li>2. Get an idea of the Philosophical bases in Education.</li> <li>3. Acquire knowledge of the Western &amp; Indian Schools of Philosophy and their impact on Education.</li> <li>4. Perceive the values enshrined and educational provisions in the Indian Constitution.</li> <li>5. Understand contributions of some great educators and their Philosophies of Education.</li> </ol>
<b>CC-5 Sociological foundation of education</b>	<ol style="list-style-type: none"> <li>1. Understand the meaning of sociology and its various perspectives in relation to education.</li> <li>2. Understand the relationship between education and sociology;</li> <li>3. Introduction to the concept of culture and its relationship with education</li> <li>4. Understanding of national integration and international understanding</li> <li>5. Concept of social development and role of education</li> <li>6. Connect some social problems in education</li> </ol>
<b>CC-6 Educational organization, management, and planning</b>	<ol style="list-style-type: none"> <li>1. Develop the concept, nature, types and need of educational management.</li> <li>2. Understand the importance of leadership in management.</li> <li>3. Know the agencies of educational management in Indian context.</li> <li>4. Understand the importance of planning and management in Education</li> </ol>
<b>CC-7 Guidance and counselling</b>	<ol style="list-style-type: none"> <li>1. Develop the basic concept of Guidance and Counselling.</li> <li>2. Understand the concepts of adjustment and maladjustment.</li> <li>3. Get acquainted with the basic data necessary for guidance, process of testing and diagnosis in Guidance and Counselling.</li> </ol>
<b>CC-8 Technology in Education</b>	<ol style="list-style-type: none"> <li>1. Gain knowledge about educational technology concepts and methods.</li> <li>2. Understand the concepts, elements and basic models of communication used in education.</li> <li>3. Know instructional technology techniques used in education.</li> </ol>
<b>CC-9 Curriculum Studies</b>	<ol style="list-style-type: none"> <li>1. Develop curriculum ideas</li> <li>2. Understand curriculum goals and objectives.</li> <li>3. Be familiar with curriculum development.</li> <li>4. Learn about curriculum evaluation.</li> </ol>
<b>CC-10 Inclusive Education</b>	<ol style="list-style-type: none"> <li>1. Understand the meaning of Inclusion and exclusion</li> <li>2. Know the types of exclusion and their causes</li> <li>3. Know how to bring about inclusion in different spheres</li> </ol>
<b>CC-11 Evaluation and measurement in education</b>	<ol style="list-style-type: none"> <li>1. Know about Evaluation and Measurement</li> <li>2. Understand the process of Evaluation</li> <li>3. Use different types of measuring instruments.</li> <li>4. Develop understanding of the concepts of validity and reliability and their importance in educational measurement.</li> <li>5. Understand the principles of test construction.</li> </ol>
<b>CC-12 Statistics in Education</b>	<ol style="list-style-type: none"> <li>1. Develop the concept of statistics and to develop skill in analyzing descriptive measures</li> <li>2. Understanding the concept of Normal Probability Curve and its uses in education</li> <li>3. Develop a concept of measures of relationship</li> <li>4. Develop the ability to organize relevant educational data and to represent educational data through graphs</li> <li>5. Develop skill in analyzing and displaying data</li> </ol>
<b>CC-13 Psychology of adjustment</b>	<ol style="list-style-type: none"> <li>1. Understand the concept of adjustment, maladjustment and some commonly found problem behavior.</li> <li>2. Know the multi-axial classification of mental disorders.</li> <li>3. Aware about different coping strategies for stressful situation.</li> <li>4. Know the administration, scoring and interpretation of the psychological tests.</li> </ol>

<b>CC-14 concept Educational Research</b>	<b>Basic of</b>	<ol style="list-style-type: none"> <li>1. Have preliminary concepts of research methodology</li> <li>2. Learn about Sampling and Hypothesis</li> <li>3. Learn how to write a research proposal and review research papers.</li> </ol>
<b>SEC-A communication skill</b>		<ol style="list-style-type: none"> <li>1. Understand the basic elements of Communication</li> <li>2. Acquire Listening Skills</li> <li>3. Acquire Speaking Skills</li> </ol>
<b>SEC-A Skill for democratic citizenship</b>		<ol style="list-style-type: none"> <li>1. Have an idea about their duties as citizens</li> <li>2. Have an idea about their rights as citizens</li> <li>3. Have an idea about child violence and child rights</li> <li>4. Have an idea about domestic violence and domestic rights</li> </ol>
<b>SEC-B Teaching skills</b>		<ol style="list-style-type: none"> <li>1. know the basic concept of Teaching</li> <li>2. know the Types of Teaching</li> <li>3. understand the Skills of Teaching</li> <li>4. learn the Concept of Learning Design (LD)</li> </ol>
<b>SEC-B Life skill education</b>		<ol style="list-style-type: none"> <li>1. Understand the meaning of life skills.</li> <li>2. Be acquainted with the different types of life skills.</li> <li>3. Find the ways in which individual's personality can be built through the development of these life skills.</li> </ol>
<b>DSE-A Peace and value education(Sem V)</b>		<ol style="list-style-type: none"> <li>1. Develop the concept of peace education</li> <li>2. Develop an understanding about peace and non-violence.</li> <li>3. Develop the concept of value education</li> <li>4. Develop an understanding about peace, value and conflict resolution.</li> </ol>
<b>DSE-A Educational thought of Great Educators(Sem5)</b>		<ol style="list-style-type: none"> <li>1. Develop an understanding of educational ideas of Indian and Western Educators.</li> <li>2. Develop an understanding of pedagogical concepts given by Indian and western Educational thinkers.</li> </ol>
<b>DSE-A Gender and society(Sem VI)</b>		<ol style="list-style-type: none"> <li>1. Understand basic terms, concepts as sex, gender, gender dynamics etc. in gender studies.</li> <li>2. Understand the gender discrimination in construction and dissemination of knowledge.</li> <li>3. Develop an awareness and sensitivity about gender issues.</li> </ol>
<b>DSE-B Population Education(Sem VI)</b>		<ol style="list-style-type: none"> <li>1. Develop the concept of Population Education.</li> <li>2. Understand Population growth and its impact and responsibilities.</li> </ol>
<b>DSE-B Teacher Education(Sem V)</b>		<ol style="list-style-type: none"> <li>1. Understand the basic concept of teacher education, its historical perspective and development of teacher education in India.</li> <li>2. Develop an understanding about the Role of the different agencies in Teacher education.</li> <li>3. Develop an idea about Some Courses for preparation of teachers.</li> </ol>
<b>DSE-B Open and Distance Learning(Sem-V)</b>		<ol style="list-style-type: none"> <li>1. Develop the concept about open and distance education and an awareness of the modes and strategies of open and distance education.</li> <li>2. Develop an awareness of the present status and role of multi-media in open and distance education.</li> <li>3. Develop an idea about different problems and remedies of open and distance education in India.</li> </ol>
<b>DSE-B Human Rights Education (Sem-VI)</b>		<ol style="list-style-type: none"> <li>1. Develop the basic concept of human rights.</li> <li>2. Develop the knowledge about the role of United Nations and restoring human rights.</li> <li>3. Develop the knowledge of the role of advocacy groups.</li> </ol>
<b>DSE-B Women Education (Sem- VI)</b>		<ol style="list-style-type: none"> <li>1. Develop the knowledge of historical perspective of women education including the policy perspectives, and committees and commissions of women education in India.</li> <li>2. Develop the knowledge of the role of Indian thinkers towards women education.</li> <li>3. Develop an understanding about constraints of women education and women empowerment.</li> </ol>

Nandi Niyogi  
HoD

Department of Education  
Panchla Mahavidyalaya

H.O.D.  
Dept. of Education  
PANCHLA MAHAVIDYALAYA

Arpita Mandal (Nandi)  
Principal

Panchla Mahavidyalaya

Principal  
PANCHLA MAHAVIDYALAYA  
Rajhudepur, Rajapur, Howrah