

DEPARTMENT OF BENGALI

Programme Specific Outcome

Name of the programme : For B.A. Honours in Bengali (1+1+1 Pattern)

1. Awareness and comprehension of fundamental Bengali Language and literature.
2. Comprehension and familiarity with Bengali grammar and linguistics.
3. Comprehension and familiarity with key Bengali terminology.
4. Information and comprehension of History Of Bengali literature.
5. Proficiency in the fundamental concepts of Poetry, Short Story, Essay, Drama, and Novel.

Course outcome of UG Bengali 2016-17

PART - I

PAPER – I

BANGLA SAHITYER ITIHAS (ADI - MADHYA JUG)

1. Students will be able to learn the periodication and Reoccurence of Bengali Literature.
2. Students will gain an understanding of characteristics of Mediaeval Period.
3. When on studies media will period they will be able to gain and understanding of the characteristics of Medieval Period.
4. Students will acquirea knowledge of 'Baishnab' and 'Shakta' culture in the Period.
5. Students will learn the classification of Medieval Literature.

RHETORIC AND PROSODY

- 1.To educate students on the value of prosody and rhetoric in poetry studies.
2. To teach pupils practical lessons in prosody and rhetoric.
3. To get students ready for the elaborative use of language in writing and speaking sentence construction.
4. Providing an overview of the fundamentals of linguistics and prosody.
5. While studying prosody, introduce the students to the aesthetics of language.
6. To introduce Indian concepts of prosody and rhetoric to the students.

PAPER II

BAISHNAB PADABALI

1. Literature from mediaeval Bengal will be taught to the students.
2. The Baishnava religion will be taught to the students.
3. Learners will become acquainted with Baishnava Rosa Sastra.
4. The pre- and post-chaitanya baishnava tatwa shall be taught to the students.

SHAKTA PADAVALI

- 1.To make students aware about the literary-form 'Pada' .
- 2.To make students interested in cultural and religious history of Medieval Bengal.
- 3.To introduce the religious poetry of Medieval Bengal.
- 4.To give a basic idea on Shakta Religion and Philosophy.
- 5.Student will be familiar with Shakta Padas written by various Padakartas like Ramprasad, Kamalakanta etc.

RAMAYANA AND ANNADAMANGAL KABYA

- 1.Students will get to know the basic things about Mahakabya.
- 2.Students will acquire comprehensive idea about various forms of Mangalkabya.
- 3.They will learn the things about ' Prakkhipta' Apart of Mahakabya like Ramayana.

PART – II

PAPER III

BANGLA SAHITYER ITIHAS (1801- 1950)

1. To make students interested in Bengali society and make them related to culture of Bengali literature and history of the Bengali people.
2. Students will acquire a knowledge about the history and historical analysis about Literature.
3. Students will be made aware about the evolution of the history of Bengali Literature and culture.
4. Students will understand about basic textual nuances of Medieval and Modern Bengali Literature and a subtle difference between or shade of meaning them.
5. To learn about Religion, Society, Traditions Culture and development of the Bengali Literature use in the prose, poetry, drama, short story and novel.

Linguistics

Descriptive Linguistics

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 over time 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.

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.

Paper IV

BIRANGANA KABYA

1. Students will know about Epistle.
2. They will also gain a knowledge about the change that was bring to the society and Literature during 19th century Renaissance.
3. Students will also be able to know about the unique and singular characteristic of women.
4. They will also acquire knowledge about the greatness of Michael Madhusudan Dutta.
5. Students will gain in knowledge about the Western effect on eastern literature.
6. They will also learn the importance of the former epic of India like Purana Ramayan and Mahabharat.

SARADAMANGAL KABYA

1. Students will learn about lyrical poetry.
2. Students will learn about importance of Biharilal Chakrabarty in Bengali Poetry.
3. Students will be able to learn poetry and criticism methods.

POEMS OF RABINDRANATH TAGORE AND MODERN BENGALI POETRY.

Know the 20 th centuries evolutin of Bengali poetry with its forms,matters and many others characteristics from 19th century.The text is collections of some modern Bengali poetry named 'E kaler kabita sanchayan'and is composed by University of Calcutta. The students will get to know Know about the lyrical poetry of Rabindranath Tagore which is fully bearing the characteristics of romanticism.

1.Modern Bengali Poetry has been deeply influenced by the colonial modernism. Poets of this genre are Jibanananda Das,Kaji Najrul Islam,Sudhindranath Dutta,Amiya Chakraborty,Premendra Mitra,Buddhadeb Basu,Bishnu Dey,Nirendradranath Chakraborty,Sangkha Ghosh,Sakti Chattopadhyay,Aal Mahmud to name a few. Post-colonial 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.

2.Reading of transformation of imagery and development of other aesthetic trends and novel notations from a colonial perspective of renaissance.

3.Understanding of semiotics in poetry through a post- colonial thread starting from the Modern poetry till late sixties.

4.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.

PART - III

PAPER –V

NOVEL

- 1.To introduce the modern Bengali literary-form ‘Novel’ .
- 2.To introduce few Bengali Novels of different writers.
- 3.To give a detailed study of few Bengali Novels.

PAPER – VI

DRAMA

1. Students will learn about the drama of Dinabandhu Mitra's Nildarpan.
2. Students will learn about the drama of Girish Ghosh's Prafullya.
3. Students will learn about the drama of Rabindranath Tagore's Sharodutsav.
4. Students will learn about the drama of Bijan Bhattacharya's Debigarjan.

PAPER – VII

GOLPOGUCHCHO

1. Students will learn about the short story of Rabindranath Tagore.
2. Students will learn about the short story Postmaster, Tayag, Ekratri, Strir Potro etc.
3. Students will learn about the criticism methods and a comparative study about short stories of Rabindranath Tagore.

MODERN SHORT STORIES

1. Students will learn development of modern Bengali short stories.
2. To introduce few Bengali Short Stories of different writers.
3. Students will learn narrative techniques, plot etc.
4. Students will be able to learn short story criticism methods

BENGALI ESSAYS

- 1.To introduce the modern Bengali literary-form 'Essay'
- 2.To introduce few Bengali Essays of different writers.
- 3.To give a detailed study of few Bengali Essays.

AESTHETICS

- 1.Students will be prepared about the ornamental use of language while speaking and writing.
- 2.They will also know the Eastern and Western poetic theory.

PAPER-VIII

History of English Literature

- 1.To give elementary knowledge of History of English Literature.
- 2.To develop knowledge about ancient English Literature.
- 3.To make students aware about the evolution of English Literature.

HISTORY OF SANSKRIT LITERATURE

- 1.To impart rudimentary understanding of history of Sanskrit literature.
2. To expand one's understanding of historical values of Sanskrit literature.
3. To educate students on the development of Sanskrit literature.

ESSAY ON LITERATURE.

- 1.Students will know about the role of essay in Bengali literature.
- 2.Students will also learn to write critical essays on literature and increase their creativeness.

Structural Dimensions of literature:

This course will enrich the students with the knowledge of various literary genre, structural ideas, comparative studies of genres and literary evolution.

DEPARTMENT OF BENGALI

Course Outcome

Name of the programme : For B.A. General in Bengali (1+1+1 Pattern)

PART –I

HISTORY OF BENGALI LITERATURE,RHETORICS,AESTHETICS

This course helps students to develop a sketchy idea on history of Bengali literature (modern age). It also gives a preliminary idea about Bengali prosody and literary terms. Students will also become somewhat proficient with modern poetry and poets. They will be aware of the contemporary poets' inclination. In addition to reading real poems in a variety of genres, students will have a firm understanding of rhythm, or chapana. As a result, they will be able to produce Chhandalipi of a and understand three different sorts of rhythms: Dalabritta, Saralkalabritta, and Mishra Kalabritta.

PART-II

Students will gain knowledge from the real writings of several distinguished Padakartas and will form a coherent understanding of distinct theoretical stages. Students will read these two volumes in order to gain an understanding of the literary Renaissance of the Nineteenth Century. The modern poems from from various modern poets will be critically studied, and students will gain experience describing the pieces' inner meaning and context in their own words.

PART-III

Student comprehension of reading dialogues, aesthetics, and the drama's main idea will all improve as they read the core text. Knowledge of contemporary short stories will be acquired by students. Additionally, they will examine the fundamental concepts, frameworks, and contexts of these. Pupils will read the book to comprehend the vernacular, the plot, the conflict between the characters' ability to tell a compelling story, and, most importantly, to experience writing a real book. Students are supposed to read this book in order to learn about the many personalities, linguistic flow, and socioeconomic structure of society.

MODERN INDIAN LANGUAGE

(MIL)

This course assists students in developing a basic understanding of numerous modern-day Bengali essays, poetry, and short tales. Additionally, it provides a basic understanding of the numerous English terms used in daily life. For pupils, the ability to write a report is also highly important.

The University of Burdwan
Restuctured Syllabus for 3-Year B.A. Honours
(1+1+1 Pattern) in English
with effect from 2015-2016 RESTUCTURED SYLLABUS BA HONOURS COURSE

B.A./B.Sc. 3-Year (HONS.) Degree Course Programme: Programme Learning Outcomes.

- The programme learning outcomes relating to B.A./B.Sc. (Hons.) Programme in English:
 - ✓ To demonstrate a comprehensive understanding of the major literary genres, periods, and movements in English literature.
 - ✓ To analysing and interpreting literary texts critically, employing appropriate literary theories, approaches, and methodologies.
 - ✓ To develop effective communication skills, both written and oral, in the analysis and discussion of literary texts.
 - ✓ To engage in research, utilizing library and online resources, to gather and evaluate relevant scholarly materials in order to support their analysis and interpretation of literary texts.
 - ✓ To apply literary and critical theories to analyze and interpret literature.
 - ✓ To evaluate the contributions and influence of significant authors, works, and literary movements in the development of English literature.
 - ✓ To demonstrate an understanding of the intersections between literature and other academic disciplines.
 - ✓ To reflect critically on their own responses to literary texts.
 - ✓ To develop skills in critical thinking, analysis, and problem-solving, transferring these skills to other areas of study and professional pursuits.
 - ✓ To demonstrate cultural sensitivity and a global perspective, recognizing the diverse range of voices and experiences represented in English literature.

By achieving these program outcomes, students will have a thorough grounding in English literature, enabling them to pursue further studies in the field, engage in literary criticism and analysis, or explore careers in areas such as publishing, writing, education, and cultural industries.

PAPER -1

Unit-I British Literature:Anglo-Saxon to the Elizabethan Period. Candidates are required to answer one essay-type question out of three (two to be set from History of Literature and one from Social History)

Course Outcome of Unit- British Literature: Anglo-Saxon to the Elizabethan Period:

- Upon completion of the unit covering British Literature from the Anglo-Saxon to the Elizabethan period, students should be able to:
 - Understand the historical, cultural, and literary contexts of the literature produced in Britain from the Anglo-Saxon period through the Elizabethan era.
 - Identify and analyze major works and authors from the Anglo Saxon period to Elizabethan period.
 - Develop critical thinking abilities in careful reading, textual analysis, and interpretation to identify the subtleties and complexity of the chosen literary works.
 - Understand how literature reflects and shapes cultural and societal values, including religion, politics, gender, class, and intellectual tendencies.

Course Outcome of Unit-II (Poetry):

Unit-II: Poetry

Poems of Spenser, Sidney, Shakespeare, Donne, Marvellas originally prescribed .

a) Two essay type questions to be attempted out of four(one out of two questions from the Sonnets and one out of two questions from Metaphysical poetry)

b) Three annotation passages to be attempted out of six given (two from the Sonnets and one from Metaphysical poetry)

c)Five objective type questions to be attempted out of eight.

- **After completing the Poetry unit, students should be able to:**
 - Gain knowledge about the poets and their works from the Elizabethan and Metaphysical periods, including Edmund Spenser, Sir Philip Sidney, William Shakespeare, John Donne and Andrew Marvell.
 - Analyze and interpret the poetic techniques, themes, and styles of the selected poems by these poets.
 - Engage critically to explain major literary devices, imagery, motifs, and themes in assigned passages.
 - Use historical and cultural contexts to understand how Elizabethan and Metaphysical poets addressed intellectual, religious, and political challenges throughout their period.

Unit-III: Drama

Section A: Shakespeare: A Midsummer Night's Dream

Or Section

B: Ben Jonson: Every Man in His Humour

- Upon completing the study of either Shakespeare's A Midsummer Night's Dream or Ben Jonson's Every Man in His Humour, students should be able to:
 - Understand the social, political, and cultural conditions in which the chosen play was created.
 - Analyse the chosen play's structure, plot, characters, language, and themes using.
 - Consider the play's place in the literary canon, critical reception, and continuing relevance in relation to the work of the author (Shakespeare or Jonson).
 - Explore the themes, motifs, and symbols in the chosen play.

Unit-IV Literary Terms

Course Outcome for Unit-IV: Literary Terms

- Upon completing the study of Literary Terms, students should be able to:
 - Understand important literary vocabulary, concepts, and approaches for analysing and interpreting literature from various genres and historical periods.
 - Identify and analyse various literary devices, such as imagery, symbolism, metaphor, simile, allegory, irony, allusion, foreshadowing, and point of view.
 - Analyze and evaluate literary materials, including poetry, fiction, drama, and non-fiction, using literary terms and concepts.
- Reflect on how learning literary words improves one's appreciation and enjoyment of literature.

PAPER-II

Unit-I: British Literature: Jacobean to the Restoration Period

- After completing this unit on British Literature from Jacobean to the Restoration Period, students should be able to
 - Gain knowledge on British literature from the Jacobean to Restoration Period, focusing on prominent authors like William Shakespeare, John Donne, John Milton, and Aphra Behn.
 - Identify and analyze key themes and literary movements of the period, such as metaphysical poetry, revenge tragedy, and the emergence of the novel.

- Evaluate how historical events and cultural developments influenced literature during the Jacobean and Restoration periods, including the English Civil War, Interregnum, and monarchy restoration.
- Conduct critical discussions and written analyses of Jacobean and Restoration literature.

Unit-II: Poetry

Milton: Paradise Lost(Book-1)

Pope: Rape of the Lock(Cantos I & II)

Bacon: Of Studies, Of Travails

- **Upon completion of this unit students should be able to**
 - Comprehend the significant works of poetry by John Milton, Alexander Pope, and Francis Bacon, including Paradise Lost, Rape of the Lock, and selected essays.
 - Analyse the themes, symbols, and literary methods used in their works.
 - Develop critical thinking and analytical skills through engaging with complex poetic text.
 - Present well-reasoned interpretations in essay form.
 - Evaluate the historical and cultural context of how Milton, Pope, and Bacon's works reflect and respond to the intellectual and artistic trends of their day.

Unit-III Drama

Shakespeare: Macbeth.

- **Upon completion of this unit students should be able to**
 - Gain knowledge of William Shakespeare's play Macbeth, including themes, characters, storyline, and literary elements.
 - Analyse and understand Macbeth's complex psychological and moral dynamics, including themes of ambition, power, guilt, and fate.
 - Explore how Shakespeare's use of imagery, soliloquies, and dramatic irony contribute to the play's overall impact.
 - Understand the historical and cultural context of Macbeth, including how it reflects the political and social circumstances of Shakespeare's day .
 - Discuss Macbeth's ethical and philosophical ramifications, including themes of power, corruption, and uncontrolled ambition.

Unit-IV: Rhetoric & Prosody

- **Upon completion of this unit students should be able to**
 - Gain a thorough knowledge of rhetorical principles and rhetorical devices.
 - Analyze and evaluate the use of rhetoric in various forms of communication, such as speeches, essays, advertisements, and literature.
 - Master rhetorical methods and strategies for effective communication and persuasion in writing and speaking.

- Develop an awareness of prosody, including poetic forms, metre, rhyme, and rhythm, and how these effect a poem's meaning.
- Analyze and interpret the use of prosody in a variety of poetic works.

PAPER-III

Unit-I: British Literature: 18th Century

- **Upon completion of this unit students should be able to**
 - Gain thorough knowledge of the major works of British literature from the 18th century.
 - Identify and explore key themes and motifs present in 18th-century British literature, such as satire, social criticism.
 - Understand how historical, political, and cultural contexts influenced the literary production of the 18th century.
 - Engage in critical discussions and written analyses of 18th-century British literature.

Unit-II: Poetry

William Blake: Garden of Love William Collins: Ode to Evening Gray-Elegy Written in a Country Churchyard

- **Upon completion of this unit students should be able to**
 - Understand the works of William Blake, William Collins, and Thomas Grey, including their themes, styles, and contributions to the literary canon.
 - Analyze and interpret the prescribed poems to uncover the complexities of their language, imagery, and symbolism.
 - Gain insight into the historical and cultural contexts in which these poets wrote.
 - Develop critical thinking skills by analysing the poetic forms, structures, and strategies utilised by Blake, Collins, and Grey.

Unit-III:

Section A;

Drama

Oliver Goldsmith: She Stoops to Conquer

Or Section B; Richard Sheridan: The Rivals

- **Upon completion of this unit students should be able to**
 - Gain a thorough knowledge of the works of Oliver Goldsmith and Richard Sheridan, focusing on their plays "She Stoops to Conquer" and "The Rivals," respectively.
 - Analyze and interpret the characters, themes, and theatrical elements present in the chosen play.

- Explore the social, cultural, and historical contexts of the playwrights and their works.
- Develop critical thinking skills by analysing the play's themes, conflicts, and character interactions.

Unit-IV: Fiction and Essay

Jonathan Swift: Gulliver's Travels(Book-I) Addison: Sir Roger in London(Spectator No. 269) Steele-The Art of Story Telling

- **Upon completion of this unit students should be able to**
 - Learn about Jonathan Swift's satirical classic, "Gulliver's Travels," with a focus on Book I.
 - Analyze and interpret the character of Sir Roger de Coverley in Joseph Addison's essay "Sir Roger in London" (Spectator No. 269).
 - Explore the art of storytelling as presented by Richard Steele in his essay "The Art of Storytelling".
 - Investigate the historical and cultural contexts of the works of Swift, Addison, and Steele, including the political and social issues of the time.
 - Develop critical thinking skills through the analysis of themes, characters, and narrative techniques in the chosen texts.
 - Learn how Swift, Addison, and Steele employ literary methods like satire, allegory, irony, and humour to express their opinions about society, politics, and human nature.

PAPER-IV

Unit-I British Literature: Romantic Period

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the Romantic Period in British literature, its historical context, major themes, and key characteristics.
 - Explore the works of major Romantic authors such as William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, and Lord Byron.
 - Examine the impact of the French Revolution, Industrial Revolution, and other social and political changes on the literature of the Romantic Period.
 - Investigate the development of literary genres and forms during the Romantic Period, including the Romantic lyric, ballad, ode, and the Gothic novel.
 - Develop critical thinking abilities by reading and interpreting Romantic texts, emphasising language, imagery, symbolism, and narrative techniques used in the texts.

Unit-II: Section A:

Poetry

Wordsworth:

Michael, Resolution and Independence Coleridge: Lime Tree Bower upon My Prison, Kubla Khan

Or Section B: Shelley: Ode to the West Wind, To a Skylark Keats: Ode to a Nightingale, Ode to Autumn

▪ Upon completion of this unit students should be able to

- Develop a thorough understanding of Wordsworth, Coleridge, Shelley, and Keats' poetry, including their topics, motifs, and literary strategies.
- Analyse and evaluate selected poems focusing on language, imagery, symbolism, and poetic techniques.
- Examine the biographical, historical, and cultural context of each poet to understand how their personal experiences, influences, and social surroundings influenced their poetry vision and style.
- Examine the Romantic values and themes in chosen poetry, such as celebrating nature, exploring the imagination, expressing emotions, and seeking transcendence and beauty.
- Improve critical thinking abilities through analysis, and interpretation of complex poetic passages.

Unit-III:

Fiction

Jane Austen: Pride and Prejudice

▪ Upon completion of this unit students should be able to

- Gain a comprehensive understanding of Jane Austen's novel "Pride and Prejudice".
- Analyse the social and cultural themes in the novel, such as class, marriage, gender roles, and morality.
- Examine the character development and relationships in "Pride and Prejudice."
- Explore the narrative techniques and structure employed by Austen in "Pride and Prejudice".
- Develop critical reading and analytical abilities by closely examining the text.

Unit- IV

Essay

Hazlitt: On

the Fear of Death Lamb: Old China De Quincey-The English Mail Coach

▪ Upon completion of this unit students should be able to

- Acquire a complete knowledge of the writings of William Hazlitt, Charles Lamb, and Thomas De Quincey with their distinct writing styles.
- Explore the various themes, narrative techniques, and symbolism used in the texts.

- Compare and contrast their writing styles and thematic concerns identifying similarities and differences in their approaches to topics.
- Explore the historical and cultural context in which these essays were written.
- Develop critical thinking and analytical skills through close reading and interpretation of the texts.

PAPER-V

Unit-I: British Literature: Victorian Period

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the major literary works and themes of the Victorian Period in British literature, including novels, poetry, and essays.
 - Understand how historical events and cultural developments, including the Industrial Revolution, imperialism, modernization, and the growth of the middle class, influenced Victorian literature.
 - Investigate the characteristics of Victorian literature.
 - Engage with the works of prominent Victorian writers, such as Charles Dickens, Charlotte Brontë, Thomas Hardy, and Alfred Lord Tennyson.
 - Analyze the thematic concerns of Victorian literature, including the portrayal of social class, gender roles, industrialization, religion, morality.
 - Explore the representation of Victorian values, beliefs, and anxieties in literature.
 - Develop critical thinking and analytical skills through close reading, interpretation, and discussion of Victorian texts.

Unit-II:

Section A:

Poetry

Tennyson:

Ulysses Browning: My Last Duchess, Porphyria's Lover E.B. Browning: How do I Love Thee, If Thou Must Love Me

Or

Section B: Matthew Arnold: Dover Beach, To Marguerite Hopkins: Pied Beauty, Thou art Indeed Just Lord

- **Upon completion of this unit students should be able to**
 - Gain knowledge of the poetry of the selected Victorian poets.
 - Analyse the use of poetic devices (e.g. imagery, symbolism, metre, rhyme, tone) in selected poems to understand their impact on meaning, emotion, and aesthetics.

- Investigate the cultural and historical contexts in which the poets wrote.
- Develop critical thinking and analytical skills through close reading, interpretation, and discussion of Victorian poems.

Unit-III:Novel

SectionA:

Dickens: Hard Times

Or Section B: Thomas Hardy: The Mayor of Casterbridge

- **Upon completion of this unit students should be able to**
 - Gain a thorough knowledge of the chosen novel of the selected Victorian novelists .
 - Understand their narrative techniques, characterization, themes, and social critique within the context of the Victorian era.
 - Explore the depiction of social, moral, and economic issues in the novel studied.
 - Examine the setting, atmosphere, and symbolic elements in the novel.
 - Reflect on the historical and cultural contexts in which the novels were written.
 - Develop critical thinking and analytical skills through close reading, interpretation, and discussion of the novel

Unit-IV: Myths and Legends

- **Upon completion of this unit students should be able to**
 - Gain a thorough knowledge about the myths and legends of various cultures, like Greek, Roman, Norse, Celtic, Egyptian, and Asian.
 - Examine the themes, symbols, archetypes, and motifs present in myths and legends.
 - Investigate the impact of myths and legends on literature, art, religion, philosophy, and popular culture.
 - Analyze the characters, gods, goddesses, heroes, monsters, and supernatural beings in myths and legends.
 - Examine the storytelling techniques, narrative structures, oral traditions, and transmission of myths and legends over time.
 - Reflect on the moral, ethical, and existential questions raised by myths and legends.
 - Develop interdisciplinary and cross-cultural perspectives through the study of myths and legends.

PAPER-VI

Unit-I: British Literature: Modern Period

▪ **Upon completion of this unit students should be able to**

- Understand the historical, social, and cultural context of the Modern Period in British literature.
- Analyze and interpret major literary works from the Modern Period, considering their themes, styles, and contributions to the development of literature.
- Critically evaluate the impact of key literary figures of the Modern Period, such as T.S. Eliot, Virginia Woolf, James Joyce, and others.
- Demonstrate an understanding of the diverse literary forms and genres that emerged during the Modern Period, including poetry, fiction, drama, and non-fiction prose.
- Compare and contrast the literary characteristics of the Modern Period with preceding literary periods, identifying key innovations and departures from tradition.
- Engage in informed discussions and written analyses of Modern Period literature, demonstrating the ability to articulate insights and interpretations effectively.

Unit-II:

Section A:

Poetry

Yeats:

Sailing to Byzantium, The Second Coming Owen: Anthem for Doomed Youth, Insensibility.

Or Section B: Eliot: The Hollow Men, Journey of the Magi Pound: In a Station of the Metro, A Girl

▪ **Upon completion of this unit students should be able to**

- Develop an understanding of the thematic concerns, stylistic features, and historical context of the selected poems.
- Analyze the formal and technical aspects of the poems, such as meter, rhyme, imagery, and symbolism.
- Compare and contrast the poetic styles and techniques employed by Yeats, Owen, Eliot, and Pound.

- Evaluate the ways in which the selected poems engage with and respond to the broader intellectual, cultural, and artistic movements of their time.
- Engage in critical discussions and written analyses of the poems, demonstrating the ability to articulate interpretations and insights effectively and to support them with evidence from the texts.

Unit-III

Section A:

Drama

G.B.Shaw:

Candida or Section B: J. M. Synge: Riders to the Sea

- **Upon completion of this unit students should be able to**
 - Gain an understanding of the thematic, contextual, and stylistic elements of the selected play.
 - Analyze the dramatic structure, character development, dialogue, and other literary devices employed in the play.
 - Evaluate the ways in which the selected play reflects the broader literary and theatrical movements of its time.
 - Compare and contrast the thematic concerns and stylistic features of the chosen play with other significant works within the genre.
 - Engage in critical discussions and written analyses of the play, demonstrating the ability to articulate interpretations and insights effectively and support them with evidence from the text.

Unit-IV :

Novel, Short Story and Critical Appreciation
James Joyce: A Portrait of the Artist as a Young Man
Lawrence: Odour of Chrysanthemums
Critical appreciation of an unknown poem

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected novels and short story.
 - Analyze and critically evaluate the stylistic elements, character development, symbolism, and language used by these authors.
 - Develop critical appreciation skills for poetry.
 - Enhance literary interpretation and analysis skills.
 - Develop effective communication skills in literary analysis i. e to engage in both written and oral exercises to express their understanding and analysis of the selected novels, short story, and poem.
 - Cultivate a broader understanding of literature and its socio-cultural context.

PAPER-VII

Unit-I:

Poetry

SectionA:

Dylan Thomas: Fern Hill, Do not go gentle into that Good Night
Look Stranger, Sir No Man's Enemy

W.H.Auden:

Or

Section B: Ted Hughes: Thought Fox, Hawk in the Rain

Phillip Larkin: Whitsun Weddings

Seamus Heaney: Digging

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected poems by Dylan Thomas, W.H. Auden, Ted Hughes, Philip Larkin, and Seamus Heaney.

- Learn to critically evaluate and interpret the poems, including the meaning of the texts, the use of poetic devices, and the relationships between form and content.
- Recognize and appreciate poetic techniques such as imagery, rhyme, meter, symbolism, and figurative language.
- Evaluate and compare different poetic styles and themes found in the poems of Dylan Thomas, W.H. Auden, Ted Hughes, Philip Larkin, and Seamus Heaney.
- Enhance literary analysis and interpretation skills.
- Develop effective communication skills in literary analysis and articulate their thoughts and ideas effectively, using appropriate terminology and evidence to support their interpretations.

Unit-II: Drama and Fiction

SectionA: Harold Pinter: The Room

Or

Section B:Graham Greene: The Quiet American

- **The course outcomes of Unit-II, which focuses on the study of drama and fiction by Harold Pinter and Graham Greene. Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected play, "The Room" by Harold Pinter, or the novel, "The Quiet American" by Graham Greene.
 - Analyze the themes, characters, plot structures, and narrative techniques employed by these writers.
 - Develop an understanding of various dramatic and narrative techniques such as dialogue, characterization, plot development, symbolism, and point of view.
 - Compare and contrast the styles and themes found in the play, "The Room" by Harold Pinter, or the novel, "The Quiet American" by Graham Greene.

- Apply various critical approaches and theories to analyze the selected drama or novel.

Unit-III: Theoretical Terms

The course outcome of Unit-III, which focuses on the study of theoretical terms in literature, can be summarized as follows:

- **Upon completion of this unit students should be able to**
 - Acquire a thorough understanding of essential theoretical terms used in the analysis and interpretation of literature such as structuralism, poststructuralism, feminism, Marxism, psychoanalysis, reader-response theory, and postcolonialism, among others.
 - Develop an understanding of how different theoretical frameworks can shape and influence the interpretation of a work.
 - Develop their critical thinking skills, enabling them to analyze and interpret literary texts from multiple perspectives.
 - Engage in scholarly discussions and debates on the application of theoretical terms in literary analysis.
 - Enhance research skills to explore and understand the theoretical terms in depth.
 - Draw connections between literature and other fields, such as philosophy, sociology, psychology, and cultural studies.
 - Apply theoretical terms to real-world contexts and contemporary issues.

Unit-IV: Philology and Phonetics

- **Upon completion of this unit students should be able to**
 - Understand the principles and methods of philology and phonetics.
 - Analyse the relationship between language and culture through the study of philology.
 - Apply phonetic principles to analyze and understand speech sounds and their production.
 - Develop the ability to transcribe and analyze speech sounds using phonetic symbols.

- Explore the historical development and evolution of languages through the lens of philology.
- Critically evaluate the role of phonetics in language acquisition and speech pathology.

PAPER-VIII

(Students to study either of the two optional papers)

Option A: American Literature

Unit-I History of Literature

(Thrust Areas: Early Settlement, 18th Century Enlightenment, Puritanism , Transcendentalism, Civil War, American Renaissance, Harlem Renaissance, Civil Rights Movement, Abolition Movement, Cold War)

- **Upon completion of this unit students should be able to**
 - Understand the historical and cultural contexts of early American literature, including the impact of the early settlement, Puritanism, and the Enlightenment on literary expression.
 - Analyse the themes and characteristics of American literature during the 18th century Enlightenment.
 - Explore the literary and philosophical aspects of Transcendentalism and its impact on American literature.
 - Examine the representation of the Civil War and its aftermath in American literature.
 - Understand the literary contributions of the American Renaissance period.
 - Analyse the cultural and artistic expressions of the Harlem Renaissance and its significance in African American literature and culture.
 - Explore the role of literature in the Civil Rights Movement, Abolition Movement, and Cold War era, and its impact on social and political change in America.

Unit-II:

SectionA:

Poetry

Walt

Whitman: Crossing Brooklyn Ferry Robert Frost: Road not Taken, Mending Wall

Or Section B:

Sylvia Plath: The Colossus, Lady Lazarus Langston Hughes: I too, Theme for English B

▪ **Upon completion of this unit students should be able to**

- Gain a comprehensive understanding of the poems of the selected poets.
- Analyse the themes, styles, and techniques employed by the selected poets.
- Understand the historical and cultural contexts that influenced the poetry of the selected authors.
- Explore the use of symbolism, imagery, and figurative language in the selected poems.
- Develop the ability to critically interpret and evaluate the poetic works in terms of their literary and artistic significance.
- Examine the impact of the selected poets and their works on the development of American literature and poetry.
- Engage in comparative analysis of the selected poems to understand the diversity of poetic expression and styles.

Unit-III:

Section A:

Fiction Marks:30 Fitzgerald: Great Gatsby

Or J.D. Salinger: Catcher in the Rye

▪ **Upon completion of this unit students should be able to**

- Gain a comprehensive understanding of the selected fictions.
- Analyze and interpret the themes, characters, and narrative techniques employed by F. Scott Fitzgerald in "The Great Gatsby" or J.D. Salinger in "The Catcher in the Rye".
- Explore the historical, cultural, and literary context of the chosen novel.
- Investigate the portrayal of the American Dream, societal values, class distinctions, and the disillusionment of the post-war era in "The Great Gatsby" or "The Catcher in the Rye" .
- Examine the narrative voice, style, and tone of the selected novel.

- Compare and contrast the themes, characters, and narrative structures of "The Great Gatsby" and "The Catcher in the Rye" .
- Engage in critical discussions, written analyses, and reflective responses to the texts.

Unit IV:

Drama

Section

A: Eugene O'Neill : Mourning becomes Electra

Or Section B: Lorain Hansberry: Raisin in the Sun

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected texts
 - Analyze and interpret the themes, characters, and dramatic techniques employed by Eugene O'Neill in "Mourning Becomes Electra" or Lorraine Hansberry in "A Raisin in the Sun".
 - Explore the cultural, historical, and social contexts of the selected play.
 - Investigate the portrayal of tragedy, betrayal, and redemption in "Mourning Becomes Electra" or the themes of race, equality, and dreams deferred in "A Raisin in the Sun".
 - Examine the structure, language, and symbolism used by the playwright.
 - Reflect on the moral dilemmas, ethical choices, and consequences faced by the characters.
- Engage in critical discussions, written analyses, and reflective responses to the plays.

Option B: Indian English Literature

Unit-I

History of Literature

(Thrust Areas: Pre-Independence Indian English Poetry, Pre-Independence Indian English Drama, Pre-Independence Indian English Novel, Post-Independence Indian English Poetry, Post-Independence Indian English Drama, Post-Independence Indian English Novel, Indian English Women Novelists, Indian English Women Poets, Indian English Partition Literature)

- **Upon completion of this unit students should be able to**
 - Understand the historical and cultural context of Indian English Literature.
 - Explore the development of literature in India before and after independence.
 - Recognize the diverse voices and perspectives that have contributed to the rich literary tradition.
 - Analyze the major literary movements and trends in Indian English Literature.
 - Examine the works of Indian English women novelists and poets.
- Explore the literature of partition in India.
- Engage in critical discussions, written analyses, and interpretations of selected works of Indian English literature.

Unit-II:

Section A:

Poetry **Derozio**
and Kamala Das(Texts as originally prescribed) Or Section B: A.K.Ramanujan, Jayanta Mahapatra and Agha Sahid Ali (Texts as originally prescribed)

- **Upon completion of this unit students should be able to**
 - Gain a deep understanding of the poetic works of Derozio, Kamala Das, A.K. Ramanujan, Jayanta Mahapatra, and Agha Shahid Ali.
 - Explore the themes, styles, and literary techniques employed by these poets to express their unique perspectives and experiences.
 - Analyze the socio-cultural contexts and historical influences that shaped the poetry of these writers.
 - Examine the use of language, symbolism, and imagery in the poems of Derozio, Kamala Das, A.K. Ramanujan, Jayanta Mahapatra, and Agha Shahid Ali.
 - Explore the representation of gender, sexuality, politics, spirituality, and exile in the poetry of these writers.
 - Reflect on the impact and legacy of Derozio, Kamala Das, A.K. Ramanujan, Jayanta Mahapatra, and Agha Shahid Ali in the landscape of Indian English poetry.
 - Engage in close reading, textual analysis, and interpretation of selected poems.

Unit-III

Section A:

Drama

Mahesh

Dattani: Tara

Or

Section B: Girish Karnad: Hayavadana

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the dramatic works of Mahesh Dattani and Girish Karnad, focusing on the plays "Tara" and "Hayavadana" respectively.
 - Explore the themes, characters, and theatrical elements employed by these playwrights to convey complex narratives and ideas.
 - Analyze the socio-cultural contexts, historical backgrounds, and literary influences that inform the plays of Dattani and Karnad.
 - Examine the use of dialogue, symbolism, staging, and dramatic structure in the plays "Tara" and "Hayavadana".
 - Explore the representation of gender, caste, class, politics, and mythology in the plays of Dattani and Karnad.
 - Reflect on the legacy and impact of Mahesh Dattani and Girish Karnad in Indian drama.

- Engage in close reading, textual analysis, and performance interpretation of selected scenes from "Tara" and "Hayavadana".

Unit- IV: Fiction

Section A:

Mulk Raj Anand: Untouchable Or Section B: Amitav Ghosh: The Hungry Tide

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected works.
 - Explore the themes, characters, and narrative techniques used by Mulk Raj Anand in "Untouchable" and Amitav Ghosh in "The Hungry Tide".
 - Examine the socio-political landscapes, historical backgrounds, and literary influences that inform the works of Anand and Ghosh.
 - Analyze the ways in which Anand and Ghosh depict marginalized communities, and their struggles for agency, voice, and dignity.
 - Investigate the use of language, imagery, symbolism, and narrative structure in the selected texts.
 - Reflect on the role of fiction in shaping cultural memory, historical awareness, and social consciousness.
 - Engage in critical reading, textual analysis, and interpretation of selected passages from "Untouchable" and "The Hungry Tide".

The University of Burdwan

Syllabus for 3-Year B.A. General Degree Course of Studies (1+1+1 Pattern) in English with effect from 2015-2016

Outcome and Program Outcome for three-year B. A. General Programme

Program Outcome of the Curriculum

Program Outcomes: The programme learning outcomes relating to B.A (General) programme in English:

- To let them have a clear conception of the vital role of the generic forms in Literature and thereby understand their importance by reading representative poems, Dramas and novels.
- To make them know the different components of the language and it's linguistic structures.
- Let them have a deep insight into the trajectory of Indian literature from across the Country and explain clearly how literary writings throughout India focus the voice of the Marginalized and the unrepresented.
- Let them know to write conventionally in academic style and be professionally prepared to perform content writing and editing in various professional sectors including electronic and print media.
- Let them have relief from English phobia and thereby gain confidence.

Part-1 Paper -1. Section A: Poetry

Upon completion of this unit or paper students will be able to..

- To enhance students awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently .
- To develop the ability to appreciate ideas and think critically
- To encourage students to make a detailed study of a few sample masterpieces of English poetry .
- Read and appreciate different kinds of poetry
- Identify poetic forms .
- Identify poetic devices .
- Critically analyse a variety of poems .
- Demonstrate an understanding of the contexts.

Section B: Rhetoric & Prosody

Upon completion of this unit or paper students will be able to..

- Apply various rhetorical theories, putting them into practice in a range of situations.
- Demonstrate a command of different rhetorical theories and approaches.
- Recognize and self-edit errors in written discourse.
- Demonstrate coherence and cohesion in written discourse.
- Produce complex texts with correctness in syntax, grammar, usage, punctuation, mechanics, and spelling.

Part- II :Paper II :Section A: Short Stories:

Upon completion of this unit or paper students will be able to..

- Learn the four skills—listening, speaking, reading and writing-- more effectively because of the motivational benefit embedded in the stories of English Literature through various ages and genres.
- Understand that Short stories are also great for introducing new vocabulary and information.
- Understand the usage of English.
- Establish emotional and cognitive balance.
- Learn and understand idiomatic expressions as well as most required structures in English

Section B: Essays

Upon completion of this unit or paper students will be able to..

- Learn different ideas and concepts through their reading of essays.
- Put their views in a well structured manner.

- Upgrade their ability to functional utilization of the language through the practical application of grammar rules.
- Write a paragraph with a topic sentence, support, and concluding sentence.
- Produce a well-organized academic essay himself/herself.
- Produce appropriate vocabulary and correct word forms.
- Use a variety of accurate sentence structures.
- Use language as an effective tool of communication.

Paper III: Novel

Upon completion of this unit or paper students will be able to..

- Identify and explain the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view).
- Use linguistic tools for effective communication and expression of mind.
- Develop a acumen for self-expression.
- Understand distinctive features of novels, shorter fiction and essays and relate the texts and contexts to real life.

Part- III ,:Paper IV: Novel

Upon completion of this unit or paper students will be able to..

- Understand the origin and development of novel as a literary genre.
- Summarize and paraphrase information in a text .

Section: B (Functional English)

Upon completion of this unit or paper students will be able to..

- To listen, speak, read and write English adequately so that they could participate in various activities and perform satisfactorily.
- To understand specific piece of information.
- Identify the language functions in the spoken discourse.
- Express themselves in writing for social occasions.
- To discuss topics in a group.

HIRALAL BHAKAT COLLEGE
DEPARTMENT OF SANSKRIT
PROGRAMME AND LEARNING OUTCOME

B.A. 3 YEARS (HONS) DEGREE COURSE PROGRAMME AND B.A. 3 YEARS (GENERAL) DEGREE COURSE PROGRAMME IN SANSKRIT

B.A. - 3 Years (Hons) Degree Course Programme

COURSE I – POETRY (BHATTIKAVYAM, RAGHUVAMSAM, KIRATARJUNIYAM, DASAKUMARACARITAM)

- ❖ The course will help the student to develop a fair idea of the works of great poets.
- ❖ The course aims at getting students acquainted with classical Sanskrit poetry.
- ❖ It intends to give an understanding of Literature, through which students will be able to appreciate the development of Sanskrit Literature.
- ❖ The students would be able to understand the secrets of Sanskrit Literature.
- ❖ It also seeks to help students negotiate texts independently.

COURSE II – DRAMA, DRAMATURGY, A GENERAL CONCEPTION OF SANSKRIT METRES

- ❖ Abhijnana-sakuntala is the master piece of Kalidasa. It is a drama in seven acts, based on the love story of king Dushyanta and the maiden Sakuntala. The basic theme of the drama which the dramatist wants to say true love is immortal.
- ❖ Text reading, grammar, translation, explanation, poetic excellence, plot personification of nature etc. are vividly taught.
- ❖ Knowledge on audio-visual, drama is considered to be the best amongst all forms of arts.
- ❖ Identify the beauty of drama and to introduce classical aspects of development of Indian theatre.
- ❖ After studying this course, the students will be able to understand the origin and development of Indian prosody and various conceptual elements of Sanskrit classical Meter.
- ❖ The students will be able to identify the Meters used by various poets in their poetry works.

COURSE III – HISTORY OF SANSKRIT LITERATURE, GENERAL GRAMMAR, COMPREHENSION TEST, TRANSLATION

- ❖ It is very important in the sense that it teaches tradition or communication which is normally considered as basic knowledge of learner's language acquisition.
- ❖ Student will be able to assimilate socio-cultural life of ancient and present by reading Sanskrit History of Literature.
- ❖ Grammar is one of the most important branches of Sanskrit Literature. Grammar book is ideal for both student and teachers.
- ❖ This will help them to translate, explain the prescribed Sanskrit texts in their native language.
- ❖ Students will be able to acquire knowledge about the use of Sanskrit translation specifically Sanskrit to Bengali and Bengali to Sanskrit.

COURSE IV – SIDDHANTA KAUMUDI (KARAKA, SAMASA), ELEMENTS OF LINGUISTICS

- ❖ Get the students to know the basic of Sanskrit grammar including rules and examples of Karaka.
- ❖ Students acquire the ability to know sentences scientifically.
- ❖ This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sandhi and Karaka based on Laghusiddhantakaumudi, a primer of Paninian Grammar. Beside the students will be able to translate sentence and write short paras in Sanskrit.
- ❖ Linguistics – this course will introduce the modern technology in the field and prepare the students for next levels. After covering these topics of linguistics, the students will learn the tools and techniques of Linguistic.
- ❖ The course will introduce Sanskrit language from the linguistic point of view like Phonology, Morphology, Semantics and Syntax etc. Sanskrit is also the main language required to understand PIE (Proto Indo European) Linguistics.

COURSE V – VEDIC LITERATURE, SUNASEPAKATHA, VEDIC GRAMMAR, HISTORY OF VEDIC LITERATURE

- ❖ From the history of Vedic Literature Rigveda, Samveda, Yajurveda and Atharvaveda will give an experience of social and cultural issues as well as physiology which will be useful for future research.
- ❖ By the end of the course the students will be aware of pre and western Vedic practices.
- ❖ Be aware of Nirukta written by Jaskacharya which describes the etymology of Vedic Grammar be able to engage in teaching profession in future.
- ❖ The course will help the students to develop a fair idea of the works of great Vedic Suktas.

- ❖ To acquaint the students with Vedic Grammar.
- ❖ The course aim at helping the students to be Rigvedic, the Atharvanic and Brahmanic texts which may be inspired giving for the students to be pursuit of knowledge of excellence.

COURSE VI – POETICS (DANDIN’S KAVYADARSA, VAMANA’S KAVYALAMKARA, SAHITTYADARPANA)

- ❖ The outcome of this course is to introduced the students with the keynote essentials of the rhetorical work.
- ❖ Sahityadarpana of Biswanatha Kabiraja to ensure the better learning outcome in the area of grammar, a few principal chapters of Bamana’s Kavyalankarasutrabritt are also incorporated in the course.
- ❖ Students are enriched with ancient Indian Poetry Literature.
- ❖ Students are habituated to know the Sanskrit Poetic Literature.
- ❖ Literary Criticism to know the characteristic features about Kavya, requirement for reading Kavya.
- ❖ Candidates are able to know the Sanskrit Kavya Literature.

COURSE VII – KADAMBARI, MANUSAMHITA, ARTHASASTRA, SILALEKHA

- ❖ Students can acquire an idea of various duties of king for good governance, punishment policy, war policy from Manusamhita 7th Chapters.
- ❖ Kautilya’s Arthasastra helps students to gain ethical teaching.
- ❖ The students will be able to trace the literacy style of the prose authors Bana.
- ❖ Students evaluate and appreciate ‘Kadambari’ as Katha from.

COURSE VIII – TARKASAMGRAHA, VEDANTASARA, ESSAY IN SANSKRIT, SUBSTANCE

- ❖ The students will learn the essence of the philosophy, religion and cultural tradition of ancient Indian which depicted Sanskrit Literature. They will also learn various aspects of the drama and actions and importance’s of samskara theory of Purushartha from ancient texts.
- ❖ The course will help the students to understand the debate system of ancient India. It also describes the philosophical aspects of debate.
- ❖ Student would be able to understand the contribution of Sadanandajogindra in the field of Indian Philosophy.
- ❖ The course aims to get the students acquainted with the basic approach to study Indian Philosophy. It also intends to give and elementary understanding of Indian Philosophy and to enable students to handle philosophical text in Sanskrit easily.

- ❖ Summary is an important part to identify the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.
- ❖ Its lessons, practices and review exercises are designed to help students to write a good essay and develop their writing skill.

PROGRAM OUTCOMES (HONS)

- ❖ The subject Sanskrit is a subject of self-education through which students can learn to understand and enhance their overall along with academic achievements.
- ❖ By the end of the program UG in Sanskrit, the student will Expect to have knowledge about Sanskrit verse, language and application of Sanskrit language.
- ❖ The student will Expect to learn about pedagogical aspects of Sanskrit Teaching.
- ❖ The student will Expect to connect Sanskrit to other subjects and science and practice Sanskrit language as part of daily.
- ❖ The student will Expect to have knowledge on Yoga, Astrology and shine in the field of research.
- ❖ The course provides a platform for the students to develop their insights, characteristic nature and behaviour which can help them becoming future mental health care and professionals.
- ❖ The current syllabus in the UG level will provide students an opportunity to know Indians age old literary and cultural tradition through their exposure to Sanskrit texts.

B.A. - 3 Years (GENERAL) Degree Course Programme

COURSE I – POETRY (RAMAYANA, RAGHUVAMSAM, KIRATARJUNIYAM)

- ❖ The course will help the student to develop a fair idea of the works of great poets.
- ❖ The course aims at getting students acquainted with classical Sanskrit poetry.
- ❖ It intends to give an understanding of Literature, through which students will be able to appreciate the development of Sanskrit Literature.
- ❖ The students would able to understand the secrets Sanskrit Literature.
- ❖ It also seeks to help students negotiate texts independently.

COURSE II – DRAMA (ABHIJNANA SAKUNTALAM), PROSE (DASAKUMARACARITAM), METRES

- ❖ Abhijnana-sakuntala is the master piece of Kalidasa. It is a drama in seven acts, based on the love story of king Dusyanta and the maiden Sakuntala. The basic theme of the drama which the dramatist wants to say true love is immortal.

- ❖ Text reading, grammar, translation, explanation, poetic excellence, plot personification of nature etc. are vividly taught.
- ❖ Knowledge on audio-visual, drama is considered to be the best amongst all forms of arts.
- ❖ Identify the beauty of drama and to introduce classical aspects of development of Indian theatre.
- ❖ After studying this course, the students will be able to understand the origin and development of Indian prosody and various conceptual elements of Sanskrit classical Meter.
- ❖ The students will be able to identify the Meters used by various poets in their poetry works.

COURSE III – HISTORY OF SANSKRIT LITERATURE, MUNDAOPANISAD, GENERAL GRAMMAR

- ❖ It is very important in the sense that it teaches tradition or communication which is normally considered as basic knowledge of learner's language acquisition.
- ❖ Student will be able to assimilate socio-cultural life of ancient and present by reading Sanskrit History of Literature.
- ❖ Grammar is one of the most important branches of Sanskrit Literature. Grammar book is ideal for both student and teachers.
- ❖ This will help them to translate, explain the prescribed Sanskrit texts in their native language.
- ❖ Students will be able to acquire knowledge about the use of Sanskrit translation specifically Sanskrit to Bengali and Bengali to Sanskrit.

COURSE IV – VEDIC TEXTS, MANUSAMHITA, ALAMKARA, KAUTILIYA ARTHASASTRA

- ❖ Students can acquire an idea of various duties of king for good governance, punishment policy, war policy from Manusamhita 7th Chapters.
- ❖ Kautilya's Arthashastra helps students to gain ethical teaching.
- ❖ Students are habituated to know the Sanskrit Poetic Literature.
- ❖ Literary Criticism to know the characteristic features about Kavya, requirement for reading Kavya.
- ❖ Candidates are able to know the Sanskrit Kavya Literature.

PROGRAM OUTCOMES (GENERAL)

By the end of the program UG in Sanskrit, the student will

- ❖ Expect to have knowledge about Sanskrit verse, language and application of Sanskrit language.
- ❖ Expect to learn about pedagogical aspects of Sanskrit Teaching.
- ❖ Expect to connect Sanskrit to other subjects and science and practice Sanskrit language as part of daily.
- ❖ Expect to have knowledge on Yoga, Astrology and shine in the field of research.
- ❖ The course provides a platform for the students to develop their insights, characteristic nature and behaviour which can help them becoming future mental health care and professionals.
- ❖ The current syllabus in the UG level will provide students an opportunity to know Indians age old literary and cultural tradition through their exposure to Sanskrit texts.





HIRALAL BHAKAT COLLEGE

NALHATI, BIRBHUM, WEST BENGAL, PIN 731220 Estd. 1986

(Affiliated to the University of Burdwan and Re-accredited by NAAC)

Phone: 03465255254 Email: hbcollge@gmail.com Website: www.hbcnht.in

B.A. ARABIC (GENERAL)

UNDER I+1+1 SYSTEM

Programme Specific Outcomes

The Programme:

PSO-1: Helps the student in developing an in-depth knowledge of the Arabic language, grammar and rhetoric

PSO-2: Improves the reading, writing and speaking ability of the Arabic language

PSO-3: Enables the learners to translate the text from Arabic to English and vice versa

PSO-4: Helps the students to gain an overall knowledge of contemporary history and culture of Arab World

PSO-5: Helps the students gain an understanding of the evolution of Arabic literature through different ages including pre-Islamic, Islamic, Umayyad and Abbasid periods

PSO-6: Gives the learners hands-on knowledge of Arabic text of different literary periods

PSO-7: Equips the students with pertaining knowledge and skills to cope up with the ever-changing professional requirements in the field concerned

PSO-8: Prepare the students for different competitive examination including teaching, administration, translation, interpretation, management etc.

Course Outcomes

Part-I

Paper – I, Marks - 100

- 1. Grammar. Marks - 20**
- 2. Translation & Comprehension. Marks - 20+10**
- 3. History of Arabic literature. (Pre - Islamic to Abbasid - period) Marks - 50**

➤ **After the completion of this course the students will be able to:**

CO-1: Apply grammatical rules and form different types of simple sentences.

CO-2: Translate simple sentences from Arabic to English and vice versa.

CO-3: Acquaint themselves with the history of Arabic literature of pre-Islamic and Islamic period.

CO-4: Read, write and understand simple Arabic text.

CO-5: Have an overall knowledge of the literature of the Umayyad and Abbasid periods.

Part-II

Paper – II, Prose

Marks - 100

➤ **After the completion of this course the students will be able to:**

CO-1: Have acquaintance of Arabic text from Islamic period.

CO-2: Get hands-on reading of selected Arabic text from Hadith.

CO-3: Have an overall knowledge of the literary values of Arabic text from Islamic period.

CO-4: Acquaint themselves with the text of Holy Quran and its significance.

Paper – III, Poetry

Marks - 100

➤ **After the completion of this course the students will be able to:**

CO-1: Get hands-on reading experience of selected of Arabic text from different periods.

CO-2: Know the characteristics of the same Arabic poetry from different periods i.e. Islamic, Umayyad and Abbasid.

CO-3: To observe how the poets with diverse socio-cultural backgrounds deal with social and cultural concerns.

CO-4: Acquaint themselves with the literary contribution of the prominent poets of Arabic poetry of different periods.

Part-III

Paper – IV

Marks - 100

1. Grammar. Marks - 20
2. Translation Marks - 30
3. Rhetoric. Marks - 20
4. Outline History of Modern Arab World. Marks - 30

➤ **After the completion of this course the students will be able to:**

CO-1: Acquaint themselves with the Arabic Grammar (Syntax) and apply them to the Arabic text.

CO-2: Translate compound and complex sentences from Arabic to English and vice versa.

CO-3: Get knowledge of Arabic rhetoric including simile, metaphor, Allegory etc.

CO-4: Understand an outline History of Modern Arab World.

B.A. Urdu (General)

Program Outcomes

The Program:

- PO-1.** Helps the students to know about the History of Urdu language and literature in southern and Northern India.
- PO-2.** Helps the students to also known about Article (Maqalat), Literary Sketches (Khaka), Drama & Letters.
- PO-3.** Give the learners a specific knowledge of different forms of poetry in Urdu literature such as Qaseeda, Marsiya, Masnavi, Nazm & Rubaie.
- PO-4.** Gives the learners hands-on knowledge of Urdu text of different literary periods.
- PO-5.** Give theoretical knowledge of Urdu Journalism (Print Media & Electronic Media) and its characteristics.
- PO-6.** Equips the students with pertaining knowledge and skills to cope up with the ever-changing professional requirements in the field concerned.
- PO-7.** After completion the program learners are able to Prepare for job interviews and different competitive examination i.e. Teaching, Administration, Journalism and other private sectors etc.
- PO-8.** Helps the learner to understand the present scenario of Indian culture and civilization.
- PO-9.** To impart quality education through a well-designed curriculum for producing well educated, enlightened graduates who can cater to educational needs of our nation in the discipline of humanities, language and literature.
- PO-10.** To develop linkages with in order to keep informed world over Urdu speaking and literary communities in different parts of the globe. So that opportunities for mutual benefits may be developed.
- PO-11.** To bring in lime light those forms of Urdu Poetry and prose that have either been on the periphery or forgotten altogether.

Course Outcomes

Part-I

Paper - I

Marks - 100

➤ **After the completion of this course the students will be able to:**

CO-1. Understand the the different theories of origin of Urdu language in India.

CO-2. know about the role of Sufis (*Sufiya e Karam*) in the evolution of Urdu language.

CO-3. know about the evolution of Urdu language and Literature in Southern and Northern India.

CO-4. Understand the evolution of Urdu poetry in “Deccan” or Southern India.

CO-5. Understand the evolution of Urdu poetry in “Shumali Hind” or Northern India.

CO-6. Know about the giant poet of Urdu poetry especially in Ghazal in different centuries, i.e. Wali Daccani, Seraj Aurangabadi, Mazhar Janejana, Mir Taqi Mir, Mirza Ghalib, Allama Iqbal etc.

CO-7. Know about the tradition of Dastan in prose and poetry forms.

CO-8. Understand the role of Fort William College in Urdu literature.

CO-9. Have an overall knowledge of the history of Urdu language and literature.

Part-II

Paper - II

Marks - 100

➤ **After the completion of this course the students will be able to:**

CO-1. Understand the definition of Articles and its beginning & evolution in Urdu.

CO-2. Know the definition of Novel and its beginning & evolution in Urdu.

CO-3. Understand the definition of Short Stories and its beginning & evolution in Urdu.

CO-4. Understand the art and tradition of Sketches in Urdu literature.

CO-5. Know the art of drama and its origin and evolution.

CO-6. Understand the art of letter writing and its origin & evolution.

CO-7. Translate a paragraph in English to Urdu and Urdu to English.

Paper – III

Marks - 100

➤ After the completion of this course the students will be able to:

- CO-1. Understand the definition of *Qaseeda* and its tradition.
- CO-2. Know the origin and evolution of Urdu *Masnavi* in Deccan or Southern India.
- CO-3. Know the origin and evolution of Urdu *Masnavi* in Shumali Hind or Northern India.
- CO-4. Understand the art, origin and evolution of Urdu *Marsiya*.
- CO-6. Understand the origin and evolution of Urdu *Nazm*.
- CO-7. Know about the giant poet of Urdu poetry especially in *Nazm* in different centuries, i.e. Nazeer Akbar Abadi, Khwaja Altaf Hussain Hali, Allama Iqbal, Asrarul Haque Majaz and Faiz Ahmad Faiz etc.
- CO-8. Understand the origin and evolution of *Rubaie*.
- CO-9. Read and understand the classical and Modern literature of Urdu Poetry.

Part-III

Paper – IV

Marks - 100

➤ After the completion of this course the students will be able to:

- CO-1. Know about the origin and tradition of Urdu language and literature in West Bengal.
- CO-2. Understand the beginning and evolution of Urdu Gazal especially in West Bengal.
- CO-3. Understand the beginning and evolution of Urdu Nazm especially in West Bengal.
- CO-4. Know the beginning and evolution of Urdu fiction (Dastan, Novel & Short stories) in West Bengal.
- CO-5. Know the origin and evolution of Urdu Drama in West Bengal.
- CO-6. Understand the origin and evolution of Urdu Journalism in West Bengal.
- CO-7. Know the origin and evolution of letter writing in West Bengal.
- CO-8. Understand the present scenario of literature and culture in West Bengal.
- CO-9. Write a letter, article and essay on different topics.

Programme & Learning Outcomes: B.A./B.Sc. 3-Year (Hons.) Degree Course Programme & B.A./B.Sc. 3-Year (General) Degree Course Programme in GEOGRAPHY

B.A./B.Sc. 3-Year (HONS.) Degree Course Programme: Programme Learning Outcomes

The programme learning outcomes relating to B.A./B.Sc. (Hons.) Programme in geography:

- 1. Demonstrating the understanding of basic concepts in geography.
- 2. Demonstrating the coherent and systematic knowledge in the discipline of geography to deal with current issues and their solution.
- 3. Display an ability to read and understand maps and topographic sheets to look at the various aspects on the space.
- 4. Cultivate ability to evaluate critically the wider chain of network of spatial aspects from global to local level on various time scales as well.
- 5. Recognize the skill development in Geographical studies programme as part of career avenues in various fields like teaching, research and administration.

It is also suggested that after the completion of B.A./B.Sc. (Hons.) Programme, students should be able to demonstrate the knowledge obtained in such way so that they can explore the employability options and service to the society.

Course Learning Outcomes: Syllabus For B.A. /B.Sc. 3-Year (Hons.) Degree Course in Geography w.e.f. 2011-'12 onward

PART-I

PAPER-I GEOTECTONICS, GEOMORPHOLOGY AND HYDROLOGY

The learning outcomes from these fields include:

- 1. Gain knowledge about the origin of the Universe and the earth, geological history of the earth, the Earth's interior structure and theories of Isostasy.
- 2. Acquire knowledge about different types of rocks and landforms, drifting mechanisms of the continents, seafloor spreading.
- 3. Learn about plate tectonics and resultant landforms.
- 4. Study the processes and factors shaping Earth's surface, including weathering, erosion, and mass wasting.
- 5. Overview and critical appraisal of landform development models.
- 6. Explore how geological structures influence landform evolution.
- 7. Understand the role of river, wind, sea waves and glaciers in shaping landscapes.
- 8. Comprehend the concept of Hydrosphere and hydrological cycle including Runoff, Infiltration, Evaporation and Transpiration.
- 9. Emphasizing the significance of groundwater quality and its circulation.
- 10. Learn about the characteristics and origin of tides.

PAPER-II (PRACTICAL) CARTOGRAPHIC TECHNIQUES IN GEOGRAPHY

Here are some potential learning outcomes from this course:

- 1. Comprehend the concept of scales and representation of data through cartograms.

- 2. Develop skills in preparing and interpreting Climograph, Hythergraph, Wind Rose and Ergograph.
- 3. Acquire knowledge to prepare diagrams from geographic data and also the ability to interpret them.
- 4. Understand and prepare different kinds of maps and recognize basic themes of map making.
- 5. Learning about properties, characteristics and uses of map projection.
- 6. Appreciate how projections are applied to prepare maps from the globe.
- 7. Conduct field work in physical and human geography, besides investigating socio-economic and environmental issues.
- 8. Develop tools to collect primary data from the field and interpret them meaningfully.
- 9. Prepare field report with suitable tables, maps and diagrams based on the data collected from the field and secondary sources.

PART-II

PAPER-III CLIMATOLOGY, SOIL GEOGRAPHY AND BIOGEOGRAPHY

After the completion of the course, the students will have the ability to:

- 1. Understand the elements of weather and climate, different atmospheric phenomena and climate change.
- 2. Comprehend the climatic aspects and its bearing on planet earth.
- 3. Learn to associate climate with other environmental and human issues.
- 4. Concept about different approaches to climate classification
- 5. Gain knowledge about the factors influencing soil formation.
- 6. Acquire knowledge of various soil properties and major soil types.
- 7. Learn how different soil horizons (layers) develop and their characteristics.
- 8. Explore how human activities affect soil quality and structure and learn about soil conservation measures.
- 9. Acquire the basic ideas of biosphere, ecology, ecosystem and its components, energy sources and energy flow.
- 10. Understand the factors of plant ecology.
- 11. Learn to recognize and understand the biomes.

PAPER-IV: (PRACTICAL) ANALYTICAL TECHNIQUES IN GEOGRAPHY

After the completion of the course, the students will have the ability to:

- 1. Understand the basics of data collection and processing for the meaningful outcomes.
- 2. Learn about frequency distribution, measures of central tendency and measures of dispersion.
- 3. Understand and able to analyse different statistical techniques.
- 4. Interpret statistical data for a holistic understanding of geographical phenomena
- 5. Learn to use of various meteorological instruments.
- 6. Correlate changes in pressure, humidity, and temperature with specific weather events.
- 7. Gain practical experience in collecting soil samples and understand the pH scale and its implications.

- 8. Develop the ability to use a Planimeter for area measurement.
- 9. Identification of Common Minerals and Rocks with their Characteristics.
- 10. Develop proficiency in reading and interpreting topographic maps.
- 11. Gain knowledge of morphometric parameters in landscape analysis.

PART-III

PAPER-V: NATURE OF GEOGRAPHY

Learning outcomes from this study typically include:

- 1. Understand the historical evolution of geographical thought, including key contributions from ancient civilizations to modern times.
- 2. Understand the geographical thinking in different regions of world.
- 3. Distinguish the paradigms in Geography discipline through time.
- 4. Learn methods for classifying and delineating regions.
- 5. Define the concept of regionalism in geography and its significance.
- 6. Gain an understanding of the complex and interconnected systems among Population Growth, Economic Development and Environmental Conservation.
- 7. Acquire knowledge about sustainable development.

PAPER - VI : ECONOMIC AND SOCIAL GEOGRAPHY

From this course students can expect to gain the following:

- 1. Understand the concept and classification of resources.
- 2. Understand the approaches to resource utilization and significance of resources.
- 3. Analyze the problems of resource depletion with special reference to forests, water and fossil fuels.
- 4. Gain knowledge about necessity and Methods of Resource Conservation.
- 5. Gain knowledge about various agricultural Systems.
- 6. Examine the significance and relevance of theories in relation to the location of different economic activities.
- 7. Learn about various industrial regions in India as well as world and the patterns of international trade.
- 8. Understand the nature and content of cultural geography and its evolution.
- 9. Learn about races and ethnicity and major racial groups of the world.
- 10. Understand the concept of culture and its various components.
- 11. Acquire knowledge about rural settlements- definition, nature and characteristics, types and patterns.
- 12. Analyze the morphology and functional hierarchy of urban settlements.
- 13. Appreciate determinants and dynamics of population growth.
- 14. Learn about Demographic Transition model, migration.
- 15. Understand the population policies implemented in India and China.

PAPER - VII : GEOGRAPHY OF INDIA

Here are some key learning outcomes associated with the geography of India:

- 1. Understand the geological aspects, drainage system, climatic characteristics, soil characteristics and consequences of deforestation in India.
- 2. Develop a comprehensive understanding about various economic aspects of India.
- 3. Learners should be able to analyze the socio-cultural aspects in India.
- 4. Describe the various physiographic regions in West Bengal.
- 5. Understand the causes of floods and droughts in West Bengal.
- 6. Understand the unique challenges faced by the Darjeeling Hill Region and the Sundarbans.
- 7. Understand the population growth and human development in West Bengal.
- 8. Understand the concept of regionalization in India.
- 9. Understand the geographical features of the Chota Nagpur Plateau, West Bengal Delta and Malabar Coast.

PAPER-VIII (PRACTICAL): APPLIED GEOGRAPHICAL TECHNIQUES AND FIELD REPORT

After the completion of course, the students will have ability to:

- 1. Analyse and interpret geological maps.
- 2. Learn about climatic data, prepare and interpret various climatic maps, charts and diagrams.
- 3. Develop an idea and interpret Indian daily weather maps.
- 4. Gain practical knowledge of computer application like data entry, calculation and analysis of statistical techniques.
- 5. Develop a comprehensive knowledge about the basic Concepts of Remote Sensing, GIS and GPS.
- 6. Locate the places using GPS
- 7. Develop the skills of georeferencing of Scanned Maps and Images using software.
- 8. Prepare and Interpret of Standard FCC of Images and make digital classification and extraction of physiographic and cultural features using software.
- 9. Conduct field work in physical and human geography, besides investigating socio-economic and environmental issues.
- 10. Develop tools to collect primary data from the field and interpret them meaningfully.
- 11. Prepare field report with suitable tables, maps and diagrams based on the data collected from the field and secondary sources.

B.A./B.Sc. 3-Year (GENERAL) Degree Course: Programme Learning Outcomes

The programme learning outcomes relating to B.A./B.Sc3-Year (General) Degree Course Programme in geography:

- 1. Demonstrating the understanding of basic concepts in geography.
- 2. Demonstrating the coherent and systematic knowledge in the discipline of geography to deal with current issues and their solution.
- 3. Display an ability to read and understand maps and topographic sheets to look at the various aspects on the space.

- 4. Cultivate ability to evaluate critically the wider chain of network of spatial aspects from global to local level on various time scales as well.
- 5. Recognize the skill development in Geographical studies programme as part of career avenues in various fields like teaching, research and administration.

It is also suggested that after the completion of B.A./B.Sc3-Year (General) Degree Course Programme in geography, students should be able to demonstrate the knowledge obtained in such way so that they can explore the employability options and service to the society.

Course Learning Outcomes: B.A. /B.Sc. 3-Year (General) Degree Course in Geography w.e.f. 2011-'12 onward

PART-I

PAPER-I: PHYSICAL GEOGRAPHY

Learning outcomes from this study typically include:

- 1. Gain knowledge about the geological history of the earth, the Earth's interior structure.
- 2. Acquire knowledge about drifting mechanisms of the continents.
- 3. Learn about plate tectonics and origin of fold mountains.
- 4. Study the processes and factors shaping Earth's surface, including weathering, erosion, and mass wasting.
- 5. Overview and critical appraisal of landform development models.
- 6. Understand the role of river, wind and glaciers in shaping landscapes.
- 7. After the completion of the course, the students will have the ability to understand thermal structure, chemical composition and layering of atmosphere; horizontal distribution of temperature on planet earth.
- 8. Learn about air masses and precipitation.
- 9. Concept about different approaches to climate classification.
- 10. Gain knowledge about the factors influencing soil formation.
- 11. Acquire knowledge of various soil properties and major soil types.
- 12. Learn about soil forming processes, soil erosion and soil conservation measures.
- 13. Acquire the basic ideas of biosphere, ecology, ecosystem and its components, energy sources and energy flow.
- 14. Understand the impact of climate and soil on distribution of plants and animals.
- 15. Learn to recognize and understand the biomes, deforestation and conservation of forest.

PART-II

PAPER-II: GEOGRAPHICAL THOUGHT, ECONOMIC AND SOCIAL GEOGRAPHY

Learning outcomes from this study typically include:

- 1. Understand the definition, scope and content of geography.
- 2. Gain knowledge about the contributions of Humboldt and Ritter to the discipline of Geography.
- 3. Distinguish the concepts determinism and possibilism as important paradigms in Geography discipline.
- 4. Learn methods for classifying and delineating regions.

- 5. Gain knowledge about various agricultural Systems.
- 6. Learn about various industrial regions in India as well as world.
- 7. Appreciate determinants of population growth, distribution and density on the world.
- 8. Learn about migration, population explosion and food crisis.
- 9. Learn about major racial and linguistic groups of the world and India.
- 10. Understand life and livelihood of Pygmies and Bushmen of Africa; Bhils and Santals of India.
- 11. Acquire knowledge about rural and settlements.
- 12. Understand the concept of urban agglomeration, metropolis and megalopolis and the functional classification of towns.

PAPER-III (PRACTICAL): CARTOGRAPHIC TECHNIQUES IN GEOGRAPHY

Here are some potential learning outcomes from this course:

- 1. Comprehend the concept of scales and representation of data through cartograms.
- 2. Develop skills in preparing and interpreting Climograph.
- 3. Acquire knowledge to prepare isopleths and choropleth map and also the ability to interpret them.
- 4. Learning about properties, characteristics and uses of map projection.
- 5. Appreciate how projections are applied to prepare maps from the globe.
- 6. Conduct field work in physical and human geography, besides investigating socio-economic and environmental issues.
- 7. Develop tools to collect primary data from the field and interpret them meaningfully.
- 8. Prepare field report with suitable tables, maps and diagrams based on the data collected from the field and secondary sources.
- 9. Develop proficiency in reading and interpreting topographic maps.
- 10. Develop an idea and interpret Indian daily weather maps.
- 11. Develop knowledge about surveying and various surveying methods.
- 12. Practical knowledge about collecting field survey data by various surveying instruments.
- 13. Conduct field work in physical and human geography, besides investigating socio-economic and environmental issues.
- 14. Develop tools to collect primary data from the field and interpret them meaningfully.
- 15. Prepare field report with suitable tables, maps and diagrams based on the data collected from the field and secondary sources.

Part-III

PAPER-IV: GEOGRAPHY OF INDIA AND ANALYTICAL TECHNIQUES IN GEOGRAPHY

Group-A (Theoretical) GEOGRAPHY OF INDIA

Here are some key learning outcomes associated with the geography of India:

- 1. Understand the physiographic aspects, drainage system, climatic characteristics, distribution of natural vegetation, soil characteristics and their interrelationship in India.
- 2. Develop a comprehensive understanding about various socio-economic aspects of India.

- 3. Learners should be able to analyze distribution and production of principal crops in India.
- 4. Learn about power resources in India specially coal, petroleum and hydroelectricity.
- 5. Understand the locational factors and growth of iron and steel and Aluminium industries.
- 6. Understand the population growth and distribution, population problems, trends of urbanisation.
- 7. Understand the geographical features of the Kashmir Himalaya, Deccan Trap, Bengal Delta, Marusthali.

Group-B (Practical) ANALYTICAL TECHNIQUES IN GEOGRAPHY

After the completion of the course, the students will have the ability to:

- 1. Understand the basics of data collection and processing for the meaningful outcomes.
- 2. Learn about frequency distribution, measures of central tendency and simple correlation.
- 3. Understand and able to analyse different statistical techniques.
- 4. Learn to use of various meteorological instruments.
- 5. Correlate changes in pressure, humidity, and temperature with specific weather events.
- 6. Gain practical experience in collecting soil samples and understand the pH scale and its implications.
- 7. Develop the ability to measure area by graphical method and to use a Rotameter for length measurement.
- 8. Identification of Common Minerals and Rocks with their Characteristics.

Course Outcome

Department of History

PART-1

PAPER-1

HISTORY OF INDIA WITH SPECIAL REFERENCE TO BENGAL (FROM EARLIEST TO 1206 AD)

After completing the course the outcomes are as follows.

1. Students will be able to comprehensively understand the , social, economic and cultural developments in India from Indus Valley Civilization to Delhi Sultanate.
2. Students will be able to analyze diverse sources of historical information including archaeological findings, ancient texts and inscriptions and compare positive and negative aspects of both.
3. Students will be able to gain knowledge about reigning historical debates and major historical trends of the period.
4. Students will be able to historically analyze the rise and fall of key dynasties, understand their socio-political structures, administrative and economic systems and their contributions to art, architecture and literature.
5. Students will be able to trace the evolution of social hierarchies, economic systems (trade, agriculture , land tenure) and the lives of various classes and communities throughout different periods.
6. Students will be able to identify continuities and changes in social, political, economic and cultural practices from ancient India to medieval times.

PAPER-2

HISTORY OF INDIA WITH SPECIAL REFERENCE TO BENGAL (1206-1757 AD)

1. Students will be able to analyze the rise and fall of major dynasties in India during the period including the Delhi Sultanate and Mughal Empire as well as regional sultanates of Bengal.
2. Students will be able to compare and contrast socio-economic , political and administrative systems of various dynasties.
3. Students will be able to analyze the impact of religious ideologies and various socio-religious movements of the period. This will enable them to analyze crucial cultural exchanges that shaped India's vibrant cultural milieu.
4. Students will be able to critically examine major historical events during the 18th century and the emergence of regional resistance movements through primary and secondary sources.
5. Students will be able to analyze the various internal and external factors that shaped various historical events and also evaluate their contributions in shaping broader Indian narrative.
6. Students will be able to understand the crucial role played by Bengal in national politics of pre-colonial and colonial India, and deconstruct historical narratives and biases to draw independent conclusions.

PART-2

PAPER-3

GREEK HISTORY AND CIVILIZATION (510 BC-356 BC)

1. Students will be able to examine the various factors that led to the rise and fall of Athenian democracy.
2. Students will be able to understand the political and social systems of Sparta and its role in shaping Greek history.

3. Students will be able to compare and contrast the political, social and economic systems of ancient Greek city states and effectively identify the unique features of their contrasting socio-political and military systems.
4. Students will be able to evaluate the impact of Peloponnesian war and analyze the alliances, turning points and strategic decisions that played important part in the crucial event.
5. Students will be able to understand how Greek drama evolved over time and how it bore reflections of contemporary Greek society. They will also be able to explore how Greek drama addressed themes of justice, war and human nature.
6. Students will be able to comprehend the contributions of Greek philosophers and assess their lasting impact on western thought.
7. The course will enable students to explore the development of Greek art and architecture and assess their influence on subsequent artistic movements.

Paper-4

Transformation of Europe (15th -17th centuries)

1. The course will deepen the understanding of students about a pivotal era. They will be able to gain a comprehensive grasp of a crucial era and analyze key events like Renaissance, Reformation, Scientific Revolution and Exploration Age and understand their causes, consequences and interconnections.
2. Students will be able to develop critical thinking and hone their ability to analyze primary and secondary sources, including historical documents, artwork, literature and architecture. They will learn to evaluate different interpretations of historical events, form their own opinions and engage in constructive debates.
3. The course will broaden the cultural awareness of students and they will be able to learn about diverse cultures and intellectual movements that shaped Europe.

4. They will be able to develop a nuanced perspective of the lasting legacies of this vital period. This will empower them to analyze the various political systems, scientific thoughts, religious landscapes and cultural values.
5. This will refine their abilities to cultivate their research and communication skills and also explore the complexities and fascinations of this period beyond the four walls of the classroom.

PART-3

PAPER-6

HISTORY OF EUROPE (1789-1945)

1. Students will be able to comprehensively understand how a recognizably 'Modern Europe' came into being.
2. The course will enable the students to explore the new political cultures that emerged between 1789 and 1945.
3. Students will be able to appreciate the importance of crucial technological innovations that led to rapid urbanization and industrialization.
4. This course offers an overview of the history of Modern Europe from French Revolution to the beginning of the Cold War and will enable them to get an extensive knowledge of this crucial period.
5. This course provides deep understanding about the emergence of Liberalism, Capitalism, Market society and the idea of individual autonomy.

PAPER-7

THE MAKING OF THE CONTEMPORARY WORLD.

1. Students will be able to analyze and contextualize modern concepts like Liberalism, Democracy, Nationhood and Race and also process complex processes like Imperialism, Decolonization and Globalization.

2. This course will enable students to understand the evolution of the concept of Human Rights , learn about innumerable instances of its violations as well as explore crucial facets of emerging economies in the modern world.
3. This course will enable the students to explore ideas and institutions which have shaped international and transnational politics since the end of the Second World War.
4. This work will acquaint students with influential works on contemporary thought and historical research.
5. Students will be able to evaluate the emergence , evolution and effects of recent and current political trends of global significance

PROGRAM OUTCOMES

1. Students will develop a critical thinking framework to analyse historical events. This will foster independent research, strengthens writing abilities, and prepares them for rigorous academic pursuits.
2. By studying the rise and fall of empires, the evolution of political systems, and the impact of social movements, students gain a deeper appreciation for current global issues.
3. The program develops students' communication skills through research papers, presentations, and class discussions. They learn to articulate complex ideas clearly and concisely. This will be handy in interviews for competitive exams.
4. This program equips the students with invaluable knowledge of History. They will be well prepared for competitive exams like NET,SET, PSC, SSC, WBCS, IAS, GATE , BANKING etc.

The program equips students with a comprehensive understanding of historical events, key figures, and major political movements. They gain the knowledge base and analytical skills necessary to excel in these rigorous examinations.

PROGRAMME & LEARNING OUTCOMES

**HIRALAL BHAKAT COLLEGE
NALHATI, BIRBHUM**



PROGRAMME & LEARNING OUTCOMES

SESSION 2016-2017

DEPARTMENT OF PHILOSOPHY

PROGRAMME & LEARNING OUTCOMES

Programme & Learning Outcomes: B.A. 3-Year (Hons.) Degree Course Programme & B.A. 3-Year (General) Degree Course Programme in PHILOSOPHY

B.A. 3-Year (HONS.) Degree Course Programme: Programme Learning Outcomes

Programme Specific Outcomes:

1. Understanding the nature and basic concepts of Indian philosophy as well as to examine and critically analyse the thought of a particular figure in the history of Philosophy related to the area of Metaphysics and Epistemology. They also will be able to assess Philosophical arguments and perspective expressing complex thoughts logically and coherently.
2. The students will be able to demonstrate the current state of knowledge of Major Ethical theories and problems in the Western as well as Indian traditional and in socio - political field.
3. This course provides the students to have depth in understanding the main issues and problems pertaining to Metaphysics, Epistemology, Logic, Psychology, Socio-political Philosophy and also in Philosophy of Religion.
4. To enable the students the Logical Principles to make proper arrangements.
5. To enable the students to acquire analytic and critical thinking skills, to understand the nature of mind, matter, language, knowledge and reality.

PROGRAMME & LEARNING OUTCOMES

6. This course develops in students a sense of the values and a reflective attitude, sensitivity towards the complexities of Philosophical judgment and Lifelong commitment to learning and enquiry.

7. The course enhance analytical, critical interpretive capacities that are applicable to any subject matter in any human context. They have also sense of values and sensitivity towards the Sub-Ethics.

8. The students will be get a boarder concept of on contemporary Indian and Western thinkers to the development of Philosophical Ideas in the twentieth century.

Course Learning Outcomes: Syllabus For B.A. 3-Year (Hons.) Degree Course in Philosophy w.e.f. 2014-'15 onward

PART-I

PAPER-I Out lines of Indian Philosophy

The learning outcomes from these fields include:

Course wise outcome

1. Knowledge about the definition and division of orthodox school and heterodox school of Indian philosophy.
2. Description of the Epistemology, Metaphysics, Ethics and Materialism of Carvaka views.
3. The course provides the difference concept Jaina philosophy as well as the theory of the seven forms of judgement or Nayabada and the theory of self and liberation.

PROGRAMME & LEARNING OUTCOMES

4. Description of the knowledge about the life and Four Noble Truths, Momentariness, as well as the various theories like Pratityasamutpadavada, Nairatmyavada associated with Bouddha philosophy.
5. Description analysis of various concept of Nyaya-Vaisesika school of Epistemology, theory of causation, Paramanuvada and Seven categories .
6. Understanding the Samkhya theory of Causation, Evolution and the explanation of the dualistic view of prakriti and purusa.
7. Knowledge about the cittabhumi and Cittavritti and also the knowledge about different samadhi or meditation as well as the eight fold path of discipline which generates certain Supra normal power which result in cittavritti nirodha .
8. Able to know through explanation with spacial and reference to pramanas of Arthapatti and Anupalabdhi of the Prabhakar and Bhatta school of Indian philosophy and also theories of error associated with their school.
9. Description of the nature of Brahman in Samkaras Vedanta school which is the main focus of the school and also the course covers the Vivartavada, Maya, Jiva and Jagat .
10. Knowledge about the Ramanuja, Visistadvaita Vedantas attempt to harmonized the absolute and the personal theism and also detailed and critical view of Brahman, Nature of Isvara, Jiva and Jagat.

PROGRAMME & LEARNING OUTCOMES

PAPER-II History of Western Philosophy.

Here are some potential learning outcomes from this course:

1. Knowledge about the pre -socratic period and the difference between various kinds of matters. The syllabus covers the discussion of the Ionian school and the view of Parmenides , Heraclitus, Democritus and Zeno .
2. The course covers about the development of the universe -(a) That air which in constant motion bring about the development of the universe. (b) That all things are exchanged for fire and fire for all, in Heraclitus view.
3. Knowledge about Plato's theory of Knowledge and Theory of Ideas.
4. Description of Aristotle theory of refutation of Plato's theory of Ideas, Aristotle theory of Causation, form and matter , Theory of substance and God.
5. Knowledge covers the interesting part of Descartes Cogito Ergo Sum , based method of doubt, criterion of truth with special reference to Ontological arguments for the existence of God. The study also explains the nature of substance and mind - body problem.
6. Knowledge about spinozas view on substance ,Attributes and modes mind - body: parallelism, Three orders of knowledge, elimination of final causality, freedom and necessity and the intellectual love of God.
7. Description of Leibniz different doctrine of Monads, Truths of Reason and Truth of Fact, Principles of Non- contradiction , Sufficient

PROGRAMME & LEARNING OUTCOMES

Reason and Identity of Indiscernibles and also doctrine Pre- established Harmony.

8. Lockes philosophy covers refutation of Innate Ideas and principles .Locke philosophy highlighted upon the origin and the formation of Ideas, simple and complex Ideas ,Substance ,Modes and relation .It also covers the theory of knowledge that is knowledge and degree, Limits of knowledge, primary and secondary qualities and Representative Realism.

9. The study covers Berkeleys rejection of the notion of substance, rejection of the distinction the primary and secondary qualities and refutation of Abstract General Ideas. The study also covers Berkeleys view of *Esse est Percipi*.

10. Description of Humes Origin of knowledge, Laws of Association, Distinction between Relation of Ideas and Matters of Fact., causality ,Humes Scepticism and the Problem of Personal Identity.

11. Description throughs light on Kants Idea of Critical Philosophy, Kants Metaphysics and Kants Copernican Revolution in Philosophy . Knowledge about sensibility and understanding ,possibility of synthetic a priori Judgements and Metaphysical and Transcendental exposition of Space and Time.

12. The study throughs light on Hegels Dialectical Method and The Absolute.

PART-II

PROGRAMME & LEARNING OUTCOMES

PAPER-III Ethics: Indian and Western

After the completion of the course, the students will have the ability to:

Half –I Ethics: Indian

1. Indian Ethics describe the concept of purusartha of Carvaka, Buddha and astika views.
2. Gains knowledge about the vedic concept of Rta, Yajna, Rna and nisedha .
3. The Ethics of the Shrimad Bhagavada Gita with special reference to the fast for chapter enhances student with power preposition concepts of Sthitaprajna .
4. Buddhist Ethics enable d the students to realise and to know about pancasila and Brahmaviharabhabana.
5. After knowing Jaina Ethics they can relate the Ethics day to day life as jaina Ethics covers pancamahabrata, Triratna , Anubrata and Ahimsa.
6. The students also gain the knowledge of Himsa, Ahimsa, Yama and Niyama.

Half- II: Western Ethics

1. Understand the nature and scope of Ethics and nature of Morality.
2. Gain knowledge about Moral and Non -Moral actions and also can know the object of Moral judgement.

PROGRAMME & LEARNING OUTCOMES

3. Students are familiarized with postulates of Morality and the development of Morality.
4. Students will get knowledge about Normative theories: (a) consequentialism (Teleology): Ethical Egoism, Utilitarianism : Act and Rule Utilitarianism; (b) Deontology: Act and Rule Deontology ,Kants moral theory, Divine command theory, (c) Eudemonism.
5. Understands the different theories of Punishment.
6. Able to know the different issues in Applied Ethics: (a) Suicide, Marcy killing and Euthanasia: Nature and Types; (b) Famine and Affluence, (c) Gender Inequality, (d) Basic concerns of Environmental Ethics: Anthropocentrism,Non- Anthropocentrism.

PAPER-IV: Western Logic

After the completion of the course, the students will have the ability to:

Paper - I: Western Logic

1. Students will get knowledge about categorical Syllogism. Translate sentence from ordinary language into standard form of categorical proposition.
2. Students can understand the syllogism in Ordinary Language. Translate Ordinary Language Arguments into standard form Categorical syllogism, evaluate immediate inference and Syllogism using the traditional square of Opposition and Ven diagrams.
3. Students will become acquainted with the symbolic logic.

PROGRAMME & LEARNING OUTCOMES

4. Students will become adopt Methods of Deduction. They can know that how to prove the formal proof of validity and invalidity.
5. They can familiarity with Quantification theory : Concept of quantifications and its needs.

Half - II : Induction

- 1.The study will make students to analyse the characteristics of analogical Reasoning .
2. To develop students understanding of causal Reasoning.
3. To aquant students with science and hypothesis .
4. To familiar students with probability.

PART-III

PAPER-V: Indian Logic

Learning outcomes from this study typically include:

Paper - V: Indian Logic

1. Students will get clear picture of Indian logic from Annambhattas Tarkasamgraha with Tarkasamgrahadipika.
2. The students learnt the problems the definition, nature, factors of prama, prameya, Pramata, pramana and pramanaphala.
3. It explores Philosophical accounts of Indian old and new logic.

PROGRAMME & LEARNING OUTCOMES

PAPER - VI : Psychology and Socio-Political Philosophy

From this course students can expect to gain the following:

Half -1 : Psychology

1. The course helps the students to understand themselves and others better and to solve a great extent with Method of Introspection, Observation and experimental Method.
2. The course describe the nature of Sensation and Perception Gestalt theory of Perception and Weber- Fechner Law .
3. The students get the knowledge of factors Memory marks of good Memory Laws of association and Forgetfulness.
4. The syllabus also covers nature of Attention , condition of Attention and division of Attention.
5. Theories of learning like Trial and Error theory of Thorndike Condition Response Theory of Learning are engraved of learning in the syllabus.
6. Consciousness takes the central position in the syllabus because it covers the level of Concessions profs for the existence of the unconscious , Freud's Theory of Dream.
7. The syllabus covers instinct and intelligence measurement of intelligence,I.Q., Binet - Simon Test of intelligence ,Terman - Merril and wecshler Taste of intelligence.

PROGRAMME & LEARNING OUTCOMES

8. Students will get knowledge of Gestalt school, psychoanalysis and behaviorism.

Half –II Socio- Political Philosophy

1. Acquaintance with the true nature of Society and also the relation between Social and Political Philosophy.

2. Knowledge about the primary concepts like Social Group ,Community, Association ,Institution Customs, Folkways and Mores.

3. Knowledge about the Class attitude and Class consciousness, Marxian Theory of Class, Caste System in India .

4. Students also have the knowledge about Dr B .R Ambedkar's Criticism of Caste System and Dalit Movement.

5. The Syllabus covers Democracy and its different forms, Utopian Socialism and Scientific Socialism, Secularism and its Nature, Secularism in India, Rabindranath's Nation, Nationalism and Internationalism and Gandhiji's Swaraj and Sarvodaya.

PAPER - VII : Philosophy of Religion and Philosophical Analysis

Here are some key learning outcomes associated with the Philosophy of Religion and Philosophical Analysis:

Half-I : Philosophy of Religion

1. Description about the Nature and as well as scope of Philosophy of Religion, Origin and Development of Religion.

PROGRAMME & LEARNING OUTCOMES

2. Knowledge about the basic Tenets, Prophets, Incarnation, Bondage and Liberation of Hinduism, Christianity, Islam, Buddhism and Jainism.
3. Description about the Arguments for and against the existence of God, Problem of Evil, Monotheism, Polytheism and Henotheism.
4. Description about God as Immanent or Transcendent.

Half-II : Philosophical Analysis

1. Students can learn about the Word Meaning, definition, Vagueness and Sentence Meaning.
2. Concepts, Truth, The source of knowledge and question about knowledge that what knowledge is? are covered in the Syllabus.
3. Knowledge about Analytic Truth and Logical Possibility, The a priori and The Principles of Logic.
4. The Syllabus also covers what is cause, The Causal Principles, Determinism and Freedom.
5. The students have the knowledge about Realism, Idealism and Phenomenalism.

PAPER-VIII : Philosophy in the Twentieth Century: Indian and Western

After the completion of course, the students will have ability to:

Paper - VIII : Philosophy in the Twentieth Century: Indian and Western

PROGRAMME & LEARNING OUTCOMES

Half -I: Philosophy in the Twentieth Century: Indian

1. The students will be able to get the boarder concept on Rabindranath Tagore Nature of Man, Nature of Religion and The Problem of Evil .
2. Knowledge about practical Vedanta Universal Religion and Yoga of Swami Vivekananda.
3. The students will also get the knowledge of Sri Aurobindos Nature of Reality, Human Evolution and its different stages and Integral Yoga.
4. The syllabus also includes Radhakrishnans Nature of Man , Nature of Religious experience and Nature of Intuitive apprehension .
5. Md. Iqbal's Nature of Self, Nature of World and the Nature of God are included in the Syllabus.
6. Gandhiji's God and Truth and Trusteeship are included in the syllabus.

Half -I I : Philosophy in the twentieth Century : Western

1. G.E. Moores Refutation of Idealism, The defence of Common Sense are taught in the syllabus.
2. Student's can learn the knowledge of Acquaintance and the knowledge of Description of Russell.

PROGRAMME & LEARNING OUTCOMES

3.A.J. Ayers Elimination of Metaphysics and verifiability Theory of Meaning are included in the Syllabus.

4. The Syllabus covers M.Heideggers Existenz , Facticity and Fallenness, Authenticity and inauthenticity.

5. Students will get knowledge about the Sartres Nothingness and Freedom.

B.A. 3-Year (GENERAL) Degree Course: Programme Learning Outcomes

The programme learning outcomes relating to B.A. 3-Year (General) Degree Course Programme in Philosophy:

Programme Specific Outcomes:

1. Understanding the nature and basic concepts of Indian philosophy as well as to examine and critically analyse the thought of a particular figure in the history of Philosophy related to the area of Metaphysics and Epistemology. They also will be able to assess Philosophical arguments and perspective expressing complex thoughts logically and coherently.
2. The students will be able to demonstrate the current state of knowledge of Major Ethical theories and problems in the Western as well as Indian traditional and in socio - political field.
3. This course provides the students to have depth in understanding the main issues and problems pertaining to Metaphysics, Epistemology, Logic, Psychology, Socio-political Philosophy and also in Philosophy of Religion.

PROGRAMME & LEARNING OUTCOMES

4. To enable the students the Logical Principles to make proper arrangements.
5. This course develops in students a sense of the values and a reflective attitude, sensitivity towards the complexities of Philosophical judgment and Lifelong commitment to learning and enquiry.
6. The course enhance analytical, critical interpretive capacities that are applicable to any subject matter in any human context. They have also sense of values and sensitivity towards the Sub-Ethics.

Course Learning Outcomes: B.A. 3-Year (General) Degree Course in Philosophy w.e.f. 2014-'15 onward

PART-I

PAPER-I: INDIAN PHILOSOPHY

Learning outcomes from this study typically include:

1. Knowledge about the definition and division of orthodox school and heterodox school of Indian philosophy.
2. Description of the Epistemology, Metaphysics, and Materialism of Carvaka views.
3. The course provides the difference concept Jaina philosophy as well as the theory of the seven forms of judgement or Nayabada.

PROGRAMME & LEARNING OUTCOMES

4. Description of the knowledge about the life and Four Noble Truths, Momentariness, as well as the various theories like Prativityasamutpadavada and Nairatmyavada .
5. Description analysis of various concept of Nyaya-Vaisesika school of Epistemology and Seven categories .
6. Understanding the Samkhya theory of Causation, Evolution and the explanation of the dualistic view of prakriti and purusa.
7. Knowledge about the cittabhumi and Cittavritti.
8. Able to know through explanation with spacial and reference to pramanas of Arthapatti and Anupalabdhi of the Prabhakar and Bhatta school of Indian philosophy.
9. Description of the nature of Brahman in Samkaras Vedanta school which is the main focus of the school and also the course covers Jiva and Jagat .

PART-II

PAPER-II: WESTERN LOGIC AND WESTERN METAPHYSICS

Learning outcomes from this study typically include:

Half -1: WESTERN LOGIC

1. Students will get knowledge about categorical Syllogism. Translate sentence from ordinary language into standard form of categorical proposition.

PROGRAMME & LEARNING OUTCOMES

2. Students can understand the syllogism in Ordinary Language. Translate Ordinary Language Arguments into standard form Categorical syllogism, evaluate immediate inference and Syllogism using the traditional square of Opposition and Vendiagrams.
3. Students will become acquainted with the symbolic logic.

Half –II: WESTERN METAPHYSICS

1. The students often the concept of metaphysics, which is the knowledge of objects as they are in themselves. They gather the knowledge about the impossibility of metaphysical objects and the nature of metaphysical objects.
2. The course also covers the concept of realism, both naive realism and scientific realism. Realism explains the fact that there is a world of real thought and persons which qualities and relations which are as real as the things.
3. The course covers the knowledge about idealism, both subjective and objective. Knowledge about idealism is the doctrine of epistemological dualism as it believes in two worlds the world of mind, the world of external substances. Idealism is the philosophical world view which holds that mind is the basic reality ,that the world has its ground and origin in mind.
4. The students obtain the knowledge about the theories of causation. Our knowledge in the true sense consists however in discovery essential

PROGRAMME & LEARNING OUTCOMES

connection, cause and effect connection is such an essential connection. The course covers how Hume's regularity theory identifies causation which regular sequence which one can observe empirically, and how Hume's view can be critically explained by Rationalist entailment theory of causation.

5. The syllabus covers the notion of substance, its views of Descartes, Spinoza, Locke and Berkeley. The Rationalists hold that substance has its whole being in itself, while the empiricists are of opinion that experience is the only source of knowledge, and sensation and reflection are the experience in two fold. As neither sensation nor reflection can give us any knowledge of substance so empiricists deny the existence of any substance behind empirical things.

6. The students often lack the knowledge of the problem of mind-body. Mind and body, two together constitute our being. We have a mental life and a bodily life. Mind and body being characteristically different, i.e. one is non-spatial and the other spatial so thought they are common and unanimously admitted, are not so simple as they seem. This is the problem that has baffled much classical explanation, namely interaction, parallelism. The first one is the commonsense doctrine which holds that mind acts upon the body and the body acts upon the mind. While the doctrine of parallelism is associated with Spinoza who holds that reality is one single substance of which mind and body or thought and extension are two co-existent or parallel sides.

7. The syllabus covers both mechanistic and Emergent. Evolution from one condition to another. The central idea of evolution as a scientific doctrine is that the world in its inorganic and organic parts - rocks, seas, air, and heavenly bodies on the one hand and plants, animals and human races on the other, it is the product of a process of development that has continued over billions of years. Mechanism is the doctrine that the world is governed by unchanging natural laws, the laws of matter and

PROGRAMME & LEARNING OUTCOMES

motion, while Emergent evolution holds that at different stages of the evolutionary process new qualities, new forms and functions emergency which are by no means explicable in terms of the preceding physical elements and force.

PAPER-III : ETHICS : PSYCHOLOGY AND WESTERN ETHICS

Here are some potential learning outcomes from this course:

Half –I: Psychology

1. The course helps the students to understand themselves and others better and to solve a great extent with Method of Introspection, Observation and experimental Method.
2. The course describe the nature of Sensation and Perception Gestalt theory of Perception and Weber- Fechner Law .
3. The students get the knowledge of factors Memory marks of good Memory Laws of association and Forgetfulness.
4. The syllabus also covers nature of Attention , condition of Attention and division of Attention.
5. Theories of learning like Trial and Error theory of Thorndike Condition Response Theory of Learning are engraved of learning in the syllabus.
6. Consciousness takes the central position in the syllabus because it covers the level of Concessions profs for the existence of the unconscious , Freud's Theory of Dream.

PROGRAMME & LEARNING OUTCOMES

7. The syllabus covers instinct and intelligence measurement of intelligence, I.Q., Binet - Simon Test of intelligence, Terman - Merrill and Wechsler Test of intelligence.
8. Students will get knowledge of Gestalt school, psychoanalysis and behaviorism.

Half- II: Western Ethics

1. Understand the nature and scope of Ethics and nature of Morality.
2. Gain knowledge about Moral and Non -Moral actions and also can know the object of Moral judgement.
3. Students are familiarized with postulates of Morality and the development of Morality.
4. Students will get knowledge about Normative theories: (a) consequentialism (Teleology): Ethical Egoism, Utilitarianism : Act and Rule Utilitarianism; (b) Deontology: Act and Rule Deontology, Kant's moral theory, Divine command theory, (c) Eudemonism.
5. Understands the different theories of Punishment.

PART-III

PAPER-IV: PHILOSOPHY OF RELIGION AND SOCIAL PHILOSOPHY

PROGRAMME & LEARNING OUTCOMES

Here are some key learning outcomes associated with the Philosophy of Religion and Philosophical Analysis:

Half-I : Philosophy of Religion

1. Description about the Nature and as well as scope of Philosophy of Religion, Origin and Development of Religion.
2. Knowledge about the basic Tenets, Prophets , Incarnation ,Bondage and Liberation of Hinduism ,Christianity Islam ,Buddhism and Jainism.
3. Description about the Arguments for and against the existence of God, Problem of Evil, Monotheism, Polytheism and Henotheism.
4. Description about God as Immanent or Transcendent.

Half –II Socio- Political Philosophy

1. Acquaintance with the true nature of Society and also the relation between Social and Political Philosophy.
2. Knowledge about the primary concepts like Social Group ,Community, Association ,Institution Customs, Folkways and Mores.
3. Knowledge about the Class attitude and Class consciousness, Marxian Theory of Class, Caste System in India .
4. Students also have the knowledge about Dr B .R Ambedkar's Criticism of Caste System and Dalit Movement.

PROGRAMME & LEARNING OUTCOMES

5. The Syllabus covers Democracy and its different forms, Utopian Socialism and Scientific Socialism, Secularism and its Nature, Secularism in India, Rabindranath's Nation, Nationalism and Internationalism and Gandhiji's Swaraj and Sarvodaya.

The University of Burdwan

Hiralal Bhakat College

2016-17

B.A. Honours in Political Science

(1+1+1 Pattern)

Part-I: Paper I- Political Theory

Paper II- Western Political Thought

Part II: Paper III- Government and Politics in India

Paper IV- Comparative Government and Politics

Part III: Paper V- International Relations

Paper VI- Political Sociology

Paper VII- Public Administration

Paper VII- Indian Political Thought

[There shall be 100 lectures Per Paper]

Part-I
Paper-I
Full Marks: 100
Political Theory

Objectives:

- To understand the basic concept of political theory.
- To comprehend various methods for comprehending political theories, such as Normative, Marxist, Behavioral, Post-Behavioral, Institutional, and Neo-Institutional.
- To impart political ideas such as the State, Nation, Sovereignty, and Power and Authority—types, and connections; additionally, develop legal notions.
- To comprehend the fundamental ideas of justice, equality, liberty, and the law.

Outcomes:

- ✓ Capable of evaluating political theory: Decline and political Resurgence.
- ✓ Capable of evaluating and distinguishing between the Contract, Idealist, Liberal, and Neo-Liberal conceptions of state.
- ✓ Capable of explaining the Pluralistic and Monistic Theories of State Sovereignty.
- ✓ Capable of examining the different Approaches of state theory: Normative, Behavioural and post-behavioral, Marxist, Institutional, and Neo-Institutional.
- ✓ Capable of comprehending the fundamental ideas of law, justice, equality, and liberty.
- ✓ Capable of evaluating and distinguishing between Rawls's theory of Justice.
- ✓ Able to analyze different types of political Ideology: Anarchism, Liberalism, Neo-Liberalism, Fascism, and the End of Ideology debate with special reference to Daniel Bell and Francis Fukuyama.
- ✓ Students will be able to describe the Socialist Approach to politics.

- ✓ Students will be able to analyze Civil Society and Hegemony with special reference to Antonio Gramsci.
- ✓ Able to explain the concept of Democracy:

Paper II

Full Marks-100

Western Political Thought

Objectives:

- To learn about Plato's ideas about the state, justice, and communism; Aristotle's constitutions' categories.
- Gaining an understanding of Roman political theory: contributions to citizenship and law ideas.
- Developing an understanding of European medieval political theory: key aspects, An input from Machiavelli. Renaissance's significance. Reformation-era political theory, Bodin: Sovereignty Concept; Hobbes: Materialist Political Science Founder.

Outcomes:

- ✓ Able to explain the main characteristics of Ancient Western Political Thought: Political thought in Ancient Greece centered on Aristotle and Plato; Political thought in Rome: its contributions, with particular emphasis on establishing Roman law.
- ✓ Able to analyze the characteristics of Mediaeval Political philosophy.
- ✓ Capable of appraising Machiavelli, Renaissance, and Reformation political philosophy.
- ✓ Students will be able to analyze Critically Bodin's inputs into the Sovereignty Theory; Hobbes as the Father of Materialist Politics.
- ✓ Students learn to understand Locke's liberalism, laws of nature, and limited government. And Rousseau's concept of the general will.
- ✓ Capable of elucidating John Stuart Mill's ideas on liberty and representative government and Jeremy Bentham's utilitarianism.

- ✓ Capable of gaining insight into the subsequent: Hegel's perspectives on the state, civil society, and utopian and scientific socialism: fundamental elements.
- ✓ Capable analyze the many forms of non-Marxist socialism, such as German Revisionism, Syndicalism, Guild Socialism, and Fabianism.

Part-II

Paper -III

Full Marks: 100

Government and Politics of India

Objectives:

- Students will know the Preamble of the Indian Constitution and the history of constitution-making.
- Students will know about Fundamental Rights and duties, and directive principles of state policy.
- Students will know the Indian federal structure, Centre-State relations, Central Legislature, and the making of Constitutional amendments.
- Students will learn about Central and State Administration, President, Chief Minister, Governor, Chief Minister, and Judicial system In India.
- Students will learn the Indian Party system and the Electoral Process.

Outcomes:

- ✓ Able to discuss the Indian Constitution, the significance of the Preamble, and the making of the Indian Constitution.
- ✓ Able to assess Fundamental Rights and Duties and Directive Principles of State Policy, and Special matters for the SC, ST, OBC, Women, and Minorities Rights.
- ✓ Able to explain the Indian Federal Structure; Centre-State Relations, Legislative, and Administration.
- ✓ Able to Explain the central and state legislatures, including the Lok Sabha, Rajya Sava, and the State Legislative Assembly, and their structure and

functions. And Lawmaking Procedures, about speakers, and constitutional amendments.

- ✓ Able to assess the composition of the central and state governments; President, Vice President, Chief Minister, Cabinet, Governor, Chief Minister etc.
- ✓ Able to Explain the Judiciary system in India; Judicial activism, Supreme Court, and High Courts-Composition and Function.
- ✓ Able to discuss the Indian Party systems and Electoral Process; Characteristics and nature of political parties, constitution, and functions of the Election Commission.

Paper-IV

Full Marks: 100

Comparative Government and Politics

Objectives:

- To comprehend the main methods for studying comparative politics, such as the institutional approach dominant schools: a systems approach, structural-functional approach, etc., and the classification of political systems.
- To be aware of the development of comparative politics. Characteristics that set liberal and socialist political systems apart include conventions, the rule of law (in the UK), the division of powers, checks and balances, judicial review (in the USA), democratic centralism (in the PRC), referendums, and initiative (in Switzerland).

Outcomes:

- ✓ Identify and use important terms in comparative politics, such as political violence, nation-states, political regimes, political identity, and gender and politics.
- ✓ Examine and assess the significance of particular historical occurrences regarding the political and economic growth of the nations under study.

- ✓ To be able to analyze and contrast the political systems of the nations covered in the course, focusing on the political, economic, geographical, historical, and moral facets of government in various nations.

Part III

Paper – V

Full Marks: 100

International Relations

Objectives:

- To comprehend the history of international relations as a field of study.
- To understand the main theories: (a) Neo-Realism and Classical Realism Dependency theory (b) and World Systems theory.
- Analyzing the problems with integration, regionalism, terrorism, and underdevelopment that define the post-second world war regime.
- To develop foreign policy concepts and comprehend Indian foreign policy: main stages of Sino-Indian ties; Indo-US relations.

Outcomes:

- ✓ To be able to think creatively about urgent global issues and to provide students with the analytical skills, language proficiency, and cross-cultural knowledge to support them in doing so. Pupils will gain knowledge on how to grasp, assess, and critically analyze global political trends.

Paper-VI
Full Marks: 100
Political Sociology

Objective:

- Students will learn about political sociology political socialization and political Culture.
- Students will learn about political development, modernization, and power.
- Students will know about Feminism, environmental politics, and various environmental movements.
- Students will learn about Religion Politics, Secularism, Civil Society, and Ethnicity.

Outcomes:

- ✓ An understanding of how the political and social spheres are intertwined.
- ✓ Capable of understanding various theoretical and conceptual concerns in political sociology and applying them to comprehend political events from a comparative and cross-cultural standpoint
- ✓ Capable of comprehending and appreciating the multiplicity of ways politics functions historically and geographically to produce a broader understanding of the political sphere.
- ✓ Capable of comprehending how society and the state have shaped Indian politics historically.

Paper – VIII
Full Marks: 100
Public Administration

Objective:

- The aim is to get an understanding of the nature, scope, and evolution of public administration within the Indian setting and the Socialist Management Principles.
- To be aware of the obstacles to public administration discipline and possible solutions: Comparative Studies in New Public Administration.
- To develop administrative concepts: Organizational structure; Unification of leadership; Control range; Power; Centralization, Decentralization, and Transference; Staff structure and hierarchy.
- To elucidate Marx and Weber's perspectives.
- To understand the Riggsian Model, an ecological approach to public administration.
- Acquire knowledge of the following administrative processes: (a) Making decisions; (b) Communicating and controlling; (c) Leading; and (d) Coordinating.

Outcomes:

- ✓ Capable of elucidating the essence, extent, and development of public administration; Both private and public administration.
- ✓ Able to explain the Administration system; Communication, Decision making, Leadership, etc.
- ✓ Capable of analyzing Weberian and Marxian Theory of Bureaucracy.
- ✓ Capable of Explaining Indian Public Administration and its Nature of Changing Scenarios.
- ✓ Able to Know the central and State Government's Administrative Institutions: The Structure of Bureaucracy, UPSC, PSC, etc.
- ✓ Able to know Local self-government in India, Lokpal and the Lokayukt.

Paper -VIII
Full Marks-100
Indian Political Thought

Objectives:

- To understand and disseminate information about historical Indian political concepts.
- To know Contemporary Indian ideas: M.K. Gandhi's thoughts on the State, Swaraj, Satyagraha, etc.
- To gain knowledge of Rammohan Roy, and Bankim Chandra Chattopadhyay's views on nationalism.
- Vivekananda and Rabindranath Tagore's views on Nationalism and Internationalism.
- To become familiar with the opinions and theories of notable Indian political philosophers, such as M.N. Roy: Radical Humanism; Jayaprakash Narayan; Narendra Deva; Ram Manohar Lohia: Socialist concepts.
- To talk about Syed Ahmed Khan and Iqbal's perspectives on nationalism and colonialism.
- Explaining the perspectives of Nehru on Socialism and Democracy and Subhas Chandra Bose on Socialism and Fascism; Analyzing the competing ideas of "nation" held by Savarkar, Jinnah, and Ambedkar; and expanding our understanding of Jyotiba Phule and Ambedkar about the caste system and untouchability. The social justice views of Pandita Ramabai.

Outcomes:

- ✓ Capable of charting the development of Indian political philosophy from prehistoric times to the present.
- ✓ Capable of evaluating Raja Rammohun Roy's nationalist philosophy.
- ✓ Capable of evaluating Bankim, Vivekananda, and Tagore's nationalist ideas.
- ✓ Capable of evaluating M.K. Gandhi
- ✓ Capable of debating the opinions of Syed Ahmed Khan, Jayaprakash Narayan, M. N. Roy, Narendra Deva, and Ram Manohar Lohia.
- ✓ Capable of evaluating Nehru's opinions on democracy and socialism and views on Subhas Chandra Bose.

Syllabus for B.A. General

(1+1+1 Pattern)

in

Political Science

Part-I

Paper I-Political Theory

Part-II

Papers II-Indian Government and Politics

Paper III-Comparative Government

Part III

Paper IV- Contemporary Issues in India

Paper I Political Theory

Full Marks-100

Objectives:

- To understand the basic concept of political theory.
- To comprehend various methods for comprehending political theories, such as Normative, Marxist, Behavioral, Post-Behavioral, Institutional, and Neo-Institutional.
- To impart political ideas such as the State, Nation, Sovereignty, and Power and Authority—types, and connections; additionally, develop legal notions.
- To comprehend the fundamental ideas of justice, equality, liberty, and the law.

Outcome:

- ✓ Capable of evaluating political theory: Decline and political Resurgence.
- ✓ Capable of evaluating and distinguishing between the Contract, Idealist, Liberal, and Neo-Liberal conceptions of state.
- ✓ Capable of explaining the Pluralistic and Monistic Theories of State Sovereignty.
- ✓ Capable of examining the different Approaches of state theory: Normative, Behavioural and post-behavioral, Marxist, Institutional, and Neo-Institutional.
- ✓ Capable of comprehending the fundamental ideas of law, justice, equality, and liberty.
- ✓ Capable of evaluating and distinguishing between Rawls's theory of Justice.
- ✓ Able to analyze different types of political Ideology: Anarchism, Liberalism, Neo-Liberalism, Fascism, and the End of Ideology debate with special reference to Daniel Bell and Francis Fukuyama.

Part II

Indian Government and Politics

Objectives:

- Students will know the Preamble of the Indian Constitution and the history of constitution-making.
- Students will know about Fundamental Rights and duties, and directive principles of state policy.
- Students will know the Indian federal structure, Centre-State relations, Central Legislature, and the making of Constitutional amendments.
- Students will learn about Central and State Administration, President, Chief Minister, Governor, Chief Minister, and Judicial system In India.
- Students will learn the Indian Party system and the Electoral Process.

Outcomes:

- ✓ Able to discuss the Indian Constitution, the significance of the Preamble, and the making of the Indian Constitution.
- ✓ Able to assess Fundamental Rights and Duties and Directive Principles of State Policy, and Special matters for the SC, ST, OBC, Women, and Minorities Rights.
- ✓ Able to explain the Indian Federal Structure; Centre-State Relations, Legislative, and Administration.
- ✓ Able to Explain the central and state legislatures, including the Lok Sabha, Rajya Sava, and the State Legislative Assembly, and their structure and functions. And Lawmaking Procedures, about speakers, and constitutional amendments.
- ✓ Able to assess the composition of the central and state governments; President, Vice President, Chief Minister, Cabinet, Governor, Chief Minister etc.
- ✓ Able to Explain the Judiciary system in India; Judicial activism, Supreme Court, and High Courts-Composition and Function.

- ✓ Able to discuss the Indian Party systems and Electoral Process; Characteristics and nature of political parties, constitution, and functions of the Election Commission.

Paper III

Comparative Politics

Objectives:

- To comprehend the main methods for studying comparative politics, such as the institutional approach dominant schools: a systems approach, structural-functional approach, etc., and the classification of political systems.
- To be aware of the development of comparative politics. Characteristics that set liberal and socialist political systems apart include conventions, the rule of law (in the UK), the division of powers, checks and balances, judicial review (in the USA), democratic centralism (in the PRC), referendums, and initiative (in Switzerland).

Outcomes:

- ✓ Identify and use important terms in comparative politics, such as political violence, nation-states, political regimes, political identity, and gender and politics.
- ✓ Examine and assess the significance of particular historical occurrences regarding the political and economic growth of the nations under study
- ✓ To be able to analyze and contrast the political systems of the nations covered in the course, focusing on the political, economic, geographical, historical, and moral facets of government in various nations.

Part IV
Contemporary Issues in India

Objective:

- Students will understand secularism, communalism, and Indian caste politics.
- Students will learn about human rights, environmental politics, and Indian corruption and also know Gender Politics.
- Students will learn about India's foreign policy, regional cooperation, nuclear arms control, and globalization.

Outcomes:

- ✓ Able to understand secularism, communalism, and Indian caste politics.
- ✓ Able to assess human rights, environmental politics, and Indian corruption and also know Gender Politics.
- ✓ Able to Explain India's foreign policy, regional cooperation, nuclear arms control, and globalization.
- ✓ Able to analyze regional organizations, and various arms reduction treaties like NPT, and CTBT.



Hiralal Bhakat College

Nalhati, Birbhum

Details of

**Program Outcomes (POs),
Program Specific Outcomes (PSOs)
and
Course Outcomes (COs)**

Department: Physical Education

Program Name: BA/ B.Sc General Degree Course(I+II+III) of BU

Programme Outcome(POs)

The goal of the BA in Physical Education program is to give students the experiences and information they need to lead physically active, academically engaged, socially engaged, emotionally stable, and a financially sound, balanced life. Additionally, it offers the scientific approach that is generally required for a job in physical education. The learner has access to a variety of job alternatives, such as positions in sports academies, fitness canters, and manufacturers of sporting goods. Additionally, the student has the option to continue their education and choose to become a teacher. Additional professional choices include of:

1. Sports Management
2. Physical Therapy
3. Yoga Teaching
4. Physical Education Training
5. Health Education
6. Coaching
7. Fitness Training
8. Sports Journalism

Programme Specific Outcome (PSOs)

- ❖ Ancient Wisdom in Physical Education, Sports and yoga: Introduction: Physical Education :

To Teach students about the various development of physical education in different periods.

- ❖ Foundation for Sociology: We discuss both sports and culture in this topic. Additionally, the different ways that we might use sports to exchange cultures.
- ❖ Olympic Games , Asian Games and Commonwealth Games: This Topic covers the ancient Olympic games and the modern Olympic games.
- ❖ Wellness and Life Style: This subject has everything to do with our bodies and minds. How to avoid stress and maintain a healthy lifestyle.
- ❖ Fitness :In this topic we are come to knowing about the various components of physical fitness.
- ❖ Yoga: This subject aids in the upkeep of our bodies and minds. How yoga exercises help us control our bodies and how yoga can help us heal various ailments.
- ❖ Management:- The managerial abilities in physical education are covered in this topic. How should an academy or sports facility be run? How should sports equipment be bought? as well as upkeep.
- ❖ Personality :Personality is the characteristic sets of behaviours, cognitions, and emotional patterns that evolve from biological and environmental factors. While there is no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with the environment one is surrounded.
- ❖ Learning :Learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in certain plants.
- ❖ Motivation: The word "motivation" comes from the word "motive," which refers to an individual's needs, wants, desires, or drives. It is the process of motivating individuals to take action in order to achieve the objectives. One psychological component that may be driving people's behaviour in the context of job goals is their desire for money.

Semester	Course Type	Course Title	Course Outcomes
Part-1	Theoretical	Principles and Foundation of Physical Education	<p>The student will be able to:</p> <ul style="list-style-type: none"> ➤ Understand & differentiate the concept of History, Principles and Philosophy of physical education. ➤ Choose the physical education as a remedial tool to inculcate values and ethics. ➤ Get acquainted with historical development and its impact on nature of physical education in India and abroad ➤ Acquaint with historical perspective as an influence on physical education, Abroad and in India. 5. Identify the students with different Issues, challenges and opportunities in Physical education & sport.
		History of Physical Education	<ul style="list-style-type: none"> ➤ The purpose of the course is to contrast how physical education and general education relate to one another. Being familiar with the origins and background of physical education is beneficial. It helps the students to be aware of current advancements in the field. ➤ This course is intended to distinguish between the functional operations of National and International Olympic Federations and apply Olympic knowledge to the organization of diverse sports events. It aims to develop the ideas, philosophy, and concepts surrounding physical education as well as analyze the issues and concepts related to it.
		Anatomy and Physiology	<p>The student will be able to:</p> <ul style="list-style-type: none"> ➤ Understand the basic structure and function of the human body and demonstrate its knowledge for the development of skills and fitness . ➤ Demonstrate knowledge and understanding of the effect of exercise on the different systems. ➤ Classify types of joints and explain the structure and function of human joints. ➤ Identify and differentiate various movements of the body and demonstrate knowledge of the importance of appropriate movements during exercise and sports. ➤ Recognize the need of different energy systems of the human body for its efficient performance during exercise and sports
		Organisation and Administration of Physical Education and Sports	<p>The students will understand-</p> <ul style="list-style-type: none"> ➤ The basic principles of management and sports managements. ➤ Fundamental athletic skills and techniques required for intercollegiate competition. ➤ Well conditioned for the rigors of intercollegiate competition. ➤ Demonstrate knowledge, skills and strategies required to participate in intercollegiate games & sports The students will also learn to manage sports meet, sports.

Part-II	Theoretical	Health Education and Dietetics	<p>The students will understand-</p> <ol style="list-style-type: none"> 1) Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes. 2) Acquire the skills and techniques involved in the planning and preparation of therapeutic diets for various ailments. 3) Develop the capacity and attitude for taking dietetics as a profession. 4) Implement strategies for food access, procurement, preparation, and safety for individuals, families, and communities. 5) Utilize advanced principles of health literacy, including critical thinking skills, literature searches, data collection and interpretation, necessary for the implementation of food and nutrition services in professional settings.
		Exercise and Sports Physiology	<p>The students will understand-</p> <p>Origins of Exercise Physiology; Scope, Importance; Application in Competitive sports, Recreation sports, Medical rehabilitation; Human energy transfer in rest and exercise; Concept of Aerobic and anaerobic energy production; Energy expenditure in different activities.</p>
		Sports Psychology	<p>The students will understand-</p> <ol style="list-style-type: none"> 1. Examine and discuss historical and psychological perspectives of sport psychology. 2. Analyze and describe research methods used in sport psychology. 3. Compare and contrast psychological perspectives of personality and illustrate how personality concepts can be applied to understanding and enhancing sport performance. 4. Examine the ways in which concepts and principles of motivation can be used to enhance sport performance. 5. Compare and contrast psychological perspectives on emotional states and how they relate to sport performance. 6. Describe the psychobiology of anxiety and related emotional states and assess how knowledge of these states can be used to enhance sport performance. 7. Compare and contrast various learning theories and determine how the principles of these theories can be employed to enhance sport performance.

		Test, Measurement and Evaluation in Physical Education	<p>The students will understand-</p> <ol style="list-style-type: none"> 1) the need & importance of test, measurement and evaluation in physical Education 2) to describe the criteria, classification and administration of test. 3) to develop concepts related to test, measurement education. 4) to construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education. 5) to explain different physical fitness and skill tests.
Part-II	Practical	Practical in Field	<p>The students will be -</p> <ol style="list-style-type: none"> 1) Learning gymnastics will improve sensory motor balance, neuromuscular coordination, muscular agility and joint mobility. 2) Yoga focuses on establishing harmony between mind and body, thoughts and actions, restraint and fulfilment and men and nature. 3) the all techniques to perform all the competitive track and field events along with the international rules. This helps them to prepare for becoming officials of state, national and international levels. 4) the Rules, their interpretations, basic skills and their drills of basketball, football, khokho, handball, kabaddi, tennis and volleyball. The students may become efficient coaches in these games. 5) improve sensory motor balance, neuromuscular coordination, muscular agility and joint mobility which help them to stabilize other competitive techniques of games and track and field events. 6) "First aid" along with its meaning, values and uses give the students a broad knowledge to use this technology on and off the field injury management.
		Practical in Laboratory	<p>The students will be -</p> <ol style="list-style-type: none"> 1) Measurement of pulse rate & respiratory rate in rest & exercise condition. 2) Measurement of blood pressure. 3) Measuring Physical Efficiency Index by Harvard Step Test. 4) to understand Kin-Anthropometry Laboratory.
		Sports Training	<p>The students will be -</p> <ol style="list-style-type: none"> 1) Improvement of physical fitness. 2) Acquisition of motor skills. 3) Improvement of tactical efficiency. 4) Education and improvement of mental capabilities.

Part-III	Theoretical	Therapeutic Aspect of Physical Education	<p>The students will be -</p> <ol style="list-style-type: none"> 1) Meaning and definition of physiotherapy & Need for the knowledge of Physiotherapy in the field of Physical Education and Sports. 2) meaning and definition of Hydrotherapy. 3) definition, type and Principles and Contradictions of massage. 4) Meaning, Definition, Types, Symptoms and Treatment of common sports injuries.
		Recreation and Adapted Physical Education	<p>The students will be -</p> <ol style="list-style-type: none"> 1) Meaning, Definition and Type of recreation. 2) Importance of recreation in modern society. 3) Meaning, Definition and Type. Physical exercise programme for different type of disable. 4) Meaning, Definition and Objectives of Adapted Physical Education.
	Practical	Practical in Physiotherapy Laboratory	<p>The students will be -</p> <ol style="list-style-type: none"> 1) Use of Hydrotherapy Modalities. 2) Use of Heat therapy Modalities. 3) Use of Electro therapy Modalities. 4) Massage technique like Effleurage, Kneading, Vibration etc.
		Practical in Psychological Laboratory	<p>The students will able to learn -</p> <ol style="list-style-type: none"> 1) Reaction Time. 2) Mirror Drawing. 3) Depth Perception. 4) Anticipatometer.
		Project Work	<p>The students will able to learn -</p> <p>Physical Fitness Components, Body composition and Somatotype, Educational Tour, Leadership Camp.</p>
		Computer application in Physical Education and Sports	<p>The students will able to learn -</p> <ol style="list-style-type: none"> 1) MS Word . 2) MS Excel. 3) MS Power Point 4) Information and Communication Technology

Programme Outcome of B.Com. Honours Course (1+1+1 Pattern) w.e.f. 2014-15 academic session

This programme has been designed:

- To acquire knowledge about the basic concepts of financial accounting and applications of such in different modes.
- To gain excellence in different statistical and mathematical situations
- To have a thorough knowledge about various principles of economics and economic problems prevailing in India
- To have the basic understanding of theories of management and types of management
- To learn about the intricacies of business economics and financial system in India
- To help students to have knowledge about cost accounting and take decisions in various managerial situations
- To develop ability of students as entrepreneurs in future and enhance business communication skill
- To have the basic knowledge of accounting theory and accounting principles
- To teach students about different elements of auditing viz. vouching, verification, internal check and control, auditor's report
- To enlighten students about the regulatory framework in business environment
- To make students aware about the environment prevailing in business, physical, economic, financial, legal, technological, cultural, political environments
- To spread knowledge about ethics in business environment
- To learn about the intricacies of tax system in India
- To teach students about the different applications in computer with relevance to business.
- To acquire knowledge about basic elements of auditing and professional ethics.
- To develop ability of students in accounting different managerial situations and managerial concepts

Course outcomes:

PART I

Paper: 1

Financial Accounting I

The subject is important to student to obtain basic knowledge of accounting and understand the procedure of accounting of various organization.

After completion of this course student will be able to

- ❖ Understand the basic concept of accounting

- ❖ Understand the procedure of preparation of final account.
- ❖ Understand the concepts of depreciation, BRS, bills of exchange etc.
- ❖ Understand the process of recording in small business organization.
- ❖ Understand and prepare Income and Expenditure a/c, Receipts & Payment a/c
- ❖ Understand and maintain accounts of a Consignment Business and Joint Venture a/c.
- ❖ Understand and calculate the value of goodwill and maintain the accounting entry of partnership business at the time of admission, retirement, death and dissolution of partners.
- ❖ Understand and prepare accounts under hire purchase system, departmental and branch
- ❖ Understand and prepare royalty statement.
- ❖ Understand the concepts of insurance claim and will be able to calculate loss of stock, loss of profit and insurance claim if any damages occur.

Paper: 2
Business Mathematics and Statistics

This subject will enable students to learn about different intricacies of algebra, differential and integral calculus as well as statistics.

After completion of the concerned subject, students will be able to:

- Have detailed understanding of Arithmetic and Geometric Progression
- Gain knowledge about different theories on permutations and combinations
- Acquire knowledge in set theory and matrix algebra
- Grasp knowledge in intricacies of binomial theorem
- Learn about limit, continuity, derivative of function and basics of integration
- Understand various measures of central tendency, dispersion, moments, skewness and kurtosis, data collection and presentation
- Learn about index numbers and time series, intricacies of correlation and regression
- Develop the ability to understand the application of probability theory in different circumstances

General Papers:

Group: I

Paper-1 Economic Principles and Indian Economic Problems

The main objective of this paper is to provide knowledge regarding economics principles and to aware students about various economics problem in India. After completion this subject students will be able to know the followings:

- ❖ To gain knowledge about basic concept of economics and its nature.
- ❖ To know the law of marginal utility and indifference curve.
- ❖ To gather knowledge regarding law of demand and elasticity of demand.
- ❖ To know the production theory also knows the law of variable proportion and return to scale.

- ❖ To learn about various types of cost.
- ❖ To learn about the concept of market and equilibrium of market in short run and long run.
- ❖ To obtain knowledge regarding national income and its measurement.
- ❖ To know about various types of money and functions of commercial bank.
- ❖ To acquire knowledge about the functions of central bank.
- ❖ To know about balance of payment and some knowledge regarding international trade.
- ❖ Students can gain knowledge about sources of finance of govt.
- ❖ To know the basic concept of economic development and its measurement process.
- ❖ To learn about the national income and fundamental characteristics of Indian economic.
- ❖ To gain knowledge regarding new industrial policy and its impact on overall economy.
- ❖ To know about fiscal policy and budget.
- ❖ Understanding about unemployment and poverty.
- ❖ To study about green revolution and development of Indian agricultural sector.
- ❖ To know about industrial growth and contribution of small scale industries in Indian market.
- ❖ To learn about the role of WTO and balance of payment.
- ❖ Knowing about IMF, World Bank, IBRD and GATT.

Paper 2: Management Theory

The main objectives of this paper are to know how to manage a particular organisation and how to deal employees in a proper way. After completion of this course students will learn the followings:

- ❖ To know the basic concept of management and its importance in an organisation.
- ❖ To study several management theories, also know about important contribution of Henry Fayol and F.W. Taylor.
- ❖ To learn about the objectives and steps of planning.
- ❖ Students can gain knowledge regarding MBO and its objectives.
- ❖ To learn about various types of organisations like line organisation and staff organisation.
- ❖ Concept of Span of control, supervision, authority and responsibility are taught here.
- ❖ To know about the concept of job analysis, job description and job specification.
- ❖ To learn about various sources of recruitment and process of recruitment and also know about process or steps of selection.
- ❖ To know the difference between training and development.
- ❖ To gain knowledge regarding concept of leadership and several theories of leadership.
- ❖ To know about importance of motivation.
- ❖ To obtain knowledge about process of controlling and relationship between planning and controlling.
- ❖ To understand about the basic concept of human resource management, recruitment, selection, performance appraisal and industrial dispute.

- ❖ To gain knowledge about marketing management and various topics related to marketing management.

Part II

Paper 3

Business Economics and Basics of Indian Financial System

This subject will enable students to learn about economics from business perspective and an overview of financial system prevailing in India.

The concerned subject aims:

- To understand the nature and scope of business economics
- To acquire knowledge about the relationship of business economics with other subjects.
- To have the basic intricacies of demand functionalities and demand forecasting.
- To study the basic theories of production and cost.
- To learn about the behavioural theory and intricacies of maximisation of sales and profit
- To have an in-depth knowledge about linear programming theories.
- To acquire knowledge about different strategies of game theories.
- To develop the capability of students in taking decisions under different conditions of risk and uncertainty
- To gain knowledge about intricacies of financial system- structure, components, financial intermediaries
- To have a holistic knowledge about the supply of money and its contribution in the Indian Banking System
- To be enlightened about different types of money and capital market
- To have knowledge about the functionalities of different stock exchanges operating in India
- To acquire knowledge about various financial services viz. merchant banking, credit rating and their role in India

Paper 4

Cost Accounting

The course aims:

- To teach students about the basics of cost accounting- evolution, cost unit, cost centre, methods and techniques of costing
- To help in learning the purpose of studying cost accounting, advantages, limitations, rules and guidelines of the concerned subject
- To acquire knowledge about different types of cost and estimation of cost

- To enable students to understand the different techniques of material accounting, methods of pricing of materials
- To understand the various systems of materials and stock taking
- To have the basic concept of marginal costing and absorption costing, the detailed basics of marginal costing viz. C.V.P. and Break-Even Analysis
- To gain knowledge about the concept of budget and budgetary control, different types of budget
- To be enlightened about the various methods and documents of accounting of labour, incentive schemes, labour turnover.
- To acquire knowledge about different types of costing viz. process costing, contract costing, batch costing.
- To grasp the knowledge about overheads viz. allocation, apportionment, absorption of overheads, different types of overheads

General Papers:

Group:II

Paper-1: Entrepreneurship Development and Business Communications

The main aim of this paper is to orient the students toward entrepreneurship as creative thinking. After completion of this subject students will learn about the followings:

- ❖ To know about the basic concept of entrepreneurship and its importance.
- ❖ To learn about the role of entrepreneurs to economic development.
- ❖ Understanding about family business and their contribution in Indian economy.
- ❖ Students may gather knowledge regarding MSME and its importance in society from various angles.
- ❖ To know about role of women entrepreneur and self help group in India.
- ❖ To know about role of various institutions like NEDB, NIESBUD, EDII, MSME-DI, DIC, DO-MSME, SFC, Commercial Banks, Cooperative Banks, Regional Rural Banks.
- ❖ Students may learn how anyone makes a business plan its design. Also know about the preparation of business report.
- ❖ To gain knowledge regarding the mobilisation of resources and its proper utilisation.
- ❖ To know how to contract with various stakeholders like suppliers, vendors, customers, bankers etc.
- ❖ Students may know about various problem of start up business.
- ❖ To learn about the importance of effective communication.
- ❖ To know about various types of communication.
- ❖ Obtaining knowledge about various techniques use in effective communication system.
- ❖ To acquire knowledge about the procedure of letter writing and notice writing.
- ❖ To give ideas about mock test and interview and also provide some ideas how to write resume and how anyone apply for a particular job.

Paper – 2: Accounting Theory and Auditing

The main objective of this paper is to know some basic knowledge of accounting and auditing.

After completion of this subject students will be able to know the followings:

- ❖ To gain knowledge regarding basic accounting concepts and its limitation.
- ❖ To know about GAAP.
- ❖ To understand some basic terms of accounting.
- ❖ To acquire knowledge about various types of assets and liabilities.
- ❖ Students will be able to know about accounting standard and financial statement.
- ❖ To understand the concept of statutory audit and statutory auditors' role in the whole system
- ❖ To have the concept of different types of company audits viz. branch, joint, special, revenue
- ❖ To understand the intricacies of auditor's report
- ❖ To grasp knowledge about different types of audit- performance, proprietary, management and social
- ❖ To enable students in understanding the application of different codes of conduct in various situations and professional ethics
- ❖ To have the basic concepts of investigation and cost audit

GROUP-III

Paper-1 Business Regulatory Frameworks

The main objectives of this paper are to acquire knowledge regarding following matters:

- ❖ To gain details knowledge regarding contract act, 1872.
- ❖ To acquires all information about Sales of Goods Act, 1930.
- ❖ To know about Bills of Exchange, Promissory Note and Cheque.
- ❖ To understand about right of consumers and various Redressal commission.
- ❖ To gather knowledge about Foreign Exchange Management Act, 1999.
- ❖ Understanding about competition Act, and its importance.
- ❖

Paper-2 Business Environment and Business Ethic

Course outcomes:

- ❖ To know various types of business environment.
- ❖ To understand about various factors affecting business.
- ❖ Acquiring knowledge about fiscal and monetary policy.
- ❖ To know about technological, social and political environment.
- ❖ Importance of business ethics can be learnt.
- ❖ To gain knowledge about CSR.
- ❖ To know the basic responsibility of business towards its stakeholders.

Part III
Paper 5
Taxation (Direct and Indirect)

Most of the individuals either pay direct or indirect tax. Government impose tax on higher income groups and some tax on every individual of the country. From this subject student will be able to:

- ❖ Understand the basic concept of tax and some technical definition like previous year, assessment year, assessee, persons, gross total income, agricultural income, heads of income etc. as per Income Tax Act 1961.
- ❖ Understand the primary and secondary condition of residential status and also the incidence of tax.
- ❖ Know the income that are exempted from tax, i.e, income that is not taxable under any heads, that are free from tax.
- ❖ Understand and learn the procedure of calculation of taxable income from various head like income from salary, income from house property, profit and gain from business and profession, income from capital gain and income from others sources.
- ❖ Know the deduction from gross total income and obtain knowledge regarding various types of deduction as per Income Tax Act 1961, sec 80C to 80U. These deductions will be considered while calculating total income from gross total income.
- ❖ Know about relief as per sec 87A, the eligibility criteria of relief and maximum amount of relief.
- ❖ Understand the concept of return of income and due date of the submission of income.
- ❖ Acquire knowledge regarding tax planning and how an individual can minimise his tax liability by proper planning.
- ❖ Understand meaning of PAN and its importance can be learnt from this chapter.
- ❖ Understand the definition of agricultural income and tax liability of agricultural income can be realised.
- ❖ Understand the meaning of VAT and its objective and procedure of collection of VAT.
- ❖ Understand the definition of dealer, turnover, place of business and goods as per central sales tax can be known from a particular chapter.

Paper 6
Computer Applications in Business

The concerned course aims:

- To spread knowledge about the basic concepts regarding computer
- To help students in gaining knowledge about numbers systems and codes
- At Grasping knowledge about intricacies of computer hardware, software and operating system

- To learn about drawing various types of flowcharts in different situations
- To have detailed understanding about management information system
- To learn in practical environment about MS-Excel, MS-Word, Tally
- To have an idea about programming under RDBMS Environment

Paper 7

Corporate Accounting and Auditing

The course aims:

- ❖ To teach students about intricacies of issue of shares, debentures
- ❖ To help students in learning to prepare final accounts of companies as per Schedule VI
- ❖ To understand the concept of underwriting of shares and debentures
- ❖ To grasp the knowledge about profits prior to incorporation and reconstruction of companies
- ❖ To gain knowledge in preparing accounts of holding and subsidiary companies
- ❖ To understand the process of valuation of goodwill and shares
- ❖ To understand the concept and details of liquidation of companies
- ❖ To help in learning how to account for banking, insurance and electricity companies
- ❖ To understand the concept of statutory audit and statutory auditors' role in the whole system
- ❖ To have the concept of different types of company audits viz. branch, joint, special, revenue
- ❖ To understand the intricacies of auditor's report
- ❖ To grasp knowledge about different types of audit- performance, proprietary, management and social
- ❖ To enable students in understanding the application of different codes of conduct in various situations and professional ethics
- ❖ To have the basic concepts of investigation and cost audit

Paper 8

Management Accounting & Financial Management

This paper consists of two subjects, management accounting and financial management. On the basis of various tools and techniques of management accounting manager takes important decision for the firm. On the other hand, techniques of financial management help to take important financial decision of any stakeholders. After carefully completion of this paper, students will be able to:

- ❖ Understand the meaning and concept of management accounting and objective of management accounting.
- ❖ Understand the various types of ratios and its usages in decision making.

- ❖ Understand the concept of inflow and outflow of cash and able to prepare cash flow statement.
- ❖ Understand fund flow statement, students will learn how to prepare a fund flow statement and also realised the sources of fund and utilisation of fund.
- ❖ Understand the basic concepts of financial management.
- ❖ Calculate cost of debt, cost of equity and cost of preference share. This concept will help to minimise the cost of capital.
- ❖ Understand the capital structure of various organisation, students will learn how to determine the optimum capital structure and how a business organization reduces cost of capital and increase return on capital.
- ❖ Understand the meaning of working capital and importance of working capital in any organisation to run their business properly.
- ❖ Understand how an organisation usage various techniques of capital budgeting for taking valuable investment decision. From this, students will able to determine best investment decision.