

PROGRAMME OUTCOMES OF BENGALI HONOURS (B.A.) UNDER CBCS

The most widely used modern Indian language in our nation is Bengali. Most people in East India speak it as their mother tongue. From their inception, Bengali literature and language have enhanced all genres. Consequently, the Bengali honors and ordinary course curriculum and syllabus intended to elevate the Bengali language and literature to their rightful place. From a historical perspective, students will gain knowledge of the development of Bengali literature over a nearly millennial span of time. They will learn everything there is to know about the historical roots of Bengali and its steady evolution into the present. World-class novels, poetry, and short tales make up contemporary Bengali literature. essays in addition to a wide range of literary works. With the help of this syllabus, our undergraduate students will have a solid understanding of modern Bengali literature. This course includes the fundamentals of Bengali philology and linguistics.

The curriculum places a strong emphasis on helping students develop their understanding of right grammar so they can write appropriate words, phrases, and sentences and properly express themselves.

This syllabus promotes autonomous thought and idea development among our students as well as creative writing.

This curriculum promotes creative writing among pupils and the development of their own ideas and thoughts.

This curriculum includes courses for skill development and electives that are discipline-specific. Students are introduced to the various facets of Bengali literature, including science fiction, children's literature, and women's literature, through the (Discipline Specific Elective Course). The SEC (Skill Enhancement Course) introduces practical skills including writing scripts, editing texts, and proofreading. Students who complete this course enter their professional fields immediately.

PROGRAMME OUTCOMES OF BENGALI GENERAL (B.A.) UNDER CBCS

Students gain knowledge in proofreading, formal letter writing, reporting, numerous affairs, etc. through this curriculum. They also study how to translate from English to Bengali.

The study program is enhancing the proficiency necessary for employment in a variety of professions because the application of all these methods will assist students in landing positions as professional proofreaders, translators, or reporters in news organizations.

- Gain a solid understanding of language, medieval history, and contemporary Bengali literature. To properly grasp poetry, students should have a foundational understanding of Bengali rhythms and rhetorics. They learn about "Baishanab Padabali," "Ramayan," and "Annadamangal" as well.

In order to study many genres of Bengali literature, including fiction, short tales, easy reading, and poetry, students are able to transfer and apply the concepts and principles they have learned. They will develop an awareness of aesthetic sense, comprehend the interdisciplinary approach, and comprehend the principles and applications of the classification of poetry, drama, and novels.

PROGRAMME OUTCOMES OF LCC(2) MODERN INDIAN LANGUAGE UNDER CBCS

In the 4th and 6th Semesters, students may choose 2 courses of 12 credits each A level of modern Indian language learning for all courses in the general education category. In the sixth and fourth semesters, two papers have been retained as language, given that those who have taken Bengali as a course may also take it.

The students will be able to understand the patterns and nature of terminology changes in Bengali as they read this paper, which might help them with their career. In the sixth semester, apart from gaining knowledge about the role of Bengali periodicals as a carrier of modern Bengali thought, students will be able to enjoy novels and short stories. These two courses facilitate the process of expression and empowerment, as well as the acquisition of language skills.

PROGRAMME OUTCOMES OF AECC-1 MIL (BENGALI) MODERN INDIAN LANGUAGE UNDER CBCS

The AECC-1 Modern Indian Language (Bengali) syllabus has been designed for the undergraduate students

of all streams, including science and commerce. The syllabus is framed to familiarise our students with some

preliminary and enjoyable texts of modern Bengali literature.

Course outcome of UG Bengali 2017-18

SEMESTER - I

CC-I

BANGLA SAHITYER ITIHAS (PRACHIN & MADHYAYUG)

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 acquire knowledge of 'Baishnab' and 'Shakta' culture in the Period.
5. Students will learn the classification of Medieval Literature.

CC-2

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.

SEMESTER – II

CC-3

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 PADABALI

- 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.

CC-4

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' Aparts of Mahakabya like Ramayana.

SEMESTER– III

CC-5

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.

CC-6

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.

CC-7

UNISH SHATAKER KABYA

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.

SEMESTER-IV

CC-8

POEMS OF RABINDRANATH TAGORE AND MODERN BENGALI POETRY.

Know the 20 th centuries evolution 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 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, Nirendranath 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.

CC-9

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.

CC-10

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.

SEMESTER V

CC-11

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

CC-12

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.
3. This will enable the understanding of different opinions related to diction, syntax and language of a literary genre, history of construction of the literary theories in Poetics.

DSE-1

19th Century Bengali poetry and essays

- 1.Students will learn about 19th century poetry.
- 2.Students will learn about importance of the earlier lyrical poets in Bengali Poetry.
- 3.Students will be able to learn poetry and criticism methods.

DSE-2

19th century Bengali drama and fiction.

- 1.Students will learn about 19th century drama and fiction.
- 2.Students will learn about importance of earlier novelist and playwrights of Bengali fiction and drama.
- 3.Students will be able to learn poetry and criticism methods.

SEMESTER-VI

CC-13

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.

CC-14

Structural Dimensions of literature:

This course aims to help students acquire

- 1.a cross- conceptual insight within various literary genre ideas
2. the exactness of multiple layers of presentation of an author in a social and political hierarchy

3.insights into new emerging forms and structural patterns in analytical essays and journal articles

4.knowledge of different forms of fiction and novels, comparative studies of genres - colonialism, cultural hegemony and diversity, consumerism and globalization.

DSE-3

PRE-INDEPENDENCE BENGALI FICTION OF THE 20TH CENTURY

DSE-4

ESSAYS ON LITERATURE AND FOLK 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.

FOLK LITERATURE.

The students will gain an understanding of the Bengali folk culture and legacy of the medieval, ancient, and modern eras in metropolitan Bengal through this course. Student understanding will include the definition, purpose, categories, and importance of traditional literature and customs. They can learn about many Bengali folk songs and folk dramas, such as Alcup, Leto, Chhow, and Natua, as well as songs like Bhadu, Tushu, Jumur, and Bhatiali. Students will be able to identify dialect, idiom, folklore, and folk-verse in rural Bengali. This study of folk literature may provide students with an understanding of our ancestry and culture at the local level.

AECC/MIL (BENGALI)

HONS AND GENERAL PROGRAMME

Through this course students of different Stream and discipline will know about Bengali essay, short story, poetry of Tagore, its inner meaning and aesthetic value, reporting etc.

SEC-A-2 & SEC-B-2 (Both for CC & GE)

This is basically one kind of practical training program for that candidate who opts translation media, publishing house as her career.

Course Outcomes of Bengali General (Core Courses)

(Under CBCS)

CC1/GE1 - (Semester -I)

History of Bengali literature of Modern age:

After the completion of this course students will know the chronological history and different types of Bengali literature such as prose and essays, poetry, drama, Novel and short story in the period after 1800 A.D. They will also understand the continuity of development of Bengali Literature and become familiar with eminent thinkers and writers.

CC2/GE2-(Semester -II)

Historical Linguistics, Rhetoric and Prosody:

After completion of this course students will get an idea about the origin and development of Bengali language. They will also get lesson on rhetoric and prosody and ornamentation of poetry.

CC3/GE3 (Semester -III)

Bengali Poetry and Drama:

In the end of this course students will get a taste of literature by reading pre-modern poetry and modern poetry and drama written by Rabindranath Tagore.

CC4/GE4 (Semester -IV)

Bengali Fiction and Essays:

On completion of this course students will know the village society by reading novel

'Pallysamoy' written by Saratchandra Chattopadhyay. Beside they will also read a collection of selected short stories written during post-Rabindranath period and a few essays by Rabindranath will enrich their knowledge of literature.

HIRALAL BHAKAT COLLEGE
DEPARTMENT OF SANSKRIT
PROGRAMME AND COURSE OUTCOME

**B.A. 3 YEARS (HONS) DEGREE COURSE PROGRAMME AND B.A. 3
YEARS (GENERAL) DEGREE COURSE PROGRAMME UNDER
SEMESTER WITH CBCS IN SANSKRIT
(EFFECTIVE FROM 2017-18)**

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

SEMESTER - I

COURSE I – CLASSICAL SANSKRIT LITERATURE (POETRY)

**RAGHUVAMSAM: CANTO XIV (VERSE : 31-68), KIRATARJUNIYAM : CANTO – 1
(VERSE: 1-25), THE HISTORY OF SANSKRIT LITERATURE (ASVAGHOSA, KALIDASA,
BHARAVI, MAGHA, BHATTI, SRIHARSA)**

- ❖ The Mahakavya Raghuvamsam is believed to be one of the mature period work of poet kalidasa.
- ❖ Kiratarjuniyam is an epic poem by Bharavi, written in Sanskrit. Believed to have been composed in the sixth century or earlier, it consist of eighteen cantos describing in the combat between Arjuna and Shiva.
- ❖ Latter works of epic poetry followed the model of the 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.
- ❖ 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 also seeks to help students negotiate texts independently.

COURSE II – CRITICAL SURVEY OF SANSKRIT LITERATURE

**VAIDIKA SAHITYA, RAMAYANA, MAHABHARATA, PURANA, THE HISTORY OF
SANSKRIT GRAMMAR, THE HISTORY OF INDIAN PHILOSOPHY**

- ❖ The most important lesson of Ramayana is the significance of Dharma in one's life.
- ❖ Ramayana teaches us about integrity, companion, responsibilities, redemption, respect, relationship etc.
- ❖ Students to become familiar with the narrative structure, plots main characters, and major things of Mahabharata and the Ramayana.
- ❖ Students become familiar with the ways in which the epics reflect and narrate.
- ❖ They can also familiar with the teaching about ethics, government, the nature of god and the relationship between the humans and divine.
- ❖ Understanding the various theories of Sanskrit grammar.
- ❖ Understanding ancient approach of Sanskrit grammar.
- ❖ Reasonable understanding of multi disciplinary relevance of literature of Sanskrit like Veda, Philosophy, Grammar, Smritishastra etc.

SEMESTER - II

COURSE III – CLASSICAL SANSKRIT LITERATURE

SUKANASOPADESA, DASAKUMARACARITA (RAJAVAHANACARITAM), HISTORY OF SANSKRIT LITERATURE (PROSE- SUBANDHU, DANDIN, BANABHATTA), THE HISTORY OF SANSKRIT LITERATURE (FABLES – PANCATANTRA, HITOPADESA, VETALAPANCAVIMSATI, SINHASANADVATRIMSIIKA, PURUSAPARIKSA)

- ❖ The students will be able to trace the literacy style of the prose authors Bana.
- ❖ 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 able to assimilate socio-cultural life of ancient and resent by reading Sanskrit History of Literature.
- ❖ The course aims to acquaint students with classical Sanskrit prose literature.
- ❖ Origin development of prose, important prose romances and fables Sanskrit are also included here from students to get acquainted with the beginnings of Sanskrit prose literature.
- ❖ The course also seeks to help students negotiate texts independently.

COURSE IV – SELF MANAGEMENT IN THE GITA

SRIMADBHAGAVADGITA (ADHYAYA - 4TH), SELECTED SLOKAS FROM THE GITA (MEDITATION, DIET CONTROL, RAJOGUNA)

- ❖ Students will able to develop an understanding of the Bhagavat Gita.
- ❖ They will learn to implement the teachings of the Gita in real life situation.
- ❖ The course seeks to helps students negotiate the texts independently without referring to the traditional commentaries so as to enable them to experience the richness of the text.

- ❖ It is a cardinal principal of the system to view the contents of philosophy as falling into the doctrine of Purusartha or the way of self realization.
- ❖ The course will enable the students to appreciate the principals of traditional Indian medicine system which has focused not only to physical help but a healthy lifestyle including food habits, diets, preventive medicine in their surroundings.

SEMESTER - III

COURSE V – CLASSICAL SANSKRIT LITERATURE (DRAMA)

ABHIJNANASAKUNTALA (1-4), THE HISTORY OF SANSKRIT LITERATURE

- ❖ 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.
- ❖ Student will able to assimilate socio-cultural life of ancient and resent by reading Sanskrit History of Literature.

COURSE VI – POETICS AND LITERARY CRITICISM

VAMANA’S KAVYALAMKARASUTRAVRTTI (FIRST ADHIKARANA-CHAPTER I,II,III), METRICS (A GENERAL CONCEPT OF SANSKRIT METRES AND THE DEFINITIONS OF THE FOLLOWING METRES, INDRAVAJRA, UPENDRAVAJRA, UPAJATI, VAMSASTHAVILA, VASANTATILAKA, MALINI AND MANDAKRANTA), SAHITYADARPANA-CHAPTER - X (SLESA, UPAMA, RUPAKA, UTPREKSA, ATISAYOKTI, DRSTANTA, NIDARSANA AND ARTHANTARANYASA)

- ❖ After studying this course, the students will able to understand the origin and development of Indian prosody and various conceptual elements of Sanskrit classical Meter.
- ❖ The students will able to identify the Meters used by various poets in their poetry works.
- ❖ 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 Kavyalankarasutrabrritti 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 – INDIAN SOCIAL INSTITUTION AND POLITY

MANUSAMHITA-CHAPTER VII (STATE POLITICS, UPAYACATUSTAYA, SADGUNYA), ARTHASASTRA (DUTAPRANIDHI)

- ❖ Students can acquire an idea of various duties of king for good governance, punishment policy, war policy from Manusamhita 7th Chapters.
- ❖ Students can acquire an idea of various duty of state politics Upayacatustaya and Sadgunya from Manusamhita 7th chapter.
- ❖ Kautilya's Arthasastra helps students to gain ethical teaching.
- ❖ The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity that have been highlighted in Dharma-sastra literature as propounded in the ancient Sanskrit texts such as Samhitas, kautilya's Arthasastra, Manusamhita and other works known as Nitisastra.

SEC – 1 – BASIC SANSKRIT

BRAHMI SCRIPT WRITTING, DECLENSIONS, CONJUGATIONS, TRANSLATION, BRAHMADATTA KARKATA KATHA FROM PANCATANTRA

- ❖ Students will able to acquire knowledge about the use of Sanskrit translation specifically Sanskrit to Bengali and Bengali to Sanskrit.
- ❖ The objective of this course is to teach Sanskrit Basic Grammar.
- ❖ The student understand the Basic of Sanskrit Grammar and their implement's.
- ❖ Basic communication skills in understanding Sanskrit with LSRW (listening, speaking, reading, writing) capacities.
- ❖ The course aims at get the students acquainted with Brahmi-Scripts. The discover of Brahmi-Scripts and its evolution. From this course student will also be familiar with their reading process of Brahmi-Sript.

SEMESTER - IV

COURSE VIII – INDIAN EPIGRAPHY AND CHRONOLOGY

EPIGRAPHY, SILALEKHA (RUDRADAMANSILALIPI, MEHARAULI IRON PILLAR INSCRIPTION OF CANDRA)

- ❖ In this section introduction of epigraphy is the main objective.
- ❖ Importance of Indian inscriptions in the reconstruction of Ancient Indian History and Culture.
- ❖ In this section students are introduced with the Epigraphy.

- ❖ Antiquity of the Art of writing etc is the focus of this course.
- ❖ Selected inscriptions are the focus this portion; Rudradaman Silalipi and Meharauli Iron Pillar Inscription of Candara has been introduce in this portion.
- ❖ The course aims at acquaint the students with the epigraphical journey Sanskrit, which is the only source directly reflecting the society, politics, geography and economy of the time.
- ❖ The course also seeks to help students to know the different styles of Sanskrit writing.
- ❖ Students would be able to know Manuscripts.

COURSE IX – MODERN SANSKRIT LITERATURE

SURVEY OF MODERN SANSKRIT LITERATURE IN BENGAL, SAMSKRTODDHARANA, CIPITAKCARVANA

- ❖ The purpose of this course is to explore to the students the rich and profound tradition of modern creative writing in Sanskrit.
- ❖ Enriched by new genres of writing.

COURSE X – SANSKRIT AND WORLD LITERATURE

SANSKRIT STUDIES ACROSS THE WORLD (WILLIAM JONES, CHARLES WILKINS, H.WILSON, MAX MULLER, J.G. BUHLER, SRI AUROBINDO, DAYANANDA SARASWATI, HARIDAS SIDDHANTAVAGISA, SRIJIVA NYAYATIRTHA, NITYANANDA SMRTITIRTHA, KSHITISH CHANDRA CHATTERJI, ROMA CHAUDHURI, PANCANANA TARKARATNA AND RAMARANJAN MUKHERJI)

- ❖ The course aims at provide information to the students about the spread and influence of Sanskrit literature.
- ❖ Students also learn about culture down the ages in various parts of the world from medieval to modern time.

SEC – 2 – SPOKEN SANSKRIT

SPOKEN SANSKRIT, EVOLUTION OF BENGALI SCRIPTS, LETTER WRITING IN SANSKRIT

OR, POLITICAL THOUGHT IN SANSKRIT LITERATURE (MUDRARAKSASA, ARTHASASTRA)

- ❖ Students will able to acquire knowledge about the use of Sanskrit translation specifically Sanskrit to Bengali and Bengali to Sanskrit.
- ❖ This section will help collaboration, cooperation and realizing the power of groups and community.
- ❖ Vishakshadattas plays Mudrarakshasa reveals Chanakaya as a complex character with excellent leadership skills.

- ❖ Become self aware or self realised and understand the real purpose behind our existence.
- ❖ Utilise the knowledge to tackle the hurdles in this journey of life.
- ❖ Mudrarakshasa of Vishakshadatta a drama written on the political background represents different genres of Sanskrit drama.

SEMESTER - V

COURSE XI - VEDIC LITERATURE

RGVEDASAMHITA (AGNISUKTA, INDRASUKTA, AKSASUKTA, DEVISUKTA), DECLENSION OF A-STEMS, VEDIC SUBJUNCTIVE, VEDIC INFINITIVE, THE VEDIC ACCENT AND PADA PATHA, ISOPANISAD

- ❖ From the history of Vedic Literature Rigveda, Samved, 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 XII – SANSKRIT GRAMMAR

THE CONCEPT OF THE FOLLOWING SAMJNAS (SUTRA, VARTIKA, BHASYA, KARMAPRAVACANIYA, NIPATA, GATI, UPASARGA, GUNA, VRDDHI, TI, GHI, GHU, NADI, UPADHA AND SAMPRASARANA), SAMASA (SELECTED SUTRAS UPTO DVANDVA COMPOUND)

- ❖ 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.
- ❖ Grammar is one of the most important branches of Sanskrit Literature. Grammar book is ideal for both student and teachers.
- ❖ Students acquires the ability to know sentences scientifically.
- ❖ This will help them to translate, explain the prescribed Sanskrit texts in their native language.
- ❖ After completion of this course students will understand the basic structural nuances of Paninis Grammar.

- ❖ In this portions students are introduce with the concepts of the Samasa-Prakarana of Vaiyakarana-Siddhanta-Kaumudi is the main focus of this course.

DSE – 1 – DRAMATURGY – SAHITYADARPANA – CHAPTER – VI (RUPAKA, NANDI, VRTTIS, PRASTAVANA, ARTHAPRAKRTI, ARTHOPAKSEPAKA, PATAKASTANAKAS, KARYA, AVASTHA, SANDHI AND NATIKA)

OR, MAXIMS IN SANSKRIT LANGUAGE (PRASTAVIKA OF HITOPADESA)

- ❖ Students will able to acquire knowledge about the use of Sanskrit translation specifically Sanskrit to Bengali and Bengali to Sanskrit.
- ❖ The objective of this course is to identify the beauty of drama and to introduce classical aspects of development of Indian theatre among the students.
- ❖ Objective of this course is to introduce principles and practices of dramaturgy in Sanskrit literature.
- ❖ After going through the course students will be able to know about several theoretical aspects of Dramaturgy and Production.

DSE – 2 ELEMENTS OF LINGUISTICS (PRIMITIVE INDO EUROPEAN, DIVISION OF INDO EUROPEAN, INDO IRANIAN, EMERGENCE OF INDO ARYAN, NON ARYAN INFLUENCE ON SANSKRIT, VEDIC AND CLASSICAL SANSKRIT), SOME PHONETIC LAWS AND TENDENCIES (GRIMM’S LAW, GRASSMANN’S LAW, COLLITZ’S LAW, ASSIMILATION, DISSIMILATION METATHESIS, PROTHESIS, EPENTHESIS, ANAPTYXIS AND HAPLOLOGY)

OR, TECHNIQUE OF SANSKRIT LANGUAGE (AMARAKOSA, DHATUPATHA)

- ❖ 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.
- ❖ This course will introduce Sanskrit language from the linguistics point of view like phonology, morphology, semantics and syntax etc.

SEMESTER – VI

COURSE XIII – INDIAN ONTOLOGY AND EPISTEMOLOGY

TARKASAMGRAHA, VEDANTASARA

- ❖ 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 an elementary understanding of Indian Philosophy and to enable students to handle philosophical text in Sanskrit easily.

COURSE XIV – SANSKRIT COMPOSITION AND COMMUNICATION

CASE ENDING AND CASES, TRANSLATION, REPORTING

- ❖ Get the students to know the basic of Sanskrit grammar including rules and examples of Karaka.
- ❖ Students acquire the ability to know sentences scientifically.
- ❖ 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

DSE – 3 – FUNDAMENTAL OF AYURVEDA

CONCEPTS OF ASTANGA AYURVEDA, TAITTIRIYOPANISAD

OR, ENVIRONMENTAL AWARENESS IN SANSKRIT

MANUSAMHITA, VARAHAPURANA, YAJNAVALKYASAMHITA

- ❖ This course will introduce to the students the theory of Ayurveda.
- ❖ This course will enable the students to appreciate the principle of traditional Indian medicine system.
- ❖ This course is focused not only to physical but a healthy life style including food habits, diets, preventive medicine, medicinal plants available in their surroundings.
- ❖ The course will make the learner able to know the history of Ayurveda through original sources of Ancient medicine in Sanskrit texts.

DSE – 4 – ART OF BALANCED LIVING

YOGASUTRA (I,II), SRIMADBHAGAVADGITA – CHAPTER III

OR, INDIAN SYSTEM OF LOGIC

- ❖ This course will enable the students to appreciate the Indian system of Yoga.
- ❖ The course will make students capable of understanding Yogasutra of Patanjali and help to acquire the necessary tools for a balanced life.

- ❖ It is supposed to create an awareness about how to concentrate your body fit and fine and lead to a successful life.

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 (CBCS)

SEMESTER – I

CC-1A/2A/GE1 - SANSKRIT LITERATURE (POETRY)

RAGHUVAMSAM: CANTO XIV (VERSE : 31-68), KIRATARJUNIYAM : CANTO – 1 (VERSE: 1-25), THE HISTORY OF SANSKRIT LITERATURE (ASVAGHOSA, KALIDASA, BHARAVI, MAGHA, BHATTI, SRIHARSA)

- ❖ The Mahakavya Raghuvamsam is believed to be one of the mature period work of poet kalidasa.
- ❖ Kiratarjuniyam is an epic poem by Bharavi, written in Sanskrit. Believed to have been composed in the sixth century or earlier, it consist of eighteen cantos describing in the combat between Arjuna and Shiva.
- ❖ Latter works of epic poetry followed the model of the 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.
- ❖ 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 also seeks to help students negotiate texts independently.

SEMESTER - II

CC-1B/2B/GE2 – SANSKRIT PROSE

DASAKUMARACARITA (DVIJOPAKRITI), HISTORY OF SANSKRIT LITERATURE (PROSE- SUBANDHU, DANDIN, BANABHATTA), THE HISTORY OF SANSKRIT LITERATURE (FABLES – PANCATANTRA, HITOPAESA, VETALAPANCAVIMSATI, SINHASANADVATRIMSIIKA, PURUSAPARIKSA), THE HISTORY OF SANSKRIT LITERATURE (HISTORICAL KAVYAS)

- ❖ The students will be able to trace the literary style of the prose authors Bana.
- ❖ 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.
- ❖ The course aims to acquaint students with classical Sanskrit prose literature.
- ❖ Origin development of prose, important prose romances and fables Sanskrit are also included here from students to get acquainted with the beginnings of Sanskrit prose literature.
- ❖ The course also seeks to help students negotiate texts independently.

SEMESTER – III

CC1C/2C – SANSKRIT DRAMA

ABHIJNANASAKUNTALA (I-V), THE HISTORY OF SANSKRIT LITERATURE

- ❖ Abhijana-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.
- ❖ Student will be able to assimilate socio-cultural life of ancient and present by reading Sanskrit History of Literature.
- ❖ Student will be able to assimilate socio-cultural life of ancient and present by reading Sanskrit History of Literature.

SEC 1 – BASIC ELEMENTS OF AYURVEDA (ASTANGA AYURVEDA), YOGASUTRA OF PATANJALI (YOGASUTRA-I, YOGASUTRA-II)

- ❖ This course will introduce to the students the theory of Ayurveda.
- ❖ This course will enable the students to appreciate the principle of traditional Indian medicine system.
- ❖ This course as focused not only to physical but a healthy life style including food habits, diets, preventive medicine, medicinal plans available in their surroundings.
- ❖ The course will make the learner able to know the history of Ayurveda through original sources of Ancient medicine in Sanskrit texts.

SEMESTER – IV

CC1D/2D – SANSKRIT GRAMMAR

THE CONCEPT OF THE FOLLOWING SAMJNAS (SUTRA, VARTIKA, BHASYA, KARMAPRAVACANIYA, NIPATA, GATI, UPASARGA, GUNA, VRDDHI, TI, GHI, GHU, NADI, UPADHA AND SAMPRASARANA), POTENTIAL PARTICIPLES, NOMINAL SUFFIXES, CAUSATIVE VERBS, DESIDERATIVE VERBS, FREQUENTATIVE VERBS, INDECLINABLE PAST PARTICIPLES, USE OF KTVVA AND LYAP, COMPREHENSION.

- ❖ This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sandhi and Karaka based on Laghusiddhantaumudi, a primer of Paninian Grammar. Beside the students will be able to translate sentence and write short paras in Sanskrit.
- ❖ Grammar is one of the most important branches of Sanskrit Literature. Grammar book is ideal for both student and teachers.
- ❖ Students acquires the ability to know sentences scientifically.
- ❖ This will help them to translate, explain the prescribed Sanskrit texts in their native language.
- ❖ After completion of this course students will understand the basic structural nuances of Paninis Grammar.

SEC-2 – INDIAN THEATRE

DRAMATURGY – SAHITYADARPANA – CHAPTER – VI (RUPAKA, NANDI, VRTTIS, PRASTAVANA, ARTHAPRAKRTI, ARTHOPAKSEPAKA, PATAKASTANAKAS, KARYA, AVASTHA, SANDHI AND NATIKA)

BASIC SANSKRIT

DECLENSIONS, CONJUGATIONS, TRANSLATION, BRAHMADATTA KARKATA KATHA FROM PANCATANTRA

- ❖ The objective of this course is to identify the beauty of drama and to introduce classical aspects of development of Indian theatre among the students.
- ❖ Objective of this course is to introduce principles and practices of dramaturgy in Sanskrit literature.
- ❖ After going through the course students will be able to know about several theoretical aspects of Dramaturgy and Production.
- ❖ Students will be able to acquire knowledge about the use of Sanskrit translation specifically Sanskrit to Bengali and Bengali to Sanskrit.
- ❖ The objective of this course is to teach Sanskrit Basic Grammar.
- ❖ The student understand the Basic of Sanskrit Grammar and their implement's.
- ❖ Basic communication skills in understanding Sanskrit with LSRW (listening, speaking, reading, writing) capacities.

SEMESTER – V

DSE 1A- EPIGRAPHY

THE HISTORY OF EPIGRAPHICAL STUDY IN INDIA, ASOKAS GIRNARA ROCK EDICT

PHILOSOPHY, RELIGION AND CULTURE IN SANSKRIT TRADITION (THE HISTORY OF VEDIC LITERATURE), (THE SOCIAL, RELIGIOUS AND CULTURAL ASPECTS AS REFLECTED IN THE PURANAS)

- ❖ In this section introduction of epigraphy is the main objective.
- ❖ Importance of Indian inscriptions in the reconstruction of Ancient Indian History and Culture.
- ❖ In this section students are introduced with the Epigraphy.
- ❖ Antiquity of the Art of writing etc is the focus of this course.

GE 1 – INDIAN SOCIAL INSTITUTION AND POLITY

MANUSAMHITA-CHAPTER VII (STATE POLITICS, UPAYACATUSTAYA, SADGUNYA), ARTHASASTRA (DUTAPRANIDHI)

POLITICAL THOUGHT IN SANSKRIT

- ❖ Students can acquire an idea of various duties of king for good governance, punishment policy, war policy from Manusamhita 7th Chapters.
- ❖ Students can acquire an idea of various duty of state politics Upayacatustaya and Sadgunya from Manusamhita 7th chapter.
- ❖ Kautilya's Arthasastra helps students to gain ethical teaching.
- ❖ The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity that have been highlighted in Dharma-sastra literature as

propounded in the ancient Sanskrit texts such as Samhitas, kautilya's Arthashastra, Manusamhita and other works known as Nitisastra.

SEC-3 - SANSKRIT COMPOSITION, BASIC SANSKRIT (THE HISTORY OF SANSKRIT LITERATURE), LOKAVYAVAHARAJNANASUNYA MURKHAPANDITACATUSTAYA KATHA – PANCHATANTRA

- ❖ 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.
- ❖ 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.

SEMESTER – VI

DSE 2B- MAXIMS OF SANSKRIT LANGUAGE

PRASTAVIKA OF HITOPADESA (1-47 VERSE)

LITERARY CRITICISM

METRICS (A GENERAL CONCEPT OF SANSKRIT METRES AND THE DEFINITIONS OF THE FOLLOWING METRES, INDRAVAJRA, UPENDRAVAJRA, UPAJATI, VAMSASTHAVILA, VASANTATILAKA, MALINI AND MANDAKRANTA), SAHITYADARPARNA-CHAPTER - X (SLESA, UPAMA, RUPAKA, UTPREKSA, ATISAYOKTI, DRSTANTA, NIDARSANA AND ARTHANTARANYASA)

- ❖ Students will be able to acquire knowledge about the use of Sanskrit translation specifically Sanskrit to Bengali and Bengali to Sanskrit.
- ❖ The objective of this course is to identify the beauty of drama and to introduce classical aspects of development of Indian theatre among the students.
- ❖ Objective of this course is to introduce principles and practices of dramaturgy in Sanskrit literature.
- ❖ After going through the course students will be able to know about several theoretical aspects of Dramaturgy and Production.
- ❖ 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.
- ❖ The outcome of this course is to introduce 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 Kavyalankarasutrabritti 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.

GE 2 – ETHICAL ISSUES IN SANSKRIT LITERATURE

HITOPADESA, PANCATANTRA

SANSKRIT METRE AND COMPOSITION

METRICS (A GENERAL CONCEPT OF SANSKRIT METRES AND THE DEFINITIONS OF THE FOLLOWING METRES, INDRAVAJRA, UPENDRAVAJRA, UPAJATI, VAMSASTHAVILA, VASANTATILAKA, MALINI AND MANDAKRANTA)

TRANSLATION

- ❖ 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.

SEC 4 - VEDIC LITERATURE

**RGVEDASAMHITA (AGNISUKTA, INDRASUKTA, AKSASUKTA, DEVISUKTA),
DECLENSION OF A-STEMS, VEDIC SUBJUNCTIVE, VEDIC INFINITIVE, THE VEDIC
ACCENT AND PADA PATHA, ISOPANISAD**

MORAL VALUES IN SANSKRIT LITERATURE

(DANAVIRAH KARNAH, SASAKASIMHAKATHA)

- ❖ 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.

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: hbccollege@gmail.com Website: www.hbcnht.in

B.A. ARABIC (GENERAL)

UNDER CBCS

Programme Specific Outcomes

The Programme:

PSO-1: Assists the learner in gaining a comprehensive understanding of Arabic language, syntax, and rhetoric.

PSO-2: Enhances the proficiency of the learner in reading, writing, and speaking Arabic.

PSO-3: Facilitates the translation of texts from Arabic to English and vice versa.

PSO-4: Assists students in acquiring a comprehensive understanding of the modern history and culture of the Arab World.

PSO-5: Assists students in comprehending the development of Arabic literature across several historical periods, such as the pre-Islamic, Islamic, Umayyad, and Abbasid periods.

PSO-6: Provides students with practical experience of reading Arabic texts from various literary eras.

PSO-7: Provides students with the necessary knowledge and abilities to meet the constantly evolving professional needs in the field concerned.

PSO-8: Get students ready for a variety of competitive examinations, including as those in management, teaching, administration, translation, and interpretation.

Course Outcomes

Semester-I

CC-1A: History of Arabic Literature-(Pre- Islamic to Umayyad Period 500- 750 A. D.), Gram. & Translation (Total Class-60, Hist. of Arabic Lit.-30, Gram. & Trans.-30)

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

CO-1: Use grammatical rules to form several kinds of basic phrases.

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

CO-3: Become familiar with the pre-Islamic, Islamic, and Umayyad periods' literary histories in Arabic.

CO-4: Compose, read, and comprehend basic Arabic text.

CO-5: Possess a general understanding of pre-Islamic, Islamic, and Umayyad literature.

Semester-II

CC-1B: History of Arabic Literature (Abbasid Period, 750- 1258 A.D.) Grammar & Translation (Total class- 60, Hist. of Arabic Lit.- 30, Gram. & Trans. – 30)

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

CO-1: Apply grammatical rules and form different types of compound & complex sentences.

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

CO-3: Acquaint the students with the history of Arabic literature of Abbasid period.

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

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

Semester-III

CC-1C –Prose (text): (Islamic, medieval, & Modern Period), Total Classes: 60

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

CO-1: Have acquaintance of Arabic text from different periods.

CO-2: Get hands-on reading of selected Arabic prose from Islamic, medieval and Modern Period.

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

CO-4: Acquaint themselves with the text of prominent writers from different periods.

SEC-1: Grammar, Translation & Letter Writing, Total Classes: 40

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

CO-1: Use grammatical rules and form different types of compound and complex sentences.

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

CO-3: Get hands-on writing practice of official application/letter in Arabic.

CO-4: Get training of writing educational application/letter in Arabic.

CO-5: Know how to write personal letter in Arabic.

Semester-IV

CC-1D – Poetry: (Islamic, medieval, & Modern Period), Total Classes: 60

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

CO-1: Gain practical reading experience of a variety of Arabic poetry from different eras.

CO-2: Know the characteristics of the Arabic poetry from different periods i.e. Islamic, medieval and Modern.

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

CO-4: Become familiar with the literary contributions made by well-known Arabic poets from various periods.

SEC-2: Grammar, Translation & Essay Writing, Total Classes: 40

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

CO-1: Use grammatical rules and form different types of compound and complex sentences (Intermediate level).

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

CO-3: Get hands-on writing practice of essay in Arabic.

CO-4: Write short essays on different topics in Arabic.

Semester-V

DSE-1A –Rhtoric and Prosody, Total Classes: 60

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

CO-1: Equip themselves with the knowledge of Arabic rhetoric.

CO-2: Apply the rhetoric in Arabic text and figure out the same in any Arabic text.

CO-3: Know what are Scansion and its significance in the Arabic poetry.

CO-4: Find out meters of any particular poem, and scan the same.

GE-1 – Introduction of Arabic Language and its Origin (5 Marks), Arabic Text (20 Marks) and Grammar and Translation (35 Marks), Total Classes: 60

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

CO-1: Have acquaintance of Arabic language and its origin.

CO-2: Get hands-on reading of selected Arabic Book.

CO-3: Use grammatical rules and form different types of simple sentences (Basic level).

CO-4: Translate simple sentences from Arabic to English and vice versa (Basic level).

SEC-3 – Specific literary feature of Modern Arabic Literature (History of Arabic renaissance, The Diwan Group and Apollo Group), Total Classes: 40

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

CO-1: Have acquaintance of renaissance in the Arabic literature.

CO-2: Know the features of the writings of particular group of writers.

CO-3: Know the significance of literature produced by the modern Arabic writers after renaissance.

CO-4: Know the contribution of The Apollo & Diwan Groups to the Arabic literature.

Semester-VI

DSE-1B – Outline History of Modern Arab World, Total Classes: 60

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

CO-1: Gain an overall knowledge of contemporary history of Arab Word.

CO-2: Get an insight into the culture of Arab Countries.

CO-3: Have acquaintance of the Arab region and its strategic presence and significance in the Geopolitics.

CO-4: Know, theoretically, the speakers of Arabic Language, and the status of their language in the world.

GE-2 – Comprehension of Text, Grammar & Translation, Total Classes: 60

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

CO-1: Understand Arabic text from modern period.

CO-2: Get hands-on reading of selected Arabic Book.

CO-3: Use grammatical rules and form different types of simple sentences (Intermediate level).

CO-4: Translate simple sentences from Arabic to English and vice versa (Intermediate level).

SEC-4 – Specific literary feature of Modern Arabic Literature in Exile (History of Migration lit., The Pen League and Andalusian League), Total Classes: 40

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

CO-1: Have acquaintance of Arabic literature produced in exile.

CO-2: Know the features of diaspora Arabic literature.

CO-3: Know the significance of literature produced by eminent expatriate Writers.

CO-4: Know the contribution of The Pen League and Andalusian League to the Arabic literature.

B.A. Urdu (General)

Program Outcomes

The Program:

PO-1. Helps the students to know about the History of Urdu language and literature in India.

PO-2. Helps the students to know about the Urdu Dastan and Novel.

PO-3. Give the learners a specific knowledge of Urdu Qaseeda and Marsiya.

PO-4. Gives the learners a specific knowledge of Urdu Masnavi and Nazm (Poetry).

PO-5. Gives the learners a specific knowledge of Urdu Ghazal, which is one of the most popular forms of Urdu poetry.

PO-6. Helps the students to know about Urdu Afsana (Short Stories).

PO-7. After completion the program the students are able to know about the different forms of Urdu prose and poetry.

PO-8. Helps the students to know about the Urdu Drama.

PO-9. After completion the program the students are also able to know about the Urdu literature in West Bengal.

PO-10. After completion the program the learners are able to know about the life, work and history of Munshi Prem Chand, who is the giant fiction writer in Urdu literature.

PO-11. After completion the program the students are able to write a research paper in different topics.

PO-12. Helps the students to know about the translation work in Urdu literature and they able to translate a story or paragraph in Urdu to English or English to Urdu.

PO-13. After completion the program learners are able to understand the Ilmul Arooz and Ilmul Bayan.

PO-14. Helps the students to know about the Urdu Journalism in India.

PO-15. Helps the learner to understand the Article and Letter writing in Urdu.

PO-16. Helps the learner to understand the Electronic Mass Media.

- PO-17.** After completion the program learners are able to understand the relation between the Indian movies and Urdu literature and they also prepare for script writing.
- PO-18.** Helps the students to know about the Rubai which is one of the toughest forms of Urdu poetry.
- PO-19.** 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-20.** 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-21.** 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.

Course Outcomes

Semester-I

Paper Code- (CC-1) Urdu Zaban O Adab Ki Mukhtasar Tarikh

Total lectures: 70, Total Credits. 6

➤ **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 origin and evolution of Urdu Literature in Southern India and also know about some giant poet of Southern India just like as Wali, Seraj and Mulla Wajhi.

CO-4. Understand the origin and evolution of Urdu prose in Shumali Hind/Northern India.

CO-5. Understand the literary work in Urdu in Adil Shahi & Qutub Shahi dynasty.

CO-6. Understand the tradition of Urdu poetry in Delhi and Lucknow schools' (Dabistan-e-Delhi & Dabistan-e-Lucknow).

CO-7. Know about the tradition of Urdu poetry in Northern India especially with the study of Mir Taqi Mir & Mirza Ghalib.

CO-8. Understand the literary work of Urdu in Fort William College and "Dilli College".

CO-9. Know the impact of Progressive movement and Modernism on Urdu literature.

CO-10. Understand the scientific and literary role of Aligarh movement on Urdu literature.

Semester-II

Paper Code- (CC-2) Urdu Dastan Aur Novel

Total lectures: 78, Total Credits. 6

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

CO-1. Understand the Tradition, Definition and Characteristics of Urdu Dastan.

CO-2. Know some great writers like Mulla Wajhi, Mir Amman Dehlavi and Rajab Ali Beg Suroor. Who wrote Dastan in different centuries.

CO-3. Understand the origin, evolution, definition and characteristics of Urdu Novel.

CO-4. Know that the impact of progressive movement on Urdu literature in twentieth century.

CO-5. Read and understand the classical text of prose like as Dastan & Novel.

Semester-III

Paper Code- (CC-3) Urdu Qasida Aur Marsiya
Total lectures: 66, Total Credits. 6

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

- CO-1. Understand the tradition, definition, forms and characteristics of Urdu *Qasida*.
- CO-2. Know about the reasons for decline of the *Qasida* in Urdu literature.
- CO-3. Understand the tradition, definition, forms and characteristics of Urdu *Marsiya*.
- CO-4. Know about the different types and different forms of Urdu *Marsiya*.
- CO-5. Read and understand the classical forms of poetry like as *Qasida* and *Marsiya*.

Semester-IV

Paper Code- (CC-4) Urdu Masnavi Aur Nazm
Total lectures: 73, Total Credits. 6

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

- CO-1. Understand the tradition, definition, forms and characteristics of Urdu *Masnavi*.
- CO-2. Know about the reasons for decline of *Masnavi* in Urdu literature.
- CO-3. Know some great poets who wrote Masnavi like Mir Hasan and Daya Shankar Nasim.
- CO-4. Understand the definition, origin and evolution of modern Urdu poetry.
- CO-5. Understand the impact of Anjuman Panjab Movement on Urdu poetry in nineteenth century.
- CO-6. Know some great poets who wrote Nazm (Poetry) like Nazeer Akbar Abadi, Hali, Iqbal, Faiz and Mira ji.

Semester-II

Paper Code- (CCL2-1) Urdu Ghazal
Total lectures: 82, Total Credits. 6

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

- CO-1. Understand the definition and topics of Ghazal in different period.
- CO-2. Understand the origin and evolution of Urdu Ghazal in Northern and Southern India.
- CO-3. Know the reason for popularity of Ghazal in Urdu poetry.

- CO-4.** Understand the literary characteristics of Delhi and Lucknow schools in Urdu literature.
- CO-5.** Understand the theory of modernism and they also know that how the theory of modernism affected Urdu ghazal in twentieth century.
- CO-6.** Understand the progressive movement and they know why was this movement against the tradition of Urdu Ghazal.
- CO-7.** Understand and express the meaning of the classical poetry of Urdu Ghazal.

Semester-II

Paper Code- (CCL2-2) Urdu Afsana
Total lectures: 76, Total Credits. 6

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

- CO-1.** Understand the origin, definition, evolution and characteristics of short stories in Urdu.
- CO-2.** Understand the situation of Urdu Fiction especially Short Stories at the time of Progressive movement.
- CO-3.** Understand how was the theory of modernism affected Short Stories.
- CO-4.** Know that how Urdu Short Stories played a lead roll or express the situation of the mankind in India and Pakistan at the time of partition.
- CO-5.** Know that the great Fiction writer and his/her life & work, like Prem Chand, Krishn Chandar, Rajinder Singh Bedi, Saadat Hasan Manto and Ismat Chughtai.

Semester-II

Paper Code- (AECC-2) Urdu Nasr-o-Nazm
Total lectures: 42, Total Credits. 2

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

- CO-1.** Understand the style of letter writing and also know that how Mirza Ghalib changed the style or format of letter writing in Urdu.
- CO-2.** Understand and read the text of Dastan, Short Stories & Article which is more efficient and helpful to the learner in his/her practical life.
- CO-3.** Understand some famous poets of Urdu Ghazal and Urdu Nazm.
- CO-4.** Understand the role and use of Grammer and composition in Urdu prose and poetry.

Semester-V

Paper Code- (DSE-1) Urdu Drama
Total lectures: 69, Total Credits. 6

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

CO-1. Understand the definition, characteristics, origin and evolution of Urdu drama.

CO-2. Know the different types of drama.

CO-3. Understand the technical difference between the Literary, Stage and Radio drama.

CO-4. Know the life and work of Urdu dramatist like as Agha Hashar Kashmiri and Abid Husain.

OR

Semester-V

Paper Code- (DSE-1) Bengal Mein Urdu Adab
Total lectures: 77, Total Credits. 6

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

CO-1. Understand the origin and evolution of Urdu Ghazal & Urdu Nazm in West Bengal.

CO-2. Understand the origin and evolution of Urdu Novel & Urdu Short Stories in West Bengal.

CO-3. Understand the origin and evolution of Urdu Drama & Journalism in West Bengal.

CO-4. Know the literary contribution of Fort William College, Calcutta in West Bengal.

CO-5. Understand and elaborate the classical and modern text of prose and poetry in Urdu.

Semester-VI

Paper Code- (DSE-2) Prem Chand Ka Khususi Motala
Total lectures: 70, Total Credits. 6

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

CO-1. Know about the era of Munshi Prem Chand and also known that the socially, historically, economically and politically situation of that era.

CO-2. Know the life and work of Munshi Prem Chand.

CO-3. Understand the selected contemporaries of Munshi Prem Chand.

CO-4. Understand how the Munshi Prem Chand express his thought through Novel, Short Stories and Drama.

OR

Semester-VI

Paper Code- (DSE-2) Prem Chand Ka Khususi Motala
Total lectures: 20, Total Credits. 6

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

CO-1. Write a research paper in different topics.

CO-2. Describe and elaborate the classical and modern text with the help of critic.

CO-3. Take admission in higher studies.

Semester-III

Paper Code- (SEC-1) Urdu Mein Tarjuma Nigari
Total lectures: 20, Total Credits. 02

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

CO-1. Understand the different types of translation.

CO-2. Understand the tradition of Urdu translation.

CO-3. Understand the Art, Significance and Utility of translation.

CO-4. Know the different institute like as Fort Willium College, Dilli College, Scientific Society and Darut-Tarjuma Usmania and its role in the field of translation.

CO-5. Translate Urdu to English and English to Urdu.

OR

Semester-III

Paper Code- (SEC-1) Ilmul Arooz-o-Ilmul Bayan
Total lectures: 32, Total Credits. 02

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

CO-1. Know about the definition of Rhetoric.

CO-2. Understand the differences between Rhetoric and Eloquence.

CO-3. Understand the Ilmul Bayan, Sana e Lafzi and Sana e Manvi and its uses in different poetry forms.

Semester-IV

Paper Code- (SEC-2) Urdu Sahafat
Total lectures: 40, Total Credits. 02

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

CO-1. Understand the definition, origin, evolution, Significance and Utility of Journalism.

CO-2. Know about the significance of editorial and column in newspaper.

CO-3. Prepare news report on different topics.

CO-4. Understand the work of Maulana Abul Kalam Azad & Maulana Abdul Majid Daryabadi in the field of Journalism.

OR

Semester-IV

Paper Code- (SEC-2) Mazmoon Nigari Aur Khutut Nawesi
Total lectures: 45, Total Credits. 02

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

CO-1. Understand the definition of Article and its important topics.

CO-2. Write different types of articles like literary, Political, Social, Cultural, Scientific, Historic, and Religious etc.

CO-3. Know that how many types of letters (Khutut) and its forms.

CO-4. Write all types of letters like as business, officials and family etc.

Semester-V

Paper Code- (SEC-3) Electronic Mass Media -I
Total lectures: 43, Total Credits. 02

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

CO-1. Understand the art of print and electronic media and also known about its types.

CO-2. Understand the significance and utility of electronic media.

CO-3. Understand the radio and its feature or program like Radio news, Radio drama, Radio feature, Interview, Speeches and Advertisement.

CO-4. Understand the television and its feature or program like Tele Serial, Tele drama, Tele film, Tele news, Tele shopping.

CO-5. Prepare to write news for both Radio and television.

OR

Semester-V

Paper Code- (SEC-3) Electronic Mass Media -II

Total lectures: 35, Total Credits. 02

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

CO-1. Know about the Film and Internet and its uses.

CO-2. Know about the significance and utility of new media like facebook and other social media.

CO-3. Write a script for serial, drama or movies etc.

Semester-VI

Paper Code- (SEC-4) Script Nawesi

Total lectures: 34, Total Credits. 02

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

CO-1. Know about the art of script writing and its definition.

CO-2. Understand the technical requirements and different types of Script like Radio script, Television script, Film script and Stage Drama script etc.

CO-3. Write script to some extent.

OR

Semester-VI

Paper Code- (SEC-4) Hindustani Film Aur Urdu Adab

Total lectures: 44, Total Credits. 02

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

CO-1. Understand the origin and evolution of Indian movies.

CO-2. Understand the relation between the literature (Urdu Poetry and Urdu Fiction) and Indian movies.

CO-3. Understand the effects of the film on Indian society or Indian culture.

CO-3. Write film script to some extent.

Semester-V

Paper Code- (GE-1) Urdu Dastan
Total lectures: 60, Total Credits. 06

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

CO-1. Know about the tradition of Urdu Dastan.

CO-2. Understand the definition and the components of Urdu Dastan.

CO-3. Understand the cause of decline of Urdu Dastan.

CO-4. Understand the Social and Cultural importance of Dastan.

OR

Semester-V

Paper Code- (GE-1) Urdu Novel
Total lectures: 71, Total Credits. 06

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

CO-1. Know about the origin and evolution of Urdu Novel.

CO-2. Understand the definition, components and themes of Urdu Novel.

CO-3. Understand the effects of partition of India on Urdu Novel.

Semester-VI

Paper Code- (GE-2) Urdu Marsiya Aur Rubai
Total lectures: 63, Total Credits. 06

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

CO-1. Know about the tradition of Urdu Marsiya.

CO-2. Understand the definition, components, types and forms of Urdu Marsiya.

CO-3. Know about the origin and evolution of Urdu Rubai.

CO-4. Understand the definition, forms, Wazan and topics of Urdu Rubai.

CO-5. Know about some great poet of Marsiya and Rubai in Urdu literature.

OR

Semester-VI

Paper Code– (GE-2) Urdu Nazm
Total lectures: 62, Total Credits. 06

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

CO-1. Understand the terminology, forms and topics of Urdu Nazm (Poem).

CO-2. Know about the types of Urdu Nazm like Paband Nazm, Moarra Nazm and Aazad Nazm.

CO-3. Understand the origin and evolution of Urdu Nazm.

CO-4. Understand the contribution of Anjum Panjab Movement in the development of Urdu Nazm.

CO-5. Understand the impact of Halqa-e-Arba-e-Zauq and Modernism on Urdu poetry.

HIRALAL BHAKAT COLLEGE

Department of English

Course Outcome

Under CBCS (Hons.)

The Department of English at Hiralal Bhakat College not only focuses on academic excellence but also provides students with the necessary training to become responsible, insightful, and productive citizens who will contribute to their community and country. The main objective of the BA (Hons.) programme in English is to enhance learners' critical thinking skills, which includes analyzing and making connections between the text and the socio-political context. Through the study of literature from both Indian and Western classical traditions to contemporary writers, including poetry, plays, novels, short stories, essays on all major literary genres; through a sustained exploration of such texts, students are given opportunities to reflect on issues that concern race-based subjects as well as caste or gender issues.

Upon completion of the course, students are exposed to literature and this inspires them to engage in reading, gain knowledge about new cultures/trends, and intellectually develop their minds.

- One of the primary benefits of this course is that it teaches students how to articulate their ideas clearly and react appropriately when others communicate in speech.
- By utilizing their knowledge of literature, the course empowers students to develop cultural, ethical, and global awareness.
- Through the study of literature, students gain knowledge about the literary forms, styles, and aesthetics of style and techniques.
- The course assists students in pursuing any career in journalism and media, publishing research and teaching.

CORE COURSE

Paper1: Indian Classical Literature.

A diverse and varied literature from Sanskrit and Tamil, two classical languages of India respectively, is presented to students in this paper. The aims of this course are as follows:

- Educate students on the crucial elements of Vyasa's Mahabharata to investigate the connections between social, caste, gender, and disability in the context of epic battles for rights and justice.
- To delve into the formal aspects of Sanskrit drama, Nataka, and Prakarna, while also acknowledging their contributions to Natyashastra.
- A study of Sanskrit drama is intended to explore concepts such as the ideal ruler, companion, and partner, the impact of Buddhist directives, public opinion of the underprivileged and marginalized, women's position in different social classes.

Paper 2: European Classical Literature

This course provides a humanist foundation to English studies, to be considered essential reading. It enables an exploration of classical Greek, Roman, and Hebrew literature in English translation, tracing its impact and influence on English literature from the period of the Renaissance to the Modern. The paper offers a wide-ranging perspective on the aesthetic, philosophical, and social concerns of classical literature. This course aims to

- Explore the historical, cultural, and philosophical origins of tragedy and comedy.
- Engage with both genres in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability
- Examine representations of disability in mythology through the reading of selections from Ovid.
- Study the history of ideas pertaining to the human-social-divine interface in theorisations on form, narrative, social organization, and aesthetics in the writings of Plato, Aristotle, and Horace.

Paper 3: Indian Writing in English

Indian writing in English has become a significant factor in the history of Indian and global literature, particularly since the 1980s. The examination of Indian writing in English after the 1980s has become a crucial aspect of both Indian and global literary production. This course aims to

- Introduce students to Indian English Literature and its major movements and figures through the selected literary texts across genres.

- Enable the students to place these texts within the discourse of post-coloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization.
- Allow the students to situate this corpus within its various historical and ideological contexts and approach the study of Indian writing in English from the perspectives of multiple Indian subjectivities.

Paper 4: British Poetry and Drama: 14th to 17th Centuries

This paper is the first Core British literature paper out of a cluster of six and initiates the student into the earliest writings in England from medieval literature through the Renaissance. This course aims to

- Introduce students to the tradition of English Literature from the Medieval till the Renaissance.
- Explore the key writers and texts within their historical and intellectual contexts.
- Offer a perspective on the history of ideas including that of disability and its varied meanings within this period.

Paper 5: American Literature

Through this course, students can gain insight into the American literary tradition as a unique and opposing tradition to the traditions that evolved in Europe (particularly in England). Several texts are used in this course to explore key elements of mainstream America's self-perception. Additionally, Certain texts are specifically designated to highlight cultural motifs that have been erased, brutally suppresses or excluded from American society. These themes are often overlooked or disregarded in the mainstream's pursuit of the American Dream.

The course aims to

- Acquaint students with the wide and varied literatures of America: literature written by writers of European, particularly English, descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century.
- Familiarize students with native American literature which voices the angst of a people who were almost entirely wiped out by forced European settlements.
- To include modern and contemporary American literature of the 20th century.

Paper 6: Popular Literature

The paper will trace the emergence of a mass printing culture from the 19th century onwards, and the upward push of genres inclusive of Literature for children, Detective Fiction, technology Fiction, and image Fiction. The path introduces students to the idea of ‘famous literature’ and stresses its significance inside modern subculture and familiarises college students with the controversy among ‘excessive’ and ‘low’ way of life, and the anxiety between what’s studied as ‘canonical’ texts and other texts.

This course aims to

- Enable students to trace the rise of print culture in England, and the emergence of genre fiction and bestsellers.
- Familiarize students with debates about culture, and the delineation of high and low culture.
- Assist them engage with debates about the canonical and non-canonical, and hence investigate the category of literary and non-literary fiction.

Paper 7: British Poetry and Drama: 17th and 18th Centuries

This paper is about 17th-century English literature and its different forms, historical ruptures and intellectual debates of the period. It begins with Shakespeare’s tragedy Macbeth and explores issues of inheritance and identity associated with the Jacobean period. Milton’s emphasis on Satan in the first book of Paradise Lost influenced later theories of evil. Emilia Lanyer was the first female poet to publish a book professionally. This poem gives Eve’s perspective on the fall of humanity. Current Restoration writer Aphra Behn provided the opportunity to discuss the paradoxes of Tory conservatism and women’s issues in the Restoration.

This course aims to

- Assist students explore poetry, drama and prose texts in a range of political, philosophical and cultural material from the end of the Renaissance through the English Civil War and Restoration in the seventeenth century.
- Examine the turmoil about succession and questions on monarchy as they lead up to the civil war, both in drama like Shakespeare and Behn as well as in the poetry of Milton.
- Show a new interweaving of the sacred and the secular subjects of poetry 17th C.
- Explore the newness of this century in Cavendish’s bold exploration of natural philosophy or science as a domain for women.

Paper 8: British Literature: 18th Century

This paper covers a variety of genres in eighteenth-century England, including both canonical and new writings within a history of ideas. It is designed to represent a comprehensive study of texts both in the Augustan period and in the later eighteenth century, often called the age of sensibility. The first unit *The Way of the World* by William Congreve portrays the shift from the libertine sensibility to the culture of politeness at the turn of the century. The course includes the major canonical authors of the early eighteenth century— Swift and Johnson—with some of their representative texts, as well as writers who have received considerable recent scholarship like Daniel Defoe and Eliza Haywood. The course aims to

- Examine Congreve's *The Way of the World* as a Comedy of Manners.
- Study Fielding's *Joseph Andrews* providing a brilliant example of the amalgamation of previous genres which made the new genre of the novel, and to look at his indebtedness to Richardson despite the overt satire on *Pamela*.
- Examine the eighteenth century as a great period for non-fictional forms of writing, drawing attention to the ways in which the periodical essay.
- Encourage an extended discussion on the meanings of disability in the early modern period through the Enlightenment, through William Hay's piece on deformity, a response to Bacon.

Paper 9: British Romantic Literature

This paper covers Romantic period of English literature and covers a historical span of about 40 years (1789-1830). Individual units deal with both canonical and non-canonical writers of the period. This course aims to

- Introduce students to the Romantic period in English literature, a period of lasting importance.

- Introduce marginal voices that were historically excluded from the canon of British Romantic writers.
- Provide an introduction to important French and German philosophers who influence the British Romantic writers.

Paper 10: British Literature: 19th Century

This paper focuses on the Victorian period of English literature and covers a large historical span from 1814 to 1900. Individual units deal with important examples of the novel form, with one unit on Victorian poetry. This course aims to

- Introduce students to the Victorian Age in English literature through a selection of novels and poems that exemplify some of the central formal and thematic concerns of the period.
- Focus on three novels, a major genre of the nineteenth century, so as to show both the formal development of the genre as well as its diverse transactions with the major socio-historic developments of the period.
- Introduce the students, through the readings in Unit 5, to the main intellectual currents of the period.

Paper 11: Women's Writing

This paper covers writings by women, about women. Since women are always defined in relation to men in a structurally patriarchal society, women writing about their experiences and identities are almost always writing about their community, since they do not have the privilege to write about themselves as individuals inhabiting a certain position in society. This paper focuses on those stories, poems, plays, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences, and challenge patriarchal constructs. This course aims to

- Help students understand the social construction of woman by patriarchy.
- Examine feminism's concerns of equality with men.
- Highlight the structural oppression of women.
- Foreground resistance by women.

Discuss women's writing as an act of resistance and of grasping agency.

- Help students engage with the heterogeneity of the oppression of women in different places, historically and socially.

Paper 12: British Literature: The Early 20th Century

This paper provides a broad view of 20th century British literature, both in terms of time and genre. The transition from 19th century literary and artistic methods and forms to the growth of modernism in England cannot be understood without referring to similar developments on the continent. This course aims to

- Develop an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century.
- Help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations.
- Create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.

Paper 13: Modern European Drama

This is a genre-based and performance-oriented paper. It provides an overview of formative theatrical movements in Europe. The plays included focus on innovative performance trends that began at the end of the nineteenth century and evolved into diverse forms in the twentieth century.

This course aims to

Provide students with an overview of how modernity was introduced in the twentieth century through drama.

- Examine Ibsen's *A Doll's House* as it focuses on issues related to women in patriarchal institutions such as marriage.
- Examine Ionesco's play *Rhinoceros* in the light of his prose writings, *Present Past, Past Present*.
- Sensitise students about feminist interventions in the European theatrical tradition, through Rame's 'Rape' and Fo's *Can't Pay, Won't Pay*.

Paper 14: Postcolonial Literatures

This paper critically engages with postcolonial studies and its surrounding debates and seeks to uncover silenced voices, while moving the majoritarian viewpoint to the margins.

It therefore puts into question the ideas of centres and margins of cultural spaces, and definitions of mainstream and 'vernacular' discourses. Literatures from Africa, the Caribbean, Latin America, and the Indian sub-continent are included to address the relationship between history and literature through multiple points of enquiry. The paper aims to

- Introduce the students to postcolonial theorisations and texts from hitherto colonized regions.
- Demonstrate an awareness of the postcolonial situation through the reading of a wide variety of texts.
- Inculcate adequate knowledge of the importance of gender, class, and caste issues in postcolonial literatures.
- Expose students to various genres of writing: the novel, drama, short stories, prose writings, critical essays and poetry.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

Paper D2: Literary Criticism and Theory -1

The paper aims to introduce the students of literature to foundational concepts of aesthetic theories as they developed within the canonical western philosophy. It covers a large historical span from the Classical Greco-Roman tradition to New Criticism and Russian Formalism in the twentieth century. The learning outcomes it aspires towards are as follows:

- To expose students to various theories of art and representation, and critical approaches that emerged in Europe throughout centuries.
- To examine the evolution of various theoretical and aesthetic concepts across space and time.
- To enable students to draw connections between the set of interrelated concepts and approaches discussed in the paper that are seminal to critical thinking and analyses of literary texts.

Paper D6: Literatures of Diaspora

This paper intends to introduce to the students a preliminary view of diasporic literatures. The concepts of identity multiculturalism assimilation transnationalism transculturalism homeland and host land migration exile refugee expatriation etc are critically examined. The chosen themes and concepts will be explicated from a multiple range of genres such as memoir/autobiography novels plays short stories poetry and prose. The course is divided into five units. The Course Contents and objectives are outlined below. This course aims to

- Provide students with preliminary knowledge on the intrinsic connection between literature and diaspora.
- Help them acquire a set of basic skills in literary communication, narration and explication of diasporic practises and processes.
- Enable an appreciation of the global intersectionalities stemming out of increased migration and cross cultural living, culminating into diasporic practices.
- Inculcate in students the ability to read and understand various literary genres of diaspora.
- Analyse the writings of diverse authors representing the world's major diasporic communities.
- Help students decipher the literary features and push and pull factors of Jewish, South-Asian, American Chicano, Armenian, Fiji, British Canadian, Gulf, Malaysian, European, Philippino, and Chinese diasporic writings.

Paper D8: Modern Indian Writing in English Translation

Striving to transcend a nativist rejection of Indian writing in English and a Rushdie-esque denial of the strength and value of Indian writing in languages other than English, the need of the hour is to study the varied contributions of modern Indian writing through their translations into English, free from the anxiety *or* the hegemony of authenticity. This paper aims to

- Give students a glimpse of the vast diversity of modern Indian writing in *bhasha* traditions.
- Show students the polyphonic tumultuous richness of the 19th and 20th centuries, from peasant life in colonial India in Fakir Mohan Senapati's novel to the mythical reality of O.V. Vijayan's novel, from the reworking of a Mahabharata story in Girish Karnad's play to the myriad life-worlds of the poems and stories.
- Encourage, through the carefully selected poems, stories and prose selections, a deeper engagement with and a nuanced discussion of issues of history, memory, caste, gender and resistance.

Paper D9: Nineteenth Century European Realism

The rise of the novel as a dominant and popular literary genre in nineteenth-century Europe parallels the dominance of positivism and empiricism in the sciences the cycle of political and industrial revolutions the emergence of mass publishing and the advancement of ideological grand-narratives. While students acquaint themselves with the nineteenth-century English novel in the Core curriculum, their perspective is enlarged and reflection is deepened through a comparative engagement with the development of different trajectories in the continental European novels primarily in France and Russia wherein the widespread popularity of novels occasioned a profound cultural debate on the value of a new aesthetic realism. This paper involves a study of the most representative and significant French and Russian novels of the crucial period between 1835 and 1870 when realism had dominated the sphere of aesthetic representation. This course aims to

- Acquaint the student with realism as an historically and culturally specific mode of representation, obtainable from the study of novels in nineteenth-century Europe.
- Allow the student an opportunity to see critical connections between nineteenth-century European aesthetics, and epistemological and political debates around reality and historical change.
- Offer a wider comparatist perspective on the emergence of the novel as the dominant genre of literary expression in nineteenth-century Europe.

Paper D14: Literature and Cinema

Literature and cinema have had a close relationship with one another, manifest in the celluloid 'adaptation' of classics and 'inspired' productions in the earlier days to the film text studies of recent times. The writer and the auteur both produce art that oftentimes is in conversation, particularly since the cultural revolution of modernism. This paper attempts to trace the genealogy of this collaborative mediation between literature and cinema, between the textual and the visual. This course aims to

- Examine the close relationship between literature and cinema by studying the points of contact of literary and cinematic praxis.
- Enable students to study cinema as a composite medium, since the texts under discussion will open space for examining cinema as audio-visual articulation, as adaptation/translation, and as a form of (popular) culture with its own parameters of reception and its own history (movements/frameworks of study).
- Equip students in a practical sense for understanding the cinematic medium.
- Examine cinema as an art employing different time frames, situations, literary cultures and other media/forms to compose itself as a text.
- Provide students with texts in emerging media, thus broadening the field of literary study in relation to cinematic language.
- Stress the interdisciplinary nature of academic work by imparting skills of reading and understanding literary texts and cinematic expressions through the development of relevant critical vocabulary and perspective among students.
- Provide a theoretical framework to strengthen the awareness about intertextuality and the convergence between the modes of literature and cinema.

Paper D16: Partition Literature

This paper looks at representations of the Partition of India in 1947. It aims to give the students a comprehensive range of literary responses to one of the subcontinent's most traumatic histories of vivisection, trauma and violence. The paper encompasses literatures from Punjab, Pakistan, West Bengal, the Northeast and Bangladesh, through varied genres: memoirs, short stories and the novel, along with theoretical background reading materials. This paper aims to

- Enable an understanding of the affective dimensions of the Partition in varied geopolitical spaces.
- Aid the student in comprehending the country's postcolonial realities.

- Introduce students to the following topics through the study of literary texts: colonialism, nationalisms and the Partition of India in 1947, communalism, violence and the British Rule in India, homelessness, exile and migration, women and children in the Partition, refugees, rehabilitation and resettlement, borders and borderlands.

Paper D17: Speculative Fiction and Detective Literature

Since its emergence as a genre in the 19th century, science fiction has sought to raise questions about the intervention of science and technology in human life. Through this course, students are familiarized with both genres and explore the changing nature of crime and detection as well as issues of citizenship and bio-ethics through the prescribed readings. This course aims to

- Investigate the categories of literature termed, ‘speculative fiction’ and ‘detective literature’, and the social and philosophical issues associated with them.
- Help students engage with questions about the idea of ‘progress’ and the role of science and technology in human life.
- Encourage students to explore the meaning of hitherto naturalized terms such as ‘crime’ and ‘human/humanity’.

Paper D13: Literary Criticism and Theory -2

The paper situates the theoretical developments in literary studies in the twentieth century. It begins with Freudian psychoanalysis after the first World War and introduces key concepts of critical theory, including historical materialism, structuralism, poststructuralism, feminism, postcolonialism and cultural studies. The learning outcomes the course aims to deliver include:

- Encourage students to view literary texts as socially symbolic acts that may be fruitfully engaged through a variety of interdisciplinary approaches.
- To equip students to examine methods of argument and rhetorical constructions through which important theoretical ideas and concepts have been established and made to impact the field of cultural production in the West.
- To expose students to the history of ideas in the twentieth century and the material and discursive conditions of intellectual production.

HIRALAL BHAKAT COLLEGE

Course and Programme Outcome

ENGLISH GENERAL (CBCS)

Department of English

The BA (General) programme in English at Hiralal Bhakat College sounds comprehensive and impactful. It seems to not only prioritize academic excellence but also aims to develop students into well-rounded individuals equipped with critical thinking skills and cultural awareness. The course's focus on fostering clear communication and preparing students for various career paths, including journalism, media, publishing, research, and teaching, highlights its practical relevance in today's world.

Upon completion of the course, students immerse themselves in literature, igniting a passion for reading and fostering a deeper understanding of diverse cultures and contemporary trends.

- By harnessing the power of literature, students cultivate a heightened cultural sensitivity, ethical discernment, and a broadened global perspective.
- Delving into various literary forms and styles, students not only expand their literary horizons but also refine their appreciation for aesthetic nuances and narrative techniques.
- Moreover, the course lays a solid foundation for diverse career paths, including journalism, media, research, and education, offering versatile skills and insights applicable across various professional domains.

CORE COURSE (CC)

CC1A: Poetry & Short Story CC1B: Essay, Drama & Novel:

Upon completion of the course, students will:

1. Demonstrate a nuanced understanding and appreciation of classic and contemporary literature through the analysis of works such as William Shakespeare's "Sonnet 116" and William Wordsworth's "A Slumber did my Spirit Seal," fostering a deeper connection to literary traditions and themes.
2. Engage critically with poetry by renowned poets like John Keats and Wilfred Owen, exploring the complexities of human experience and emotion through works such as "Bright Star" and "Strange Meeting," thereby honing their interpretive skills and empathy.

3. Explore the rich tradition of prose narrative, as exemplified by Charles Lamb's "Dream Children," gaining insight into the complexities of familial relationships and the human condition.
4. Examine the art of storytelling through the lens of modern literature, as illustrated by H. E. Bates's "The Ox," cultivating an appreciation for narrative techniques and thematic exploration in contemporary fiction.

CC – 1B : ESSAY, DRAMA & NOVEL:

Upon completion of the course, students will achieve the following:

1. Gain insight into the complexities of colonialism, identity, and moral dilemmas through the analysis of George Orwell's "Shooting an Elephant" and R. K. Narayan's "A Library without Books," enabling them to critically evaluate historical and contemporary societal issues.
2. Explore themes of war, romanticism, and societal conventions in George Bernard Shaw's "Arms and the Man," fostering a deeper understanding of satire, humor, and social commentary in literature.
3. Analyze the themes of morality, responsibility, and social class in J. B. Priestley's "An Inspector Calls," developing their ability to engage with ethical dilemmas and societal critiques in dramatic works.

CC1C: Contemporary India: Women and Empowerment:

Upon completion of the course "Contemporary India: Women and Empowerment," students will achieve the following outcomes:

1. Analyze the various dimensions of women's empowerment, including political, economic, social, and cultural empowerment, through the study of case studies, research findings, and real-world examples.
2. Explore the role of government policies, legislation, and grassroots movements in advancing gender equality and women's rights in India, identifying key challenges and opportunities for progress.
3. Examine the intersectionality of gender with other social identities such as caste, class, religion, and ethnicity, and its implications for women's empowerment and social justice.
4. Enhance communication skills through written assignments, oral presentations, and class discussions on topics related to women's empowerment and gender equality in India.
5. Cultivate a commitment to social justice and activism by exploring strategies for promoting gender equality, challenging gender stereotypes, and advocating for women's rights in various spheres of life.

CC1D: Academic Writing and Composition:

Upon completion of the course students will achieve the following:

1. Develop proficiency in various aspects of academic writing, including structuring essays, crafting thesis statements, and organizing arguments effectively to communicate complex ideas clearly and persuasively.
2. Master the conventions of academic citation and documentation, including APA, MLA, or Chicago style, to ethically incorporate and attribute sources in their writing and avoid plagiarism.
3. Cultivate advanced research skills, including locating relevant sources, conducting literature reviews, and integrating primary and secondary sources into their writing to support their arguments and ideas.
4. Explore different genres and forms of academic writing, including essays, research papers, literature reviews, and argumentative essays, to adapt their writing style to various disciplinary contexts and audience expectations

Core Language (L1/1): Language, Variety and Stylistics

Upon completion of the students will achieve the following:

1. Develop a deep understanding of the relationship between language, imagination, and creativity, exploring how linguistic forms and structures can evoke vivid imagery, convey emotions, and stimulate the imagination.
2. Cultivate creative writing skills through exercises and assignments that encourage experimentation with language, genre, and narrative techniques, fostering self-expression and originality in writing.
3. Engage with theoretical frameworks and methodologies from stylistics, cognitive linguistics, and literary theory to analyze the linguistic and stylistic features of literary texts, developing critical thinking skills and interpretive strategies.

Core Language: (L1/2): Language, Imagination & Creativity:

1. Develop the ability to recognize and analyze the cultural, social, and historical influences on language creativity, exploring how language reflects and shapes cultural identities, values, and beliefs.
2. Reflect on personal experiences and perspectives through creative writing exercises, journaling, and self-expression activities, fostering self-awareness and emotional intelligence.
3. Explore the role of digital media, technology, and multimedia platforms in facilitating creative expression through language, examining how new forms of communication influence language use and creativity.
4. Develop strategies for overcoming creative blocks, fostering resilience, and maintaining a creative mindset in the face of challenges and obstacles.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE1: British Literature:

Upon completion of the course featuring Robert Louis Stevenson's "Strange Case of Dr Jekyll and Mr Hyde," William Shakespeare's "As You Like It," Thomas Hardy's "Ah, Are You Digging on My Grave?" and Robert Lynd's "On Not Being a Philosopher," students will achieve the following outcomes:

1. Analyze and interpret diverse literary texts from different genres and time periods, including novels, plays, and essays, fostering a deeper appreciation for the richness and complexity of English literature.
2. Explore thematic connections and contrasts across the selected texts, such as the duality of human nature in Stevenson's novella, the exploration of identity and disguise in Shakespeare's comedy, and the themes of mortality and human relationships in Hardy's poem and Lynd's essay.
3. Develop critical thinking skills and engage in scholarly discourse through written analyses, class discussions, and presentations, demonstrating the ability to articulate insights, support arguments with textual evidence, and engage with secondary sources and critical perspectives.

DSE2: Indian Literature in Translation:

Upon completion of the course featuring Rabindranath Tagore's "The Wife's Letter," Vijay Tendulkar's "Silence: The Court is in Session," Mahasweta Devi's "Draupdi," and Amrita Pritam's "Bread of Dreams" & "A Story of Fire," students will achieve the following:

1. Develop a deep understanding of the cultural and social contexts reflected in the selected Indian literary works, including the exploration of themes such as gender, power dynamics, social justice, and identity.
2. Analyze the stylistic and narrative techniques employed by the authors to convey complex themes and ideas, including the use of symbolism, metaphor, dialogue, and characterization, enhancing critical thinking and literary analysis skills.
3. Explore the diverse perspectives and voices represented in the texts, including those of marginalized or underrepresented groups, fostering empathy, cultural awareness, and appreciation for the multiplicity of human experiences.
4. Engage in interdisciplinary and comparative approaches to literary analysis, drawing connections between the selected Indian works and broader literary traditions, historical events, and socio-political contexts, fostering a deeper understanding of global literary and cultural currents.

GENERIC ELECTIVE (GE)

GE1: Gender & Human Rights:

Upon completion of the course “Gender & Human Rights,” students will achieve the following outcomes:

1. Gain a comprehensive understanding of gender dynamics and human rights issues through the analysis of diverse literary and scholarly texts, including poetry, drama, essays, and novels, fostering empathy and critical awareness of social justice issues.
2. Analyze the representation of gender-based aggression, discrimination, and resilience in Meena Kandasamy’s “Aggression” and Temsula Ao’s “Laburnum for My Head,” developing insights into the intersectionality of gender, identity, and power.
3. Examine the portrayal of gender inequality, reproductive rights, and autonomy in Manjula Padmanabhan’s “Lights Out,” fostering critical engagement with contemporary issues of gender-based violence and reproductive justice.
4. Explore feminist perspectives on women’s rights and empowerment through essays by Virginia Woolf, including “Professions for Women” and “Women’s Rights are Human Rights,” and analyze the practical application of human rights frameworks in addressing gender inequalities.

GE2: Environment & Literature

Through the analysis of the texts and discussions on key environmental concepts such as deep ecology and Third World environmentalism, students will:

1. Develop a nuanced understanding of diverse cultural and philosophical perspectives on nature, including Oriental and Western thought, fostering cross-cultural dialogue and critical inquiry into humanity’s relationship with the natural world.
2. Explore the ethical dimensions of environmental stewardship and ecological sustainability, examining the moral responsibilities of individuals, communities, and governments in addressing environmental challenges.
3. Engage with principles of deep ecology and ecological interconnectedness, recognizing the intrinsic value of all living beings and the importance of biodiversity conservation for the well-being of the planet and future generations.
4. Cultivate a sense of environmental citizenship and activism, empowering students to advocate for environmental protection, climate justice, and sustainable development in their local and global communities.

ABILITY ENANCEMENT COMPULSORY COURSE (AECC)

AECC: Communicative English:

Upon completion of the course the students will be able to:

1. Attain fluency in spoken English, expressing thoughts clearly and engaging in effective conversations across diverse social and professional settings.
2. Enhance listening comprehension skills by immersing in authentic spoken English materials, improving the ability to understand various accents, speech patterns, and nuances.
3. Polish writing proficiency through practice in composing emails, reports, essays, and creative pieces with a focus on coherence, clarity, and grammatical accuracy.
4. Build confidence in English communication through interactive activities, role-plays, presentations, and group discussions, empowering students to overcome communication barriers and articulate ideas confidently.

SKILL ENHANCEMENT COURSE (SEC)

SEC1: Translation Studies

Upon completion of the course the students will be able to:

1. Develop practical translation skills by engaging in translation exercises and projects across various text types and genres, enhancing proficiency in both source and target languages.
2. Gain a deep understanding of translation theory, including key concepts such as equivalence, cultural adaptation, and translation strategies, enabling critical analysis of translation practices in diverse contexts.
3. Explore the ethical and professional dimensions of translation, including issues of accuracy, confidentiality, and cultural sensitivity, and develop ethical decision-making skills in handling translation dilemmas.
4. Cultivate professional competencies and career readiness in translation, including project management, client communication, and networking skills, preparing students for diverse career opportunities in translation, localization, interpreting, and language services.

SEC2: Film Studies:

Upon completion of the course the students will be able to:

1. Develop a comprehensive understanding of the history, theory, and aesthetics of cinema, including key movements, genres, directors, and films from around the world, fostering appreciation for the diverse cultural and artistic expressions of film.
2. Analyze and interpret films critically through close textual analysis, examining narrative structures, visual elements, cinematography, editing techniques, sound design, and thematic motifs to uncover layers of meaning and subtext.
3. Explore the socio-cultural, political, and historical contexts of films, including their production, reception, and impact on society, examining how films reflect and shape cultural values, identities, and ideologies.

SEC3: Technical Writing:

Upon completion of the course the students will be able to:

1. Develop proficiency in writing clear, concise, and effective technical documents, including manuals, reports, proposals, user guides, and technical specifications, tailored to specific audiences and purposes.
2. Acquire skills in information gathering, organization, and synthesis, including techniques for researching, analyzing, and presenting technical information in a logical and coherent manner.
3. Master the conventions of technical writing, including formatting, style, tone, and visual design, to ensure readability, accessibility, and usability of technical documents for diverse audiences.
4. Enhance editing and proofreading skills to ensure accuracy, clarity, and consistency in technical documents, including techniques for revising, editing, and refining written content for quality assurance.

SEC4: Soft Skills:

Upon completion of the course the students will be able to:

1. Develop effective communication skills, including verbal, nonverbal, and written communication, to convey ideas, information, and emotions clearly and assertively in various personal and professional contexts.
2. Enhance interpersonal skills, including active listening, empathy, conflict resolution, and collaboration, to build positive relationships, resolve conflicts, and work effectively in teams.
3. Cultivate critical thinking and problem-solving skills, including analysis, synthesis, creativity, and decision-making, to evaluate information, generate innovative solutions, and adapt to changing circumstances.

Programme Specific & Learning Outcomes: B.A./B.Sc. 3-Year (Hons.) Degree Course Programme & B.A./B.Sc. 3-Year (General) Degree Course Programme under Semester with Choice Based Credit System w.e.f. 2017-2018 in GEOGRAPHY

B.A./B.Sc. 3-Year (HONS.) Degree Course Programme under Semester with Choice Based Credit System: Programme Specific 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 Programme under Semester with Choice Based Credit System

SEMESTER-I

CC1 - Geotectonics and Geomorphology

Unit-I

1. Students will understand geological and biological evolution with reference to geological time scales.
2. Understand the interior of the earth with special reference to seismology.
3. Acquire knowledge about the Concept of Isostasy and theories of isostasy.
4. Gather knowledge about the concepts, processes, and types of Plate Tectonics and resulting landforms.

Unit-II

1. Know about different degradational processes mainly weathering, mass wasting and resultant landforms.
2. Understand about different Models of landscape evolution.
3. Acquire knowledge of Slope Development and its theory.
4. Know about the development of river networks and landforms on uniclinal and folded structures.
5. Understand the types of rocks, mineralogical composition of igneous rocks and landforms

6. Acquire deep knowledge about Karst, Glacial and fluvioglacial, Aeolian and fluvial-aolian processes landforms

CC2 (Theory) – Cartographic Techniques and Geological map study

Here are some potential learning outcomes from this course:

1. Understand different kinds of maps and recognize basic components of map map.
2. Comprehend the concept of scales and learn about different types of scale.
3. Understand the coordinate system and learn about the Geoid and Spheroid shape of the earth.
4. Learning about properties, characteristics and uses of map projection.
5. Learn about the Concept and Significance of UTM Projection.
6. Understand the Concept of Generating Globe, Grids: Angular and Linear Systems of Measurement.
7. Develop proficiency in reading and interpreting topographic maps. Gain knowledge about the reference scheme of Old and Open series Topographical map.
8. Delineate the Drainage Basin from Survey of India Topographical Map and gain knowledge about Relief, Slope and Stream Order.
9. Develop the skills about different types of rocks and minerals.
10. Analyse and interpret geological maps and their various components.

CC2 (Practical) – Cartographic Techniques and Geological map study

1. Comprehend the concept of different types of scales.
2. Learning about properties, characteristics and uses of map projections and their construction.
3. Able to construct and morphometric analysis of the topographical map and identify stream ordering on a drainage basin.
4. Analyse and interpret geological maps.

SEMESTER-II

CC3 (Theory) – Human Geography

Unit 1: Nature and Principles

Here are some potential learning outcomes from this course:

1. Learn about Nature, scope and recent trends of Human Geography.
2. Gain knowledge about the Evolution of human society, race and ethnicity.
3. Understand about Space, society and cultural regions.
4. Concern about Culture, Cultural Diffusion, Convergence, Cultural Realms of the world.

Unit 2: Society, Demography and Ekistics

1. Learn about evolution of human societies.
2. Understand the human-environment relations with special reference to Arctic and hot desert regions.
3. Appreciate determinants and dynamics of population growth, distribution, composition and learn about demographic transition model.

4. Understand the concept of Population–Resource regions.
5. Acquire knowledge about Human, population and environment relations
6. Analyze the social morphology and rural house types in India.
7. Concern about the types and patterns of rural settlements.
8. Learn about Demographic Transition model, migration.
9. Understand the concept of Functional Classification of urban settlements.

CC4 (Theory) – Cartograms, Survey and Thematic Mapping

1. This course might help to understand the concept of scales and representation of data through cartograms as well as can get knowledge about different types of map and their utilities.
2. Will help to understand types of maps according to needs and types of data.
3. Develop skills in preparing and interpreting Climograph, Hythergraph and Ergograph as well as different elements of weather and climate.
4. Can get idea about age wise distribution of male-female population as well as demography.
5. It can help to acquire knowledge about bearing.
6. This can help to get the knowledge about survey and different types of instruments like Abney level, Clinometer which will help them in ground level survey.
7. This will also help to know about different types of other field survey instruments like Prismatic Compass, Dumpy level, Transit Theodolite etc.
8. This can enable to classify land on the basis of uses and its cover as well as planning purposes.

CC-4 (Practical) - Cartograms, Survey and Thematic Mapping

1. They will be able to prepare different types of diagrams according to data types and according to its output.
2. Representation of data will help to understand the data easily as well as for the interpretation of the data.
3. Will help to understand undulation of the surface and to understand direction, angles of the object.
4. Can find out the height of object on the field.

SEMESTER-III

CC 5 (Theory) – Climatology

Unit 1: Elements of the Atmosphere

1. Nature, composition and layering of the atmosphere,
2. To acquire knowlwdge about Insolation: controlling factors. Heat budget of the atmosphere.

3. To highlight the Temperature: horizontal and vertical distribution. Inversion of temperature: types, causes and consequences.
4. To correlate the Greenhouse effect and importance of ozone layer

Unit 2: Atmospheric Phenomena, Climate Change and Climatic Classification

1. To learn about Condensation: Processes and forms. Mechanism of precipitation: Bergeron-Findeisen theory, collision and coalescence. Forms of precipitation.
2. To understand Air mass: Typology, origin, characteristics and modification.
3. Learn about Fronts, frontogenesis and frontolysis.
4. To understand the comparison between Weather: stability and instability; and barotropic and baroclinic conditions.
5. Acquire the knowledge of Circulation in the atmosphere: Planetary winds, jet stream and monsoons
6. To learn about Tropical and mid-latitude cyclones
7. To learn about Evidences and causes of climate change
8. To realize and applied of Climatic classification after Köppen, Thornthwaite (1948)

CC 6 (Theory) – Statistical Methods in Geography

Unit-I

1. Understand the role that statistics play in geography, including discrete and continuous data, population and sample sizes, scales of measurement (nominal, ordinal, interval, and ratio), and data sources.
2. Acquire knowledge of data collection and statistical table preparation.
3. Knowledgeable about sampling techniques, types, and significance.
4. Understand concepts like frequency and cumulative frequency.

Unit- II

1. Theoretical underpinnings of time series analysis, dispersion, coefficient of variation, association, correlation (rank correlation, product moment correlation), and central tendency (mean, median, mode, partition values, etc.).

CC-6 Statistical Methods in Geography (Practical)

1. Build a data matrix where each row corresponds to an aerial unit (towns, districts, blocks, or mouzas), and the columns contain pertinent attributes.
2. Using the information above, a frequency table would be created, and measures of dispersion and central tendency would be calculated and evaluated.
3. The dataset's histograms and frequency curve would be created.
4. A scatter diagram and regression line would be shown using the sample set of two pertinent attributes, and the residual from the regression would be mapped along with a brief interpretation.

CC 7 – Geography of India

The learning outcomes from these fields include:

Unit I

1. This course will explore how geological structures influence landform evolution.
2. The geographic division of India has briefly discussed, thus students will get knowledge about regional parts of India.
3. Overview of Climate, Vegetation & soil wise study will give knowledge about the particular aspects.
4. This course will give idea about current population, caste, Language, Various tribes over India.
5. Problems and prospects of Agricultural development from Indian perspective enriched us as India is an agrarian country.
6. To understand the role of industry on economic development and how mineral deposition can enhance the overall economy of India is an interesting matter to explore.
7. To gain knowledge about the Regionalisation of India.

Unit II

1. From West Bengal perspective we gain knowledge about the Physiographic divisions, forests and water resources.
2. Growth and distribution of population of west Bengal will give us an overall demographic knowledge of West Bengal.
3. This particular topic will also put light on human development thus we can learn the quality of life, income level, poverty & hunger levels of different area.
4. Will get us knowledge about the distribution and deposition of resources of West Bengal.
5. How the developmental work is going on in west Bengal & why regional planning is needed is the matter to explore.

SEC 1 – Computer Basics and Computer Applications (Practical)

The learning outcomes from these fields include:

1. This particular course is very important because it will link technology with geography, thus it will help students to link statistical knowledge with the help of MS Excel.
2. Will give theoretical and practical knowledge about the number system. E.g. Binary, Decimal, Octal, Hexadecimal.
3. Students will develop skills on the methodology of computing Rank, Mean, Median, Mode, Standard Deviation, Correlation, Covariance, Histogram, and Regression.
4. The above mentioned methods will be helpful for the research, Field study, and to analyse various problems of a spatial unit.
5. Understand and to prepare different diagrams by the help of MS Excel.
6. Internet related knowledge & how internet is helpful for the geographical study & data collection.

SEMESTER-IV

CC8 (Theoretical): Regional Planning and Development

Unit 1: Regional Planning

1. It will help to understand what is a region and its classification.
2. Will understand about the planning of a region, its principles, techniques and types.
3. To know and understanding the region as well as its needs to plan accordingly.
4. This will help to idea about Metropolitan area, region etc on the basis of its characteristics.

Unit 2: Regional Development

1. How growth of a region is different from development will be understood.
2. This will help to understand different models for regional development.
3. Will get to know R.P. Mishra model
4. How inequality is different from disparity will get to know.
5. This will able to understand about Human Development Index, its indicator, how to measures it and what is its significance.
6. Help to know how one region of India is different from another region on different basis.
7. This will enable them to understand what are the most suitable strategies for the development of any region.
8. They will know about India's recent transformation in planning body like NITI AAYOG its member, function etc.

CC 9 (Theoretical): Economic Geography

Unit 1: Concepts and Approaches

1. Describe actual meaning of Economic Geography, how to study this geography etc.
2. Will help to understand what is goods, what is service, what is product and what is consumption.
3. They will know what and how different factor forcefully agglomerate industry to locate in a particular place.
4. Will get idea about what are the main factors affecting transport cost.

Unit 2: Economic Activities

1. It will help to know different types of economic activity on the basis of its characteristics.
2. Will get idea about locational theory of Von Thunen and Alfred Weber regarding agriculture and industry.
3. Will understand what is primary economic activity its characteristics and main primary activities within it.
4. Will understand what is secondary economic activity especially iron and steel industry, petro-chemical industry of Japan, India and USA.
5. Will know about tertiary economic activities.
6. This will help to understand plantation agriculture and mixed farming system of agriculture.
7. They will know a transport is so much important for the development of a country as well as different highways of India.
8. Can get knowledge about very big world organisation like WTO, OPEC etc., function, its importance etc.

CC 10: Environmental Geography

Unit –I (Theoretical): Environmental Issues

1. Understand the significance of environmental geography
2. Understand the relevance of environmental geography in past, present and future context
3. Realize how strongly environmental geography is intertwined with the various disciplines of natural and human geography
4. To know about Ecology and ecosystems
5. Able to understand the structure and functions of ecosystem
6. Understand how species diversity within an ecosystem affects ecosystem stability
7. Able to understand different types of ecosystems in different environments
8. Able to develop a correct view of environmental problems and its management
9. Able to get a detailed understanding environmental movements that have taken place in different parts of India during different periods
10. Know the environmental norms and policy frameworks of India
11. Able to understand the importance of wetlands conservation for sustaining the world human and species ecosystem as a whole

CC 10 (Practical): Environmental Geography

1. Preparation of questionnaire helps to build knowledge regarding how to conduct a perception study of any environmental problems
2. It helps to understand the concept of Environmental Impact Assessment (EIA) as a major qualitative approach (Leopold Matrix) to evaluate the environmental sustainability
3. It helps to measure the quality assessment of soil such as soil pH, N, P & K using field kit technique
4. It helps to interpret the air quality using CPCB and WBPCB data

SEC -2 (Practical) : ADVANCED SPATIAL STATISTICAL TECHNIQUES

Using MS Excel students will be able to:

1. Acquire the Concept of Probability and Normal Distribution and their Geographical Applications, Skewness (Pearson's Method)
2. Able to differences between Spatial and non-Spatial data, Nearest Neighbour Analysis
3. Learn about Correlation and Regression Analysis, t-test, Spearman's Rank Correlation, Product Moment Correlation; Linear Regression
4. Learn about Time Series Analysis; Smoothing time series by Least Square and/or Moving Average Method

SEMESTER-V

CC-11: Research Methodology & Field Work (Theory)

Unit I: Research Methodology

1. Put geographical research into context (meaning, types, significance, etc.)
2. Concept of the literature review and its role in geographic research.
3. Determining the issues, goals, theories, resources, and techniques for study in geographical inquiry.
4. Understand how to write scientific reports, with an emphasis on organizing the notes, references, bibliography, abstract, keywords, and other aspects.

Unit II: Field Work

1. Recognize the function and importance of fieldwork in the study of geography. Next comes the process of choosing the study area and its rationale. Know fieldwork ethics and pre-field procedures in geographic study.
2. Learn to create an understanding by taking pictures and videos, conducting interviews with respondents—paying particular attention to group discussions—and creating open-ended, closed-ended, structured, and unstructured questionnaires.
4. Be familiar with sample collecting procedures, inventory compilation using field data, and post-field formalities.

CC-11: Research Methodology & Field Work (Practical)

Write a field report utilizing the theoretical knowledge you have already gained by conducting a primary survey.

CC 12 : REMOTE SENSING AND GIS

From this unit, students will gather knowledge about

1. the concept and stages of remote sensing, EMR, EMS, platform
2. EMR Interaction with Atmosphere and Earth Surface, Sensor resolutions
3. Principles of False Colour Composites (FCC) from IRS LISS-III and Landsat Images (ETM+) data: Image Processing, Pre-processing, Enhancement, Classification and
4. Principles of image interpretation for Forest, Water and Soil.

Unit-II

This unit involves getting the knowledge about

1. Definition and Components of Geographical Information System (GIS) and its components.
2. Principles of preparing attribute tables and overlay analysis.
3. Concept and principles of GNSS positioning.
4. Application of GIS for social welfare.

DSE-1 (Theoretical): Cultural and Settlement Geography

Unit-I (Cultural Geography)

1. Study of cultural geography reveals the concept and elements of culture, its scope in human civilization
2. Content of human geography able to identify the broad aspect of cultural geography
3. Able to gain a detailed understanding of how cultural geography has evolved over time
4. It helps to understand how a geographical area transforms from a natural landscape to a cultural landscape through human imprint and its behavioural activity
5. It able to understand how cultural innovation takes place and how it diffused over space-time framework
6. It help to conceptualized how major religion in the world diffused from a specific geographical location and become popular to other parts of the world
7. It will help to understand how Human interaction within the society produce Cultural Segregation, Cultural Diversity, and enhance the Acculturation process
8. Studying cultural geography helps to recognize the major Races of the World, its distribution character etc.

Unit II: Settlement Geography

1. Study of Settlement geography reveals the concept and properties of settlement, its scope in human adaptation in different environment

2. It helps to recognize how rural settlement evolved, its functional character in terms of man environment relation
3. It helps to understand how site and situation play a determining factor for the development human settlement in different environmental, social, cultural and economic aspect
4. It helps to acquire a proper understanding regarding urban settlement, its outgrowth trend and urban agglomeration
5. Understand the morphology of urban settlement through the lance of Burgess, Hoyt and Harris and Ullman
6. It helps to understand the functional aspects of cities in the view point of Harris and Nelson

DSE-2 (Theoretical) : POPULATION GEOGRAPHY

Unit I

1. Able to get the concept of Development of Population Geography.
2. Understand the determinants of Population Dynamics.
3. Acquire knowledge of the theories of population growth: Malthusian Theory and Marxian Approach
4. Will able to get the general concept of distribution, density and growth of Population in India

Unit II

1. Understand the population Composition and Characteristics.
2. Know about the methodologies of measurement of Fertility and Mortality.
3. Build knowledge about the population composition of India.
4. Development of general knowledge about migration, its theories, causes and types
5. Acquire knowledge about the concept of the Human Development Index
6. Get aware of Population and development.
7. Know about how Population policies are implemented in different countries.
8. Also know about contemporary issues in Population.

SEMESTER-VI

CC 13 (Theoretical) : EVOLUTION OF GEOGRAPHICAL THOUGHT

Unit: 1

1. To discuss Definition, Scope and Content of Geography; Geography as a Spatial Science
2. Learning to contribute the Geography in Ancient Period: Greek and Roman geographer.
3. Analysis the Development of Geography in Medieval period: Arabian
4. To understand the Development of Mapping and Knowledge about the World Regional Geography in the Age of Explorations

5. To discuss the Classical Geography in 19th Century: Humboldt, Ritter
6. To understand the Quantitative Revolution and its Critique

Unit: 2

1. Explore the contribution to German School of Thought
2. Explore the contribution to French School of Thought
3. Explore the contribution to American School of Thought
4. Explore the contribution to Indian Contribution to Geography
5. Explore the contribution to Concept of Determinism, Possibilism and Neo-Determinism
6. Explore the contribution to Approaches to the study of Geography: Systematic and Regional

CC 14: Disaster Management

Unit –I

1. A clear understanding of Hazards and disaster will help to identify various natural and manmade incidents that frequently occurring on the earth surface
2. Gain knowledge regarding risk perception and vulnerability assessment and Hazard paradigm
3. It help to understand how to response in various natural and manmade hazards
4. It helps to build knowledge how to respond with a particular hazard, how to combat the trauma and aftermath situation, how to build the resilience and capacity building approach
5. Gain Knowledge (Useful information in terms of data) regarding hazards and disasters

Unit –II

1. Able to understand the dominating factors that produce earthquake, mapping the geographical location and magnitude of vulnerability, its consequences and management strategy
2. Able to understand the dominating factors that produce Landslide, mapping the geographical location and magnitude of vulnerability, its consequences and management strategy
3. Able to understand the dominating factors that produce cyclone, mapping the geographical location and magnitude of vulnerability, its consequences and management strategy
4. Able to understand the dominating factors that produce fire, mapping the geographical location and magnitude of vulnerability, its consequences and management strategy

DSE 3- RESOURCE GEOGRAPHY (Theory)

The learning outcomes from these fields include:

Unit I

1. Idea of resource and the relation with other geographical aspects.
2. Gained knowledge about the resource depletion, and sustainable use of resource.
3. To explore the methods of resource conservation & principles.
4. Learn about The Limits to Growth that discussed the possibility of exponential economic and population growth with finite supply of resources.

Unit II

1. To know the Distribution and Utilisation of Metallic Mineral Resources & Non Metallic Mineral Resources in Indian Context.
2. Problems and prospects of Energy & energy crisis.
3. Study of energy crisis and future scenario of energy will give us a brief idea about energy dynamics.
4. Idea of sustainable Resource development & implementation related matters have learnt.

DSE - 4 (Theoretical) : SOIL AND BIO GEOGRAPHY

Unit: 1: Soil Geography

1. Learn about Soil: Definition, Factors of Formation
2. To explore the Development and Characteristics of an ideal Soil Profile
3. To understand the Physical and Chemical Properties of Soil with special reference to Texture, Structure, Organic Carbon and pH
4. To Concept of Zonal, Azonal and Intrazonal Soil; Formation and Profile Characteristics of Laterite and Podsol
5. To understand the Classification of Soil : Russian and Indian (ICAR)
6. Gain knowledge about Soil Degradation and Manage

Unit-2: Bio-Geography

1. Definition and Scope of Bio-geography, Meaning of Biosphere, Ecology, Ecosystem, Environment, Communities, Habitats, Niche, Ecotone and Biotopes
2. To explore the Biosphere and Energy: Laws of Energy Exchange, Food Chain, Food Web and Energy Flow
3. Gain knowledge about Bio-Geo Chemical Cycle: Carbon, Nitrogen
4. To understand the Factors of Plant Growth: Light, Heat, Moisture, Wind, Soil and Topography
5. Learning to Biomes – Concept and Classification; Tropical Rainforest and Temperate Grassland
6. Gain the knowledge about Threat to Biodiversity- Causes, Consequences and Conservation

B.A./B.Sc. 3-Year (GENERAL) Degree Course in Geography Under Choice Based Credit System w.e.f. 2017-2018 onward: Programme Specific 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 Under Choice Based Credit System w.e.f. 2017-2018 onward

SEMESTER-I

CC1A/2A GEOMORPHOLOGY AND CARTOGRAPHY

Unit I:Geotectonics and Geomorphology (Theory)

Learning outcomes from this study typically include:

1. Gain knowledge about Weathering: Types and related landforms.
2. Acquire knowledge about Lithosphere – Internal Structure of Earth based on Seismic Evidence.
3. Learn about plate tectonics and origin of fold mountains.
4. Study the processes and factors of landform development in arid, glaciated and fluvial environment.
5. Overview and critical appraisal of landform development models of Davis and Penck.
6. Understand the Hydrological Cycle and ground water.

Unit II: Scale and Cartography (Practical)

Here are some potential learning outcomes from this course:

1. Comprehend the concept of scales.
2. Develop skills in preparing and interpreting Proportional diagrams: Circles and squares.
3. Acquire knowledge to prepare Composite bar diagram and age-sex pyramid.

4. Learning about Taylor's Climograph and Hythergraph.

SEMESTER-II

CC 1B/2B PHYSICAL ENVIRONMENT AND SURVEYING

Unit I: Climatology, Soil and Biogeography (Theory)

Learning outcomes from this study typically include:

1. Get the basic knowledge about the Elements of weather and climate.
2. Know about the distribution of temperature
3. Development of general knowledge of Forms of precipitation and types of rainfall
4. Acquire knowledge about Tropical and Temperate Cyclones, Climatic Classification of Koppen.
5. Understand the definition, physical and chemical properties of soil
6. Know the definition of Biosphere and Biogeography.
7. Get aware of different concepts like Ecosystem. Environment, Ecotone, Communities, Habitats and Biotopes and Biomes

Unit II: Surveying and Levelling (Practical)

1. Get the theoretical concept of surveying
2. Know about Plane table survey by radiation method.
3. Acquire knowledge about open and close traversing by Prismatic Compass
4. Get practical knowledge of drawing of longitudinal profile by Dumpy level

SEMESTER-III

CC-1C/2C Human Geography (Theory) & Map Projection and Map Interpretation (Practical)

Unit I: Human Geography (Theory)

1. Know the geography of humans. Recognize the purpose of human geography, its main subfields, and its applicability in the modern era.
2. Gain knowledge about language, culture, ethnicity, religion, in geographic and social contexts.
3. Recognize how to adapt to the environment and recent changes, paying particular attention to Eskimos.
4. A thorough understanding of migration, demographic transition theory, and population growth with a focus on India.

6. Recognize the age, gender, and literacy structure of the global population.
7. Recognize the various forms and structures of rural communities, the categorization of urban areas, and the operational division of urban areas.

Unit II: Map Projection and Map interpretation (Practical)

1. Construct Simple Conical projection with one standard parallel and Cylindrical Equal Area projection
3. Interpret topographical maps that illustrate the connections between drainage, settlement, and physiography.
4. Examine weather maps prepared by IMD.

SEC 1 – Computer Basics and Computer Applications (Practical)

The learning outcomes from these fields include:

1. This particular course is very important because it will link technology with geography, thus it will help students to link statistical knowledge with the help of MS Excel.
2. Will give knowledge about the number system. E.g. Binary, Decimal, Octal, Hexadecimal.
3. Students will develop skills on the methodology of computing Rank, Mean, Median, Mode, Standard Deviation, Correlation, Covariance, Histogram, and Regression.
4. The above mentioned methods will be helpful for the research, Field study, and to analyse various problems of a spatial unit.
5. Understand and to prepare different diagrams by the help of MS Excel.
6. Internet related knowledge & how internet is helpful for the geographical study & data collection.

SEMESTER-IV

CC- 1D/2D Environmental Geography

Unit-I (Theory)

1. Understand the theories and methods of environmental geography.
2. Recognize the composition and purposes of ecosystems.
3. Recognize the interaction between the environment and humans in mountain and coastal areas.
4. Learn about environmental issues and their management, with a focus on pollution of the air and water.
5. Be familiar with environmental policies and programs, including MAB.

6. Recognize India's policies regarding forests and wildlife.
7. Consider the Chipko movement in relation to Indian environmental movements.
8. Recognize wetlands, with particular attention to India's Ramsar sites.

Unit-II (Practical)

1. Create the survey questionnaire for the perception of health and air pollution.
2. Understand how to use a soil testing kit to measure organic carbon and pH.
3. Demarcate the marshes and woodland from the topographical sheet.

SEC-2 : REGIONAL PLANNING AND DEVELOPMENT

Here are some potential learning outcomes from this course:

1. Comprehend the concept of region, types of regions.
3. Acquire knowledge on regional planning and its concept and significance.
4. Learning about the concept of Human Development Index and its Indicators.
5. Knowledge about agricultural development in India since 1970s and industrial development in India since 1990s.
6. Gain knowledge about the DVC as planning region.
7. Able to prepare of questionnaire on sanitation and health and on waste management.

SEMESTER-V

DSE-1A/2A

DSE – 1A: Geography of India

Unit-I (Theory)

1. It helps to understand the Physical Setting of India in terms of Landforms, Drainage, Climate
2. It will provide the demographic profile of India in terms of Size and Growth of population since Independence
3. It will produce a theoretical understanding regarding the distribution of Settlement over the space and helps to identify Rural and Urban Types
4. It helps to gain the distributional character of Agricultural Resources in terms of Rice, Wheat and Cotton
5. It helps to gain the distributional character of Mineral Resource in terms of Iron ore and Bauxite
6. It helps to gain the distributional character of Energy Resources in terms of Coal and Petroleum
7. It helps to develop knowledge Industrial activities and its development in terms of Cotton Textile and Iron and Steel industries in India

8. It helps to understand the Regional entity of Sunderban as a largest deltic region of the world and Marusthali as hot and dry climatic condition

Unit-II (Practical)

1. It will help to gain a proper understanding regarding the basic aspect of research activity such as how to identify a specific research problem, how to collect primary data through field survey technique
2. It helps to understand the importance of secondary data in research
3. It helps to increase the writing ability of the students
4. It helps to gain the practical knowledge of the research work

SEC-3 : COLLECTION MAPPING AND INTERPRETATION OF CLIMATIC DATA

1. Acquire theoretical knowledge about Sources of Climatic Data
2. Acquire practical knowledge about recording of climatic data with instruments, preparation of Rainfall – Temperature graph, preparation of the Climograph and Hythergraph, drawing of Windrose Diagram, drawing Isotherm and Isohyet as well as Interpretation of daily Indian Weather Map.

SEMESTER-V

DSE-1B/2B : DISASTER MANAGEMENT

UNIT: 1 –Disaster Management

1. To understand the Meaning and Classification of Hazards and Disasters.
2. To explore the Approaches to hazard study: Risk perception and vulnerability assessment.
3. Responses to hazards: Preparedness, trauma and aftermath. Resilience and capacity building.
4. To realize and applied the Hazard mapping: Data and techniques.
5. To realize Earthquake: Causes, Consequences and Management
6. Gain knowledge about Landslide: Causes, Consequences and Management
7. Gain knowledge about Cyclone: Causes, Consequences and Management
8. To understand the Flood: Causes, Consequences and Manageme

Unit: 2 Disaster Management Project Work

1. Able to prepare project report.

SEC-4: Collection, Mapping and Interpretation of Pedological Data Mapping and Analysis of Pedological Data

1. Will know about different techniques about soil sampling.
2. This will help them to represent soil texture data using Ternary diagram.
3. In lab they can estimate Nitrogen in soil by using soil kit.
4. In lab they can estimate soil p^h by using soil kit.

5. In lab they can estimate soil organic carbon by using soil kit.
6. They can analyse soil p^h and its organic carbon and mapping them.

B.A. HONOURS IN HISTORY WITH CBCS
SEMESTER-1

COURSE -CC1
HISTORY OF INDIA (FROM EARLIEST TIMES TO 600 AD)
COURSE OUTCOMES

1. The students will gain a foundational understanding of the development of Indian civilization, from the Indus Valley Civilization to the rise of major empires. This will include knowledge of social structures, political systems, and economic activities in ancient India.

2. The students will be able to analyse the evolution of religious beliefs and practices in early India, including the development of Hinduism, Buddhism, and Jainism. They will explore the impact of these religions on Indian society and culture.

3. The students will develop critical thinking skills by evaluating primary and secondary sources related to ancient India. This will involve assessing the credibility of evidence and constructing historical narratives.

4. The students will gain a broader perspective on the history of Asia by examining India's interactions with other civilizations during this period. This could include trade links, cultural exchanges, and political conflicts.

COURSE-CC2

SOCIAL FORMATIONS AND CULTURAL PATTERN OF ANCIENT WORLD

COURSE OUTCOMES

1. Students will gain a comprehensive understanding of the major social developments in the ancient world, from prehistory to the rise of complex societies. This includes the transition from hunter-gatherer lifestyles to settled farming communities, the emergence of social hierarchies, and the development of early states.

2. Students will be able to analyse the interplay between social structures and cultural expressions in various ancient civilizations. This course will explore how factors like religion, art, and philosophy reflected and shaped the social order in different parts of the world.

3. Students will develop critical thinking skills by evaluating primary and secondary sources related to the ancient world. They will learn to assess the strengths and limitations of different types of evidence, and to construct well-supported arguments about the past.

4. Students will broaden their historical perspective by recognizing the interconnectedness of ancient societies. The course will examine how trade, warfare, and cultural exchange influenced the development of civilizations across the globe.

SEMESTER-2

CC3

HISTORY OF INDIA II (600-1206 AD)

COURSE OUTCOMES

1) This period in Indian history saw the emergence and decline of several powerful empires. By studying these dynasties, students will gain an understanding of the political landscape of early medieval India, as well as the factors that contributed to the success and failure of empires.

2) This was a dynamic period for Indian religion, with the rise of new movements and the continuing evolution of established traditions. Students will explore the factors that influenced religious change, such as the rise of devotionalism within Hinduism and the spread of Islam in India

3) By studying trade patterns and cultural exchange, students will gain an appreciation for the global forces that shaped Indian society.

4) This era witnessed a flourishing of Indian culture. Students will examine the major artistic movements, literary works, architectural styles, and scientific advancements that took place during this time.

CC4

SOCIAL FORMATION AND CULTURAL PATTERN OF THE MEDIEVAL WORLD

COURSE OUTCOMES

1) Students will gain a deeper understanding of the major social structures and hierarchies that existed in various regions during the medieval period.

2. Students will be able to analyse the development and influence of different cultural expressions during the Middle Ages. This could involve studying art, literature, philosophy, and religious practices, and how they reflected the social and political realities of the time.

3. Students will develop critical thinking skills by examining primary and secondary sources related to medieval society and culture. This will allow them to evaluate different perspectives and interpretations of the past.

4. By studying the social formations and cultural patterns of the medieval world, students will be able to draw comparisons with other historical periods and contemporary societies. This will enhance their understanding of how societies evolve and change over time.

SEMESTER 3

CC5

HISTORY OF INDIA III (1206-1525 AD)

COURSE OUTCOMES

1)The students will be able to analyse the major political developments in India during the period 1206-1525 AD, including the rise and fall of the Delhi Sultanate.

2) The students will be able to evaluate the social, economic, and cultural changes that occurred in India during this period.

3) The students will be able to discuss the impact of religious movements, such as Sufism and Bhakti, on Indian society.

4) The students will be able to critically analyse primary and secondary sources to understand the history of medieval India.

CC6

RISE OF MODERN WEST -I (15TH AND 16TH CENTURIES)

COURSE OUTCOMES

COURSE OUTCOMES

- 1) The students will be able to analyse the major political, social, and economic developments in Europe during the 15th and 16th centuries.
- 2) The students will be able to analyse evaluate the impact of the Renaissance and Reformation on Western civilization. This could involve examining the rediscovery of classical learning, the development of new artistic styles, the Protestant challenge to the Catholic Church, and the resulting religious wars.
- 3) The students will be able to analyse explain the rise of the nation-state and the decline of feudalism.
- 4) The students will be able to study about the voyages of exploration and analyse their consequences for Europe and the wider world.

CC7

HISTORY OF INDIA III (1526-1757 AD)

COURSE OUTCOMES

- 1)The students will be able to analyse the rise and Consolidation of Mughal Power. By studying this period, students will gain a comprehensive understanding of the Mughal Empire's establishment in India.
- 2) The students will be able to evaluate the Socio-Economic and Cultural Landscape of India. The course will equip students to analyse the social, economic, and cultural transformations that occurred during the Mughal era and beyond.

3) The students will be able to examine the emergence of regional Kingdoms. Students will be able to critically examine the rise of regional kingdoms alongside the Mughals. This involves studying the political structures, military strategies, and cultural contributions of entities like the Marathas, the Deccan Sultanates, and Rajput states.

4) The students will be able to understand the political and socio-economic dynamics Leading to Plassey. The course will culminate in analysing the factors that led to the Battle of Plassey (1757) and the subsequent rise of British influence in India.

SEC-1

ARCHIVES AND MUSEUMS OF INDIA

COURSE OUTCOMES

1)The students will be able analyse the historical development of archives and museums in India. By studying this course, students will gain a thorough understanding of how archives and museums have evolved in India, from early manuscript collections to the national institutions of today.

2)The students will be able evaluate the role of archives and museums in preserving and interpreting history. The course will equip students with the ability to critically assess the role of archives and museums in safeguarding and presenting India's past.

3) Students will develop practical skills in archival and museum practices. This could involve learning proper preservation techniques for historical materials, exploring methods of documentation and organization, or examining how exhibitions are designed and managed.

4)The course can open students' eyes to the diverse career paths available in the field of heritage management.

SEMESTER 4

CC8

RISE OF THE MODERN WEST II (17TH AND 18TH CENTURIES)

COURSE OUTCOMES

- 1) By successfully completing a course , students will be able to explain the major political, social, and economic developments that shaped Europe during this pivotal period.
- 2) The students will be able to analyse the causes and consequences of key events that redefined the course of Western history.
- 3) The students will be able to compare and contrast the rise of absolutism in different European states. Students will gain insight into the varying approaches to monarchical rule, such as the divine right of kings in France versus the parliamentary monarchy in England.
- 4) The students will be able to evaluate the impact of European colonialism on the wider world during the 17th and 18th centuries.

CC9

HISTORY OF INDIA (1757-1857)

COURSE OUTCOMES

- 1)Students will gain a comprehensive understanding of the rise and consolidation of British East India Company rule in India.This includes exploring the military, political, and economic strategies employed by the Company, as well as the weakening of existing Indian powers that facilitated this takeover.
- 2)Students will be able to analyse the social, economic, and cultural impacts of British colonialism on Indian society. This could involve examining changes in land ownership patterns, agricultural practices, trade structures, and the introduction of new social and religious ideas.
- 3)Students will develop critical thinking skills by evaluating the causes and consequences of various uprisings against British rule during this period.
- 4) Students will be able to situate the establishment of British Raj in the context of global historical trends.

CC10

HISTORY OF INDIA (1858 -1964)

COURSE OUTCOMES

1. Students will gain a comprehensive understanding of the rise and fall of British colonialism in India, analysing the factors that led to the establishment of the British Raj, the Indian independence movement, and the eventual partition of the subcontinent.
2. Students will be able to critically evaluate the social, political, and economic reforms implemented during the British Raj, assessing their impact on Indian society and the development of the nationalist movement.
3. Students will develop a deeper appreciation for the key figures and ideologies that shaped the Indian independence struggle, including Mahatma Gandhi, Jawaharlal Nehru, and the various strands of nationalism that emerged.
4. Students will be equipped to analyse the complexities of India's transition to independence in 1947 and the challenges faced by the newly formed nation in the following years, including partition and nation-building.

SEC-2

AN INTRODUCTION TO INDIAN ART

COURSE OUTCOMES

- 1)By exploring the major periods and movements in Indian art, the student will develop a chronological framework for appreciating the vast scope of artistic expression across the subcontinent.
- 2)The student will learn to analyse sculptures, paintings, architecture, and other artistic media, recognizing the distinct stylistic elements and symbolic meanings associated with different regions and religious traditions.
- 3) The course will equip the students to understand how artistic creations reflect the social, political, and religious contexts of their creation, fostering a deeper appreciation for Indian culture as a whole.

4) Through analysing and discussing artworks, the student will refine their ability to observe details, interpret visual information, and articulate their thoughts and interpretations effectively.

SEMESTER 5

CC 11

HISTORY OF MODERN EUROPE (1789-1870)

COURSE OUTCOMES

- 1)The students will be able to analyse the major political revolutions that occurred in Europe between 1789 and 1870, such as the French Revolution and the Revolutions of 1848.
- 2) The Students will be able to explain the rise and impact of nationalism and liberalism on European politics and society during the long 19th century.
- 3) The students will be able to evaluate the causes and consequences of the Industrial Revolution, including its social, economic, and political effects.
- 4)Compare and contrast the development of major European powers during this period, including France, Britain, Prussia, Austria, and Russia.

CC12

STUDYING HISTORY WRITING : INDIAN AND WESTERN

COURSE OUTCOMES

- 1)By examining both Indian and Western traditions of history writing, students will gain the ability to assess the strengths and limitations of various historical sources, such as inscriptions, chronicles, oral traditions, and archaeological remains. This will allow them to construct a more nuanced understanding of the past.

2)The course will expose students to the diverse approaches and methodologies employed by Indian and Western historians. This will enable them to recognize the influence of cultural context and ideology on historical narratives, fostering a more critical and balanced perspective on the past.

3) Through analysing historical texts and engaging in coursework focused on Indian and Western historiography, students will refine their research skills and hone their ability to write clear, concise, and well-supported historical arguments.

4) The course will encourage students to consider the ways in which Indian and Western historical traditions have influenced and interacted with each other. This will broaden their understanding of the global nature of historical scholarship and foster a more interconnected view of the past.

DSE1

LIFE AND CULTURE OF PRE-COLONIAL BENGAL

COURSE OUTCOMES

1)Students will gain a deeper understanding of the rich and complex history of Bengal before colonial rule. This will involve exploring the rise and fall of empires, the development of social structures, and the evolution of religious and philosophical traditions in the region.

2)Students will be able to analyse the diverse cultural expressions of pre-colonial Bengal. This could include studying art, literature, music, architecture, and daily life practices. By examining these aspects, students will gain a richer appreciation for the region's unique cultural identity.

3) Students will develop critical thinking skills by evaluating primary and secondary sources related to pre-colonial Bengal. This will involve learning to assess the credibility of historical evidence and to construct well-supported arguments about the past.

4)Students will be able to compare and contrast pre-colonial Bengal with other historical societies.This comparative analysis will allow them to identify both the unique characteristics of Bengal and the broader trends that shaped the development of South Asia.

DSE2

LIFE AND CULTURE OF COLONIAL BENGAL

COURSE OUTCOMES

1)By examining daily life, social structures, and artistic expressions, students will gain a nuanced understanding of how colonial rule transformed Bengal. This includes exploring themes of resistance, adaptation, and cultural exchange.

2)The course will engage students with historical documents, literature, art, and social commentaries from the colonial period. Students will learn to evaluate the perspectives of both colonizers and colonized, fostering critical analysis of historical narratives.

3)Appreciate the rich cultural heritage of Bengal. Students will delve into Bengal's diverse artistic traditions, religious practices, and intellectual movements during the colonial era. This will enhance their understanding of the region's unique cultural identity and its enduring legacy.

4)Draw connections between the colonial past and contemporary Bengal.The course will explore how the social, political, and cultural dynamics of colonial Bengal continue to shape the region today. Students will be able to critically examine contemporary issues through the lens of historical context.

SEMESTER 6

CC13

HISTORY OF MODERN EUROPE (1871-1945)

COURSE OUTCOMES

By the end of this course, students will be able to:

- 1) The students will be able to analyse the major political, social, and economic developments in Europe from 1871 to 1945. This could include understanding the rise and fall of empires, the development of new ideologies, and the impact of industrialization and urbanization.
- 2) The students will be able to evaluate the causes and consequences of major wars in Europe during this period, including World War I and World War II. Students will be able to examine the complex web of factors that led to these wars, as well as the devastating impact they had on Europe and the world.
- 3) The students will be able to explain the rise of totalitarian ideologies and their impact on European society.
- 4) The students will be able to critically assess the social and cultural changes that shaped modern Europe. They will be able to analyze how these changes reflected the broader transformations taking place in Europe during this time period.

CC14

MAKING OF CONTEMPORARY WORLD (1945-2000)

COURSE OUTCOMES

- 1)The students will be able to analyse the major political, economic, and social developments that shaped the contemporary world from 1945 to 2000
- 2)Students will gain a critical understanding of the ideological tensions between the United States and the Soviet Union, the arms race, proxy wars, and the overall impact of the Cold War on the world stage.

3)The students will be able to evaluate the rise of decolonization movements and the emergence of new nation-states in the post-colonial world. The course will explore the factors that led to the decline of colonialism, the struggles for independence, and the challenges faced by newly formed nations.

4) The students will be able to critically assess the social, economic, and cultural transformations that occurred during this period, including the rise of globalization, technological advancements, and social movements.

DSE3

HISTORY OF MODERN EAST ASIA (1840-1919)

COURSE OUTCOMES

1) The students will be able to understand the major political, economic, and social changes that transformed East Asia during the period 1840-1919.

2) The students will be able to analyse the causes and consequences of imperialism in East Asia, including the role of Western powers and Japan

3) The students will be able to evaluate the rise of nationalism and reform movements in China, Korea, and Japan.

4) The course will help the students to see the connections between events in different East Asian countries and to understand the diversity of experiences in the region.

DSE4

HISTORY OF CHINA AND JAPAN (1919-1949)

COURSE OUTCOMES

By the end of this course, students will be able to:

- 1) The students will be able to analyse the major political, social, and economic developments in China and Japan during the period 1919-1949.
- 2) The students will be able to compare and contrast the ideological forces that shaped China and Japan during this period, including nationalism, communism, and imperialism.
- 3) The students will be able to evaluate the causes and consequences of major events such as the May Fourth Movement, the rise of militarism in Japan, and the Chinese Civil War. Through critical analysis, students will gain a deeper understanding of the turning points that dramatically reshaped the political landscapes of China and Japan.
- 4) The students will be able to interpret primary sources such as political speeches, propaganda posters, and literary works to gain a deeper understanding of the period.

PROGRAM OUTCOME

- 1) Students will learn to evaluate primary and secondary factors, examine historical events from various perspectives, and develop persuasive arguments based on evidence. These skills are useful in competitive exams like NET, SET, UPSC and GATE, SSC, PSC where strong analytical and research skills are essential for success.
- 2) Students will gain a greater understanding of today's complexities by examining the historical events around the world. This international perspective is useful for many professions, including international relations, diplomacy, and international business.
- 3) Students will develop communication and writing skills through case studies, class discussions and presentations. The ability to present complex ideas clearly and concisely is essential for academic success, as in many professional fields.
- 4) Through the study of cultural history, culture and tradition, students will develop an understanding of various knowledge. This social awareness is very important in professions where understanding different perspectives is important, such as education, social work and law.
- 5) By learning from past successes and failures, students can contribute to shaping the future of their societies and the world.

PROGRAMME & LEARNING OUTCOMES

**HIRALAL BHAKAT COLLEGE
NALHATI, BIRBHUM**



**PROGRAMME & LEARNING OUTCOMES
CBCS SYSTEM**

DEPARTMENT OF PHILOSOPHY

PROGRAMME & LEARNING OUTCOMES

Course Learning Outcomes: Syllabus For B.A. 3-Year (Hons.) Degree Course in Philosophy w.e.f. 2017-'18 onward

PROGRAMME SPECIFIC OUTCOMES

After completion of the programme, the graduates will be capable of-

PSO1: 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.

POS2: 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.

POS3: 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.

POS4: To enable the students the Logical Principles to make proper arrangements.

POS5: To enable the students to acquire analytic and critical thinking skills, to understand the nature of mind, matter, language, knowledge and reality.

POS6: 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.

DEPARTMENT OF PHILOSOPHY

PROGRAMME & LEARNING OUTCOMES

POS7: 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.

POS8: 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.

PROGRAMME & LEARNING OUTCOMES

COURSE OUTCOME

<i>S L N O</i>	<i>Name of the Course</i>	<i>Se m este r</i>	<i>Course Code</i>	<i>Course Outcome</i>
<i>1</i>	<i>Indian Philosophy -I</i>	<i>1</i>	<i>CC-1</i>	<p>CO1: Knowledge about the definition and division of orthodox school and heterodox school of Indian philosophy.</p> <p>CO2: Description of the Epistemology, Metaphysics, Ethics and Materialism of Carvaka views.</p> <p>CO3: 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.</p> <p>CO4: 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.</p> <p>CO5: Description analysis of various concept of Nyaya-Vaisesika school of Epistemology, theory of causation, Paramanuvada and Seven categories .</p>

PROGRAMME & LEARNING OUTCOMES

2	<i>History of Western Philosophy – I</i>	1	CC-2	<p>CO1: 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 .</p> <p>CO2: 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.</p> <p>CO3: Knowledge about Plato's theory of Knowledge and Theory of Ideas.</p> <p>CO4: Description of Aristotle theory of refutation of Plato's theory of Ideas, Aristotle theory of Causation, form and matter , Theory of substance and God.</p> <p>CO5: 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.</p> <p>CO6: 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.</p> <p>CO7: Description of Leibniz different doctrine of Monads, Truths of Reason and Truth of Fact, Principles of Non- contradiction , Sufficient Reason and Identity of Indiscernibles and also doctrine Pre- established Harmony.</p>
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PROGRAMME & LEARNING OUTCOMES

3	<i>Indian Philosophy –II</i>	2	<i>CC-3</i>	<p>CO1: Understanding the Samkhya theory of Causation, Evolution and the explanation of the dualistic view of prakriti and purusa.</p> <p>CO2: 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.</p> <p>CO3: 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.</p> <p>CO4: 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.</p> <p>CO5: 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.</p>
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PROGRAMME & LEARNING OUTCOMES

4	<i>History of Western Philosophy – I</i>	of 2	CC-4	<p>CO1:LOCKE : 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.</p> <p>CO2: BERKELEY: 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.</p> <p>CO3: HUME: 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.</p> <p>CO4: KANT: Description througs 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.</p> <p>CO5: HEGEL: The study througs light on Hegels Dialectical Method and The Absolute.</p>
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PROGRAMME & LEARNING OUTCOMES

5	<i>Indian Ethics</i>	3	<i>CC-5</i>	<p>CO1: Indian Ethics describe the concept of purusartha of Carvaka, Buddha and astika views.</p> <p>CO2 Gains knowledge about the vedic concept of Rta, Yajna, Rna and nisedha .</p> <p>CO3: The Ethics of the Shrimad Bhagavada Gita with special reference to the fast for chapter enhances student with power preposition concepts of Sthitaprajna .</p> <p>CO4: Buddhist Ethics enable d the students to realise and to know about pancasila and Brahmaviharabhabana.</p> <p>CO5: After knowing Jaina Ethics they can relate the Ethics day to day life as jaina Ethics covers pancamahabrata, Triratna , Anubrata and Ahimsa.</p> <p>CO6: The students also gain the knowledge of Himsa, Ahimsa, Yama and Niyama.</p>

PROGRAMME & LEARNING OUTCOMES

7	<i>Indian Logic</i>	3	<i>CC-7</i>	<p>CO1: Students will get clear picture of Indian logic from Annambhattas Tarkasamgraha with Tarkasamgrahadipika.</p> <p>CO2: The students learnt the problems the definition, nature, factors of prama, prameya, Pramata, pramana and pramanaphala.</p> <p>CO3: It explores Philosophical accounts of Indian old and new logic.</p>
8	<i>Western Logic-I</i>	4	<i>CC-8</i>	<p>CO1: Students will get knowledge about categorical Syllogism. Translate sentence from ordinary language into standard form of categorical proposition.</p> <p>CO2: 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.</p> <p>CO3: Students will become acquainted with the symbolic logic.</p> <p>CO4: Students will become adopt Methods of Deduction. They can know that how to prove the formal proof of validity and invalidity.</p> <p>CO5: They can familiarity with Quantification theory : Concept of quantifications and its needs.</p>

PROGRAMME & LEARNING OUTCOMES

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PROGRAMME & LEARNING OUTCOMES

9	<i>Psychology</i>	4	<i>CC-9</i>	<p>CO1: 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.</p> <p>CO2: The course describe the nature of Sensation and Perception Gestalt theory of Perception and Weber- Fechner Law .</p> <p>CO3: The students get the knowledge of factors Memory marks of good Memory Laws of association and Forgetfulness.</p> <p>CO4: The syllabus also covers nature of Attention , condition of Attention and division of Attention.</p> <p>CO5: Theories of learning like Trial and Error theory of Thorndike Condition Response Theory of Learning are engraved of learning in the syllabus.</p> <p>CO6: 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.</p> <p>CO7: The syllabus covers instinct and intelligence measurement of intelligence, I.Q., Binet - Simon Test of intelligence ,Terman - Merril and wecshler Taste of intelligence.</p>
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PROGRAMME & LEARNING OUTCOMES

				CO8: Students will get knowledge of Gestalt school, psychoanalysis and behaviorism.
10	<i>Philosophy of Religion</i>	4	CC-10	CO1: Description about the Nature and as well as scope of Philosophy of Religion, Origin and Development of Religion. CO2: Knowledge about the basic Tenets, Prophets, Incarnation ,Bondage and Liberation of Hinduism ,Christianity Islam ,Buddhism and Jainism. CO3: Description about the Arguments for and against the existence of God, Problem of Evil, Monotheism, Polytheism and Henotheism. CO4: Description about God as Immanent or Transcendent.

PROGRAMME & LEARNING OUTCOMES

<i>11</i>	<i>Socio- Political Philosophy</i>	<i>5</i>	<i>CC-11</i>	<p>CO1: Acquaintance with the true nature of Society and also the relation between Social and Political Philosophy.</p> <p>CO2: Knowledge about the primary concepts like Social Group, Community, Association ,Institution Customs, Folkways and Mores.</p> <p>CO3: Knowledge about the Class attitude and Class consciousness, Marxian Theory of Class, Caste System in India .</p> <p>CO4: Students also have the knowledge about Dr B .R Ambedkar's Criticism of Caste System and Dalit Movement.</p> <p>CO5: 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.</p>
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PROGRAMME & LEARNING OUTCOMES

12	<i>Western Logic-II</i>	5	CC-12	<p>CO1: The study will make students to analyse the characteristics of analogical Reasoning .</p> <p>CO2: To develop students understanding of causal Reasoning.</p> <p>CO3: To acquaint students with science and hypothesis .</p> <p>CO4: To familiar students with probability.</p> <p>CO5: Students can learn about the Word Meaning, definition, Vagueness and Sentence Meaning.</p> <p>CO6: Concepts, Truth, The source of knowledge and question about knowledge that what knowledge is? are covered in the Syllabus.</p> <p>CO7: Knowledge about Analytic Truth and Logical Possibility, The apriori and The Principles of Logic.</p>

PROGRAMME & LEARNING OUTCOMES

				CO8: The Syllabus also covers what is cause, The Causal Principles, Determinism and Freedom.
13	<i>Philosophy in the Twentieth Century: Indian</i>	6	CC-13	<p>CO1: The students will be able to get the boarder concept on Rabindranath Tagore Nature of Man, Nature of Religion and The Problem of Evil .</p> <p>CO2: Knowledge about practical Vedanta Universal Religion and Yoga of Swami Vivekananda.</p> <p>CO3: The students will also get the knowledge of Sri Aurobindos Nature of Reality, Human Evolution and its different stages and Integral Yoga.</p> <p>CO4: The syllabus also includes Radhakrishnans Nature of Man , Nature of Religious experiance and Nature of Intuitive apprehension .</p> <p>CO5: Md. Iqbal's Nature of Self, Nature of World and the Nature of God are included in the Syllabus.</p>

PROGRAMME & LEARNING OUTCOMES

				CO6: Gandhiji's God and Truth and Trusteeship are included in the syllabus.
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PROGRAMME & LEARNING OUTCOMES

14	<i>Philosophy in the Twentieth Century: Western</i>	6	<i>CC-14</i>	<p>CO1: G.E. Moores Refutation of Idealism, The defence of Common Sense are taught in the syllabus.</p> <p>CO2: Student's can learn the knowledge of Acquaintance and the knowledge of Description of Russell.</p> <p>CO3: A.J. Ayers Elimination of Metaphysics and verifiability Theory of Meaning are included in the Syllabus.</p> <p>CO4: The Syllabus covers M.Heideggers Existenz , Facticity and Fallenness, Authenticity and inauthenticity.</p> <p>CO5: Students will get knowledge about the Sartres Nothingness and Freedom.</p>
15	<i>Philosophy in Practice</i>	3	<i>SEC-1</i>	<p>In this paper the outcome is-</p> <p>CO1: Students will be able to distinguish between the Western philosophical tradition and the Indian philosophical systems known as darsana, recognising fundamental traits that characterise each.</p> <p>CO2: Students will have a knowledge of the nature of enquiry in Western philosophy and also Indian philosophy.</p> <p>CO3: By investigating epistemic and metaphysical viewpoints in Indian & Western</p>

PROGRAMME & LEARNING OUTCOMES

				<p>philosophy, students will acquire insight into how philosophers approach concerns about knowledge and reality, including the theory and argument against them.</p> <p>CO4: Students will learn about Plato's, Kant's, Samkhya's, and Advaita Vedanta's philosophical perspectives and how they explained the creation of the World and our existence and how paths are leading to the perfection for human fulfilment.</p> <p>CO5: In order to interact critically with philosophical texts and ideas, students will get familiar with a variety of philosophical discourse approaches, such as logical discussion or Vada, Jalpa, Vitanda, Chala, Jati & Nigrahasthana.</p>
16	<i>Philosophy of Human Rights</i>	4	SEC-2	<p>CO1: Comprehensive Understanding of Human Rights: By the end of the course, students will have a deep comprehension of the concept of human rights, including their definition, principles, and significance in contemporary society.</p> <p>CO2: Historical Perspective: Students will gain insight into the historical evolution of human rights from ancient civilizations to the present day, allowing them to appreciate the diverse cultural, political, and social contexts that have shaped the concept over time.</p> <p>CO3: Philosophical Foundations: Through the study of natural law theories proposed by thinkers like Thomas Hobbes and John Locke, students will develop a philosophical understanding of the inherent rights and freedoms of individuals and the role of governments in safeguarding these rights.</p> <p>CO4: Legal Frameworks and Constitutional Context: Students will acquire</p>

PROGRAMME & LEARNING OUTCOMES

			<p>knowledge of legal frameworks related to human rights, with a specific focus on fundamental rights guaranteed by constitutions. The examination of the Indian Constitution will provide a practical understanding of how human rights principles are enshrined and protected within a specific legal context.</p> <p>CO5: Critical Thinking and Analysis: Throughout the course, students will engage in critical analysis of human rights concepts, theories, and legal principles, fostering the development of analytical skills necessary for evaluating complex ethical and legal issues related to human rights.</p> <p>CO6: Application and Advocacy: Armed with a comprehensive understanding of human rights, students will be equipped to advocate for the protection and promotion of human rights in various spheres of society, including legal, political, social, and humanitarian contexts.</p> <p>Overall, the outcomes of the syllabus aim to empower students with the knowledge, skills, and ethical awareness necessary to contribute positively to the advancement of human rights and social justice in their respective communities and beyond.</p>
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PROGRAMME & LEARNING OUTCOMES

17	<i>Kaṭhopanīṣad</i>	5	<i>DSE-1</i>	<p>The course outcome of a paper based on the Kathopanishda is:</p> <p>CO1: Exploring the teachings of Yama, analysis of Yama's lesson on life and death- discussion on the deeper meaning behind Yama's teachings.</p> <p>CO2: Understanding philosophical principles from the Kathopanisad, including the nature of the self, death, and the route to self-realization.</p> <p>CO3: Comparing the teachings of the Upanishads to other intellectual and spiritual traditions.</p> <p>CO4: Analyzing the practical applications of the teachings in Kathopanishda in modern day life.</p> <p>CO5: Improving critical thinking skills by developing into the complicated issues described in the book and commentary.</p> <p>CO6: Understanding the Kathopanisad's historical and cultural setting, as well as its significance in Vedanta philosophy.</p> <p>CO7: Examining how the concept of death as a transition rather than an end, as portrayed in Kathopanishda, can offer comfort or perspective on mortality in contemporary society.</p>

PROGRAMME & LEARNING OUTCOMES

<i>18</i>	<i>The Problems of Philosophy</i>	<i>5</i>	<i>DSE-2</i>	<p>Bertrand Russell's <i>The problems of philosophy</i> is a seminal work in the field of philosophy . It addresses several key Philosophical questions and concepts, and the course outcomes for studying this text would likely include :</p> <p>CO1: Understanding of the major problems in Philosophy : Students will gain an understanding of the major philosophical problems discussed in the book such as the nature of reality the existence of the external world the nature of knowledge and the problem of induction.</p> <p>CO2: Familiarity with key philosophical concepts : Students will become familiar with key philosophical concepts such as Empiricism, Scepticism and Idealism and will be able to critically evaluate these concepts.</p> <p>CO3: Critical thinking and argumentation skills : Students will develop Critical thinking skills and learn how to construct and evaluate arguments . They will also learn how to critically assess the arguments presented in the book.</p> <p>CO4: Historical context and influence : Students will gain an understanding of the historical context in which the book was written and its influence on subsequent thought.</p> <p>CO5: Application of philosophical concepts : Students will be able to apply the philosophical concepts discussed in the book to contemporary issues and problems.</p>
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PROGRAMME & LEARNING OUTCOMES

				<p>CO6: Communication skills : Students will develop their communication skills through class discussions, written assignments and presentations.</p> <p>Overall studying the problems of philosophy will provide students with a solid foundation in critical thinking skills that can be applied a wide range of disciplines and professions.</p>
19	<i>Rabindranath Tagore: Sadhana</i>	6	<i>DSE-3</i>	<p>Sadhana is just a textual as well as highly intellectual source by Rabindranath Tagore through which one can discover himself nothing but a part of the vast universe. One can also find the hardest theory of the "Upanisadic world view" about the uniqueness of the individuals with nature. The word Sadhana initially refers such a spiritual practice which helps an individual to construct his proper experience through a highly process of becoming .</p> <p>The students may have the basic concept about such kind of reality. By the end of this course. They also can conscious about Tagore as an Indian contemporary thinker.</p> <p>From the historical aspects the students may find the proper placement of Tagore in the total journey of the philosophical analysis from the time of its birth.</p>

PROGRAMME & LEARNING OUTCOMES

20	<i>An Enquiry Concerning Human Understanding</i>	6	<i>DSE-4</i>	<p>David Hume's <i>An Enquiry Concerning Human Understanding</i> is a philosophical work that examines the nature of human knowledge and understanding. The course outcomes of studying this work might include :</p> <p>CO1: Understanding of Empiricism : Hume's work is a cornerstone of empiricism, the philosophical belief that knowledge is derived from sensory experience . Students will gain an understanding of how Hume's ideas contribute to the empiricist tradition.</p> <p>CO2: Skepticism : Hume's work is famous for its skepticism, particularly regarding the nature of causality and the limitation of human understanding .Students will explore the implications of Hume's skepticism and its impact on philosophical thought.</p> <p>CO3: Critique of Rationalism : Hume's work is often seen as a critique of Rationalism, the philosophical belief that reason is the primary source of knowledge, students will examine how Hume's ideas challenge the rationalist tradition.</p> <p>CO4: Critical thinking: Studying Hume's work will help students develop critical</p>
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PROGRAMME & LEARNING OUTCOMES

				<p>thinking skills, particularly in evaluating arguments and assessing the limitation of human understanding.</p> <p>CO5: Historical Context: Students will gain an understanding of the historical context in which Hume was writing, including the intellectual debates and scientific advancement of the time.</p> <p>Overall studying Humes An Enquiry Concerning Human Understanding will provide students with a deep understanding of the nature of human knowledge and the ways in which it is acquired and limited.</p>
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B.A. 3-Year (GENERAL) Degree Course w.e.f. 2017-'18 onward

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.

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PROGRAMME & LEARNING OUTCOMES

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. 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.

<i>S L N O</i>	<i>Name of the Course</i>	<i>Sem ester</i>	<i>Cour se Code</i>	<i>Course Outcome</i>
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PROGRAMME & LEARNING OUTCOMES

1	<i>Indian Philosophy I</i> <i>- I</i>	<i>GE-1/CC-1A/CC-2A</i>	<p>CO1: Knowledge about the definition and division of orthodox school and heterodox school of Indian philosophy.</p> <p>CO2: Description of the Epistemology, Metaphysics, and Materialism of Carvaka views.</p> <p>CO3: The course provides the difference concept Jaina philosophy as well as the theory of the seven forms of judgement or Nayabada.</p> <p>CO4: Description of the knowledge about the life and Four Noble Truths, Momentariness, as well as the various theories like Pratityasamutpadavada and Nairatmyavada .</p> <p>CO5: Description analysis of various concept of Nyaya-Vaisesika school of Epistemology and Seven categories .</p> <p>CO6: Understanding the Samkhya theory of Causation, Evolution and the explanation of the dualistic view of prakriti and purusa.</p> <p>CO7: Knowledge about the cittabhumi and Cittavritti.</p> <p>CO8: Able to know through explanation with spacial and reference to pramanas of Arthapatti and Anupalabdhi of the Prabhakar and Bhatta school of Indian philosophy.</p>
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PROGRAMME & LEARNING OUTCOMES

				CO9: 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 .
2	<i>Western Philosophy – I</i>	<i>1</i>	<i>GE- 1/CC- 1B/CC -2B</i>	<p>CO1: 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.</p> <p>CO2: 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.</p> <p>CO3: 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 words the world of mind, the world of external substances. Idealism is the</p>

PROGRAMME & LEARNING OUTCOMES

			<p>philosophical world view which holds that mind is the basic reality ,that the world has its ground and origin in mind.</p> <p>CO4: The students obtain the knowledge about the theories of causation. Our knowledge in the true sense consists however in discovery essential connection, course and effect connection is such an essential connection. The course covers how hume's regularity theory indentifies causation which regular sequence which one can observe empirically, and how Hume's view can be critically explained by Rationalist entailment theory of caution.</p> <p>CO5: The syllabus covers the notion of substance, its views of Descartes, Spinoza, Locke and Berkeley. The Rationalists holds that substance has its whole being in itself, while the empirics 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 denies the existence of any substance behind empirical things.</p> <p>CO6: The students often 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</p>
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PROGRAMME & LEARNING OUTCOMES

				<p>and body or thought and extension are two con-existent or parallel sides.</p> <p>CO7: 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 motion, while Emergent evolution holds that at different stages of the evolutionary process new qualities, new forms and functions emerge which are by no means explicable in terms of the preceding physical elements and force.</p>
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PROGRAMME & LEARNING OUTCOMES

3	<i>Western Logic</i>	3	<i>GE-3/CC-1C/2C</i>	<p>CO1: Students will get knowledge about categorical Syllogism. Translate sentence from ordinary language into standard form of categorical proposition.</p> <p>CO2: 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.</p> <p>CO3: Students will become acquainted with the symbolic logic.</p>
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PROGRAMME & LEARNING OUTCOMES

4	<i>Philosophy Practice</i>	<i>in3</i>	<i>SEC-1</i>	<p>In this paper the outcome is-</p> <p>CO1: Students will be able to distinguish between the Western philosophical tradition and the Indian philosophical systems known as darsana, recognising fundamental traits that characterise each.</p> <p>CO2: Students will have a knowledge of the nature of enquiry in Western philosophy and also Indian philosophy.</p> <p>CO3: By investigating epistemic and metaphysical viewpoints in Indian & Western philosophy, students will acquire insight into how philosophers approach concerns about knowledge and reality, including the theory and argument against them.</p> <p>CO4: Students will learn about Plato's, Kant's, Samkhya's, and Advaita Vedanta's philosophical perspectives and how they explained the creation of the World and our existence and how paths are leading to the perfection for human fulfilment.</p> <p>CO5: In order to interact critically with philosophical texts and ideas, students will get familiar with a variety of philosophical discourse approaches, such as logical discussion or Vada, Jalpa, Vitanda, Chala, Jati & Nigrahasthana.</p>
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PROGRAMME & LEARNING OUTCOMES

5	<i>Contemporary Indian Philosophy</i>	4	GE-4/CC-1D/2D	<p>CO1: The students will be able to get the boarder concept on Rabindranath Tagore Nature of Man, Nature of Religion and The Problem of Evil .</p> <p>CO2: Knowledge about practical Vedanta Universal Religion and Yoga of Swami Vivekananda.</p> <p>CO3: The students will also get the knowledge of Sri Aurobindos Nature of Reality, Human Evolution and its different stages and Integral Yoga.</p> <p>CO4: The syllabus also includes Radhakrishnans Nature of Man , Nature of Religious experience and Nature of Intuitive apprehension .</p> <p>CO5: Md. Iqbal's Nature of Self, Nature of World and the Nature of God are included in the Syllabus.</p> <p>CO6: Gandhiji's God and Truth and Trusteeship are included in the syllabus.</p>

PROGRAMME & LEARNING OUTCOMES

6	<i>Philosophy of Human Rights</i>	of 4	<i>SEC-2</i>	<p>CO1: Comprehensive Understanding of Human Rights: By the end of the course, students will have a deep comprehension of the concept of human rights, including their definition, principles, and significance in contemporary society.</p> <p>CO2: Historical Perspective: Students will gain insight into the historical evolution of human rights from ancient civilizations to the present day, allowing them to appreciate the diverse cultural, political, and social contexts that have shaped the concept over time.</p> <p>CO3: Philosophical Foundations: Through the study of natural law theories proposed by thinkers like Thomas Hobbes and John Locke, students will develop a philosophical understanding of the inherent rights and freedoms of individuals and the role of governments in safeguarding these rights.</p> <p>CO4: Legal Frameworks and Constitutional Context: Students will acquire knowledge of legal frameworks related to human rights, with a specific focus on fundamental rights guaranteed by constitutions. The examination of the Indian Constitution will provide a practical understanding of how human rights principles are enshrined and protected within a specific legal context.</p> <p>CO5: Critical Thinking and Analysis: Throughout the course, students will engage in critical analysis of human rights concepts, theories, and legal principles, fostering the development of analytical skills necessary for evaluating complex ethical and</p>
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PROGRAMME & LEARNING OUTCOMES

				<p>legal issues related to human rights.</p> <p>CO6: Application and Advocacy: Armed with a comprehensive understanding of human rights, students will be equipped to advocate for the protection and promotion of human rights in various spheres of society, including legal, political, social, and humanitarian contexts.</p> <p>Overall, the outcomes of the syllabus aim to empower students with the knowledge, skills, and ethical awareness necessary to contribute positively to the advancement of human rights and social justice in their respective communities and beyond.</p>
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PROGRAMME & LEARNING OUTCOMES

7	<i>Philosophy of Religion</i>	of 5	<i>DSE-IA</i>	<p>CO1: Description about the Nature and as well as scope of Philosophy of Religion, Origin and Development of Religion.</p> <p>CO2: Knowledge about the basic Tenets, Prophets, Incarnation ,Bondage and Liberation of Hinduism ,Christianity Islam ,Buddhism and Jainism.</p> <p>CO3: Description about the Arguments for and against the existence of God, Problem of Evil, Monotheism, Polytheism and Henotheism.</p> <p>CO4: Description about God as Immanent or Transcendent.</p>

PROGRAMME & LEARNING OUTCOMES

8	<i>Indian Philosophy</i> 5	<i>GE-1</i>	<p>CO1: Knowledge about the definition and division of orthodox school and heterodox school of Indian philosophy.</p> <p>CO2: Description of the Epistemology, Metaphysics, and Materialism of Carvaka views.</p> <p>CO3: The course provides the difference concept Jaina philosophy as well as the theory of the seven forms of judgement or Nayabada.</p> <p>CO4: Description of the knowledge about the life and Four Noble Truths, Momentariness, as well as the various theories like Pratityasamutpadavada and Nairatmyavada .</p> <p>CO5: Description analysis of various concept of Nyaya-Vaisesika school of Epistemology and Seven categories .</p> <p>CO6: Understanding the Samkhya theory of Causation, Evolution and the explanation of the dualistic view of prakriti and purusa.</p> <p>CO7: Knowledge about the cittabhumi and Cittavritti.</p> <p>CO8: Able to know through explanation with spacial and reference to pramanas of Arthapatti and Anupalabdhi of the Prabhakar and Bhatta school of Indian philosophy.</p>
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PROGRAMME & LEARNING OUTCOMES

				CO9: 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.
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PROGRAMME & LEARNING OUTCOMES

9	<i>Philosophical Analysis</i>	5	<i>SEC-3</i>	<p>CO1: Students will know the concept of linguistic analysis, distinguishing between the meaning of individual words and the meaning conveyed by sentences.</p> <p>CO2: They will know how context, syntax, and semantics interact to shape the meaning of sentences.</p> <p>CO3: By examining various theories students will develop a understanding of how language constructs meaning at both the word and sentence levels.</p> <p>CO4: Students will know the linguistic concept of ambiguity, theory of different types definations, connotation, vagueness in launguage.</p> <p>CO5: They will examine diffence between sentence and proposition and what are criteria for sentence meaning.</p> <p>CO6: Students will explore how the notion of concepts in shaping our understanding of truth, examining how different conceptual frameworks influence the interpretation and representation of reality.</p> <p>CO7: They will know what's truth and what it's role in knowledge and theory of truth such as correspondence, coherence.</p> <p>CO8: Students will know about what is the knowledge, justification of knowledge and three sufficient knowledge conditions.</p> <p>CO9: Students will examine different theories of the sources of knowledge, including empiricism, reason, authority, intuition, revelation, and faith.</p> <p>CO10: Students will be introduced and have interest about philosophy of language, and logic in Western philosophy for their further studies.</p>
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PROGRAMME & LEARNING OUTCOMES

10	<i>Tarkasāma</i> <i>(saptapadh)</i>	6	<i>DSE-</i> <i>2A/2B</i>	<p>This paper will offer the students a textual reading of the Sanskrit text Tarkasamgraha of Annambhatta. The text presents The ontology, Logic system and Epistemology of the Nyaya - Vaisesika. It deals with the seven categories of reality, known as Saptapadartha, which are :</p> <ol style="list-style-type: none">1. Substance (Dravya)2. Quality (Guna)3. Action (Karma)4. Generality (Samanya)5. Particularity (Vishesha)6. Intimate Relation (Samavaya) and7. Negation (Abhava) <p>The Course Outcomes of studying the Tarkasamgraha and its Saptapadartha are :</p> <p>CO1: Aims to teach students how to analyse the Sanskrit text in its original language.</p> <p>CO2: Students will obtain an accurate picture of Nyaya- Vaisesika Philosophy.</p> <p>CO3: Students are able to comprehend the four pramanas of Nyaya Philosophy in great depth.</p> <p>CO4: Grasp of Nyaya Logic and Epistemology's basic Tenets and techniques.</p> <p>CO5: The capacity to use Nyaya tools for analysis and evaluation of concepts and arguments.</p> <p>CO6: Growth of Indian Logical reasoning and critical thinking abilities.</p> <p>CO7: Application of Nyaya principles to discussions and challenges in the</p>
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PROGRAMME & LEARNING OUTCOMES

				contemporary issues and debates. CO8: Preparation for further study in Indian Philosophy or allied fields.
11	<i>Western Philosophy</i>	6	<i>GE-2</i>	<p>CO1: 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.</p> <p>CO2: 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.</p> <p>CO3: 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 words 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.</p>

PROGRAMME & LEARNING OUTCOMES

				<p>CO4: The students obtain the knowledge about the theories of causation. Our knowledge in the true sense consists however in discovery essential 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.</p> <p>CO5: 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.</p> <p>CO6: The students obtain 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 though 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.</p> <p>CO7: The syllabus covers both mechanistic and Emergent. Evolution from one</p>
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PROGRAMME & LEARNING OUTCOMES

				<p>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 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.</p>
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PROGRAMME & LEARNING OUTCOMES

12	<i>Philosophy of Human Rights</i>	of 6	<i>SEC-4</i>	<p>CO1: Comprehensive Understanding of Human Rights: By the end of the course, students will have a deep comprehension of the concept of human rights, including their definition, principles, and significance in contemporary society.</p> <p>CO2: Historical Perspective: Students will gain insight into the historical evolution of human rights from ancient civilizations to the present day, allowing them to appreciate the diverse cultural, political, and social contexts that have shaped the concept over time.</p> <p>CO3: Philosophical Foundations: Through the study of natural law theories proposed by thinkers like Thomas Hobbes and John Locke, students will develop a philosophical understanding of the inherent rights and freedoms of individuals and the role of governments in safeguarding these rights.</p> <p>CO4: Legal Frameworks and Constitutional Context: Students will acquire knowledge of legal frameworks related to human rights, with a specific focus on fundamental rights guaranteed by constitutions. The examination of the Indian Constitution will provide a practical understanding of how human rights principles are enshrined and protected within a specific legal context.</p> <p>CO5: Critical Thinking and Analysis: Throughout the course, students will engage in critical analysis of human rights concepts, theories, and legal principles, fostering the development of analytical skills necessary for evaluating complex ethical and</p>
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PROGRAMME & LEARNING OUTCOMES

			<p>legal issues related to human rights.</p> <p>CO6: Application and Advocacy: Armed with a comprehensive understanding of human rights, students will be equipped to advocate for the protection and promotion of human rights in various spheres of society, including legal, political, social, and humanitarian contexts.</p> <p>Overall, the outcomes of the syllabus aim to empower students with the knowledge, skills, and ethical awareness necessary to contribute positively to the advancement of human rights and social justice in their respective communities and beyond.</p>
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The University of Burdwan
Hiralal Bhakat College
B.A.(Hons.) in Political Science
Semester with Choice Based Credit System

Department of Political science Programme Specific Outcomes

PSO 1:Develop knowledge of theories, concepts, and research methods in humanities and social sciences.

PSO 2: Promote active citizenship and community engagement. Ability to understand the national development, informed awareness of issues and participate in civic life.

PSO 3: Understand the nature and developments in national and international politics .

PSO 4: Analyse the Indian constitutional provisions, major legislations and reforms.

PSO 5: Critically evaluate social, economic and political variables for a proper understanding of the plurality of Indian society

PSO 6: Develop knowledge of administrative studies with special reference to Indian administrative structures and practices.

PSO 7: Understand the issues and perspectives of environment context and sustainable development.

PSO 8: . To include among the learners humanitarian and national values such as non-violence, tolerance, justice, liberty, equality etc.

PSO 9: To spread political culture, literacy, philosophy and the concept of good citizenship.

COURSE OUTCOMES

SEMESTER – I

CC-1 : WESTERN POLITICAL THOUGHT: 6 credits

CO 1- Providing an insight into the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Plato and Aristotle;

CO 2- Examining the features of Medieval Political Thought.

CO 3- Evaluating the Renaissance; political thought of Reformation; and Machiavelli.

CO 4- Critically examining Hobbes contributions to the theory of Sovereignty; Hobbes as the founder of the science of materialist politics; Locke as the founder of Liberalism with focus on his views on natural rights, property and consent; and Rousseau's views on Freedom and Democracy;

CO 5- Taking an insight into the following: Hegel's views on Civil Society

CO 6- Explaining Dialectical Materialism and Historical Materialism with special reference to relationship between base and superstructure ; theory of class and class struggle ; theory of Revolution.

CC- 2 : POLITICAL THEORY : 6

CO1- Understand the nature and relevance of Political Theory

CO 2- Explaining nature and scope of Political Science. Discussing different Approaches: (a) Normative approach (b) Behavioural Approach (c) Marxist Approach.

CO 3- Analysing the concept of Sovereignty of the State. Discussing Monistic Theory, Pluralistic Theory, Doctrine of Popular Sovereignty.

CO4: Understand different concepts like liberty, equality.

CO 5- Evaluating the theories of the State:, Idealist theory, Liberal and Neo-liberal theory, Marxist theory and Gandhian theory.

GE -1 : WESTERN POLITICAL THOUGHT

CO 1- Providing an insight into the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Plato and Aristotle;

CO 2- Examining the features of Medieval Political Thought.

CO 3- Evaluating the Renaissance; political thought of Reformation; and Machiavelli.

CO 4- Critically examining Hobbes contributions to the theory of Sovereignty; Hobbes as the founder of the science of materialist politics; Locke as the founder of Liberalism with focus on his views on natural rights, property and consent; and Rousseau's views on Freedom and Democracy;

CO 5- Taking an insight into the following: Hegel's views on Civil Society

CO 6- Explaining Dialectical Materialism and Historical Materialism with special reference to relationship between base and superstructure ; theory of class and class struggle ; theory of Revolution.

SEMESTER – II

CC-3 : INDIAN POLITICAL THOUGHT: 6 credits

CO 1- Tracing the evolution of Indian political thought from ancient India to modern India.

CO2: Discuss the various ideologies as given by the thinkers.

CO 3- Analysing the nationalist thought of Raja Rammohun Roy.

CO 4- Assessing the nationalist thought of Bankim, Vivekananda and Tagore.

CC-4 : INDIAN GOVERNMENT AND POLITICS: 6 credits

CO 1- Introducing the Indian Constitution with a focus on the role of the Constituent Assembly and examining the essence of the the Preamble.

CO 2- Examining the Fundamental Rights and Duties of Indian citizens with a study of the significance and status of Directive Principles.

CO 3- Assessing the nature of Indian Federalism with focus on Union-State Relations.

CO 4- Critically analyzing the important institutions of the Indian Union: the Executive: President; Prime Minister, Council of Ministers; Governor, Chief Minister and Council of Ministers; The legislature: Rajya Sabha, Lok Sabha, Speaker, Committee System, State Legislature, The Judiciary: Supreme Court and the High Courts: composition and functions- Judicial Activism

CO 5- Looking at the Constitutional Amendment Procedure

CO 6- Evaluating the Electoral Process in India with focus on the Election Commission: Composition, Functions and Role .

GE -2 : POLITICAL THEORY : 6 credits

CO1- Understand the nature and relevance of Political Theory

CO 2- Explaining nature and scope of Political Science. Discussing different Approaches: (a) Normative approach (b) Behavioural Approach (c) Marxist Approach.

CO 3- Analysing the concept of Sovereignty of the State. Discussing Monistic Theory, Pluralistic Theory, Doctrine of Popular Sovereignty.

CO4: Understand different concepts like liberty, equality.

CO 5- Evaluating the theories of the State:, Idealist theory, Liberal and Neo-liberal theory, Marxist theory and Gandhian theory.

SEMESTER-III

CC-5 : COMPARATIVE POLITICS 6 Credits

CO1: The paper will equip students with an in-depth understanding of nature, and scope of comparative politics. The course will enhance student's understanding of comparative analysis both in developed and developing countries. The course will enable students in understanding historical context of modern state, constitutional development and their political economy with specific references; such as

capitalism as a case of reference to Britain, socialism with reference to China, colonialism. The course will develop analytical skills of students to discuss the contemporary debates on the changing nature of state in the context of globalization .

. CO 2- Exploring the Constitution of UK: salient features; the executive – the Crown, Prime Minister and cabinet; the legislature: House of Lords, House Commons, speaker and Committees; Party System in UK.

CO 3- Exploring the US Constitution: salient features; the executive: President; Legislature: Senate. House of Representative; Speaker; Judiciary: the composition and role of the Supreme Court; Bill of Rights; Party System.

CO 4- Making a comparative analysis of the following institutions of UK and USA: Legislature, Executive and party systems.

CO 5- Exploring the Chinese Constitution: salient features in the light of the General Principles; the Executive; Legislature; Judiciary; and the role of the Communist Party.

CC-6 : PUBLIC ADMINISTRATION - Basic Theories 6 Credits

CO 1- Explaining the nature, scope and evolution of Public Administration; Private and Public Administration; Principles of Scientific Management.

CO 2- Identify & explain the different phases in growth of study of public administration.

CO 3- Analysing the major Concepts in Public Administration. the Ecological approach; the Administrative Processes: decision making; communication and control; leadership; co-ordination.

CO 4- Tracing the Challenges in the discipline of Public Administration like New Public Administration (NPA); Comparative Public Administration (CPA) and Development Administration.

CO 5- Discussing Weberian and Marxian theories of bureaucracy.

CO 6-Analyze the major approaches and recent trends in Public Administration.

CC-7 : LOCAL GOVERNMENT IN INDIA 6 Credits

CO 1-Examining the Institutions of Local Self Government in India

CO 2- Assessing the relationship between the Citizen and Administration: Lokpal and Lokayukt.

CO 3- Understanding the concept of District Administration in India.

CO 4- Examining the Institutions of Financial Administration in India.

CO 5- Explaining the Planning and Planned Administration in India. Continuity and Change in Indian Administration.

GE-3: INDIAN POLITICAL THOUGHT: 6 Credits

CO 1-To underline themes and issues in political thought of modern India.

CO 2 - To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.

CO 3- To assess the relevance of political thought of modern India in understanding contemporary politics.

CO 4- Tracing the evolution of Indian political thought from ancient India to modern India.

CO 5- To know Contemporary Indian ideas: M.K. Gandhi's thoughts on the State, Swaraj, Satyagraha, etc.

CO 6- Vivekananda and Rabindranath Tagore's views on Nationalism and Internationalism.

CO 7- 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.

CO 8- To talk about Syed Ahmed Khan and Iqbal's perspectives on nationalism and colonialism.

CO 9- 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.

SEC-1 : Legislative Support 2 Credits

CO 1- Students learn about representational politics. And perceptions of representatives in Parliament and Legislative Assemblies are developed.

CO 2 -Students learn about how laws are made, and what they do, how people get help from laws, and the work of members of Parliament and Legislative Assemblies.

CO 3- Students read this topic to learn how the budget is prepared, and how it is passed in Parliament. And the Minister came to know about the functions of the Constabulary

SEMESTER-IV

CC-8 : INTERNATIONAL RELATIONS 6 Credits

CO 1- Explaining scope and subject matter of International Relations as an autonomous academic discipline.

CO 2- Approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model.

CO 3- Examining the issues of Underdevelopment, Terrorism, Regionalism and Integration that characterizes the Post second world war order.

CO 4- Studying the role of Diplomacy, Propaganda and Military capabilities in the making of foreign policy.

CO 5- Explaining certain basic concepts like Globalisation in contemporary world order.

CO 6- Describing the Cold War phases and understanding the post Cold War era.

CC-9 : SOCIOLOGY AND POLITICS 6 Credits

CO 1- Establishing State –society interrelationship.

CO 2- Discussing the approaches to the study of Political Culture. Evaluating the different agents of Political Socialization and their interrelationships.

CO 3- Classifying the different types of Political systems.the concepts of Power, Authority and Legitimacy in the context o society.

CO 4- Evaluating the concept and types of Political Participation.

CO 5- Examining social stratification through the index of class, caste and elite.

CO 6- Evaluating the impact of Religion on society.

CO 7- Relating Gender and Politics

CC-10 : INTERNATIONAL ORGANIZATIONS 6 Credits

CO 1- Evaluating the role of UN and assessing its relevance in future

CO 2-Studying the developments in third world countries in post world war II era like NAM: Relevance, ASEAN, SAFTA and SAARC, OPEC, OAU, NSG,

CO 3- Students learn about global trade and its politics. World Bank, IMF, and GATT have learned about this.

CO 4-Students learn how the GATT evolved into the WTO. And how developed countries of the world have spread their power over third-world countries by crossing this path.

CO 5-Students learned about the structure, procedures, and functions of the WTO. And what kind of impact it has had on third-world countries. And last but not least, he learned about the policy of the world's financial politics and which major powers are involved in it.

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GE-4: INDIAN GOVERNMENT AND POLITICS: 6 Credits

CO 1-Able to discuss the Indian Constitution, the significance of the Preamble, and the making of the Indian Constitution.

CO 2-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.

CO 3-Able to explain the Indian Federal Structure; Centre-State Relations, Legislative, and Administration.

CO 4-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.

CO 5-Able to assess the composition of the central and state governments; President, Vice President, Chief Minister, Cabinet, Governor, Chief Minister, etc.

CO 6-Able to Explain the Judiciary system in India; Judicial activism, Supreme Court, and High Courts-Composition and Function.

CO 7-Able to discuss the Indian Party systems and Electoral Process; Characteristics and nature of political parties, constitution, and functions of the Election Commission.

SEC-2 : Democratic Awareness Through Legal Literacy 2 Credits

CO 1-In this subject the students learned about the fundamental rights, fundamental, fundamental duties, and constitutional rights of the Constitution of India.

CO 2-Students will learn about the dowry system and sexual harassment. And students will know anti-terror.

CO 3-Students will learn about courts. And will know about criminal and civil courts. and learned about legal procedures for sexual harassment of minor girls. And people know about the court.

SEMESTER-V

CC-11 : SOCIAL MOVEMENTS IN INDIA 6 Credits

CO 1- Understand the bases and issues of social movements with context to change and transformation .

CO 2-. Understand the subject matter of social movements and its various theories

CO 3-Understand the gender inequality and aspects

CO 4 - Critique Human Rights Movements in India.

CC-12 : ELEMENTARY RESEARCH METHODS IN POLITICAL SCIENCE 6 Credits

CO1: Understand and apply the knowledge about research design and methods gained from the taught components to develop the dissertation project.

CO2: Discuss the ethical dimensions of research and obtain appropriate ethical approval if needed

CO3: Synthesize knowledge and skills previously gained and apply these to an in depth study

CO4: Establish links between theory and methods within your field of study

DSE-1 : SELECT COMPARATIVE POLITICAL THOUGHT 6 Credits

CO1- Providing an insight into the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Plato and Aristotle;

CO2- Critically examining Hobbes contributions to the theory of Sovereignty; Hobbes as the founder of the science of materialist politics; Locke as the founder of Liberalism with focus on his views on natural rights, property and consent; and Rousseau's views on Freedom and Democracy.

CO3- Tracing the evolution of Indian political thought from ancient India to modern India.

CO4- Discuss the various ideologies as given by the thinkers.

DSE - 2 :Democracy and Decentralized Governance6 Credits

CO1-Students learn about global trade and its politics. World Bank, IMF, and GATT have learned about this.

CO2-Students learn how the GATT evolved into the WTO. And how developed countries of the world have spread their power over third-world countries by crossing this path.

CO3-Students learned about the structure, procedures, and functions of the WTO. And what kind of impact it has had on third-world countries. And last but not least, he learned about the policy of the world's financial politics and which major powers are involved in it.

SEMESTER-VI

CC-13 : Indian Foreign Policy 6 Credits

CO 1- Explaining the determinants and features of Indian Foreign Policy.

CO 2- Students will be able to discuss the relations with Indian`s neighboring countries.

CO 3- analyses the neighboring countries of India's friendship agreement. •

CO 4- understanding about the Identify the history and general Information`s of Pakistan ,Nepal , Sri Lanka and Bangladesh.

CO 5- Understand the main Political, issues and polity of developing countries .

CC-14 : Contemporary Issues in India6 Credits

CO 1- Understand the theoretical roots of caste and social changes within it

CO 2-. Understand the sociological ideas regarding Indian social structures .

CO 3- Understand the caste structure, inequality and constitutional provisions .

CO 4- Understand the family structure, related issues viz dowry, domestic violence etc. 3. Understand the tribal`s problems and social change within them.

CO 5- Studying the process of interaction between society and politics in contemporary India- Caste, tribe and religion.

CO 6- Creating awareness about social movements and empowerment related to

DSE-3 : Local Government in West Bengal

CO 1-Students learned about local governance in this subject. and learned about its function in Panchayat Raj governance. And learned about the Panchayat Act 1973.

CO 2-Students got to know well about West Bengal Municipal Act 1993. And students learned about S.C. and S.T.reservations in local government elections. Students learned about the economic linkages of state and local governments.

DSE-4 : Political Economy Of International Relations 2 Credits

CO 1-Studying the developments in third world countries in post world war II era like NAM: Relevance, ASEAN, SAFTA and SAARC, OPEC, OAU, NSG,

CO 2- Students learn about global trade and its politics. World Bank, IMF, and GATT have learned about this.

CO 3-Students learn how the GATT evolved into the WTO. And how developed countries of the world have spread their power over third-world countries by crossing this path.

CO 4-Students learned about the structure, procedures, and functions of the WTO. And what kind of impact it has had on third-world countries. And last but not least, he learned about the policy of the world's financial politics and which major powers are involved in it.

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PSO 1:Develop knowledge of theories, concepts, and research methods in humanities and social sciences.

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PSO 3: Understand the nature and developments in national and international politics .

PSO 4: Analyse the Indian constitutional provisions, major legislations and reforms.

PSO 5: Critically evaluate social, economic and political variables for a proper understanding of the plurality of Indian society

PSO 6: Develop knowledge of administrative studies with special reference to Indian administrative structures and practices.

PSO 7: Understand the issues and perspectives of environment context and sustainable development.

PSO 8: . To include among the learners humanitarian and national values such as non-violence, tolerance, justice, liberty, equality etc.

PSO 9: To spread political culture, literacy, philosophy and the concept of good citizenship.

COURSE OUTCOMES

SEMESTER – I

CC -1A : WESTERN POLITICAL THOUGHT : 6 Credits

CO 1- Providing an insight into the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Plato and Aristotle;

CO 2- Examining the features of Medieval Political Thought.

CO 3- Evaluating the Renaissance; political thought of Reformation; and Machiavelli.

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CO 5- Taking an insight into the following: Hegel's views on Civil Society

CO 6- Explaining Dialectical Materialism and Historical Materialism with special reference to relationship between base and superstructure ; theory of class and class struggle ; theory of Revolution.

SEMESTER – II

CC – 1B : POLITICAL THEORY: 6 credits

CO1- Understand the nature and relevance of Political Theory

CO 2- Explaining nature and scope of Political Science. Discussing different Approaches: (a) Normative approach (b) Behavioural Approach (c) Marxist Approach.

CO 3- Analysing the concept of Sovereignty of the State. Discussing Monistic Theory, Pluralistic Theory, Doctrine of Popular Sovereignty.

CO4: Understand different concepts like liberty, equality.

CO 5- Evaluating the theories of the State:, Idealist theory, Liberal and Neo-liberal theory, Marxist theory and Gandhian theory.

SEMESTER-III

CC – 1C : INDIAN POLITICAL THOUGHT 6 credits

CO 1-To underline themes and issues in political thought of modern India.

CO 2 - To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.

CO 3- To assess the relevance of political thought of modern India in understanding contemporary politics.

CO 4- Tracing the evolution of Indian political thought from ancient India to modern India.

CO5: Discuss the various ideologies as given by the thinkers.

CO 6- Analysing the nationalist thought of Raja Rammohun Roy.

CO 7- Assessing the nationalist thought of Bankim, Vivekananda and Tagore.

SEC - 1 : LEGISLATIVE PRACTICES AND PROCEDURES 2 Credits

CO 1-To help students in understanding the practical approaches to legislative practices and procedures,

CO2- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,

CO 3-To enable students to have an understanding of the importance of Parliamentary Committees,

CO 3-To make students learn about the basic functioning of Parliament.

SEMESTER-IV

CC – 1D : INDIAN GOVERNMENT AND POLITICS6 credits

CO 1- Introducing the Indian Constitution with a focus on the role of the Constituent Assembly and examining the essence of the the Preamble.

CO 2- Examining the Fundamental Rights and Duties of Indian citizens with a study of the significance and status of Directive Principles.

CO 3- Assessing the nature of Indian Federalism with focus on Union-State Relations.

CO 4- Critically analyzing the important institutions of the Indian Union: the Executive: President; Prime Minister, Council of Ministers; Governor, Chief Minister and Council of Ministers; The legislature: Rajya Sabha, Lok Sabha, Speaker, Committee System, State Legislature, The Judiciary: Supreme Court and the High Courts: composition and functions- Judicial Activism

CO 5- Looking at the Constitutional Amendment Procedure

CO 6- Evaluating the Electoral Process in India with focus on the Election Commission: Composition, Functions and Role .

SEC-2 : Environmental Awareness 2 Credits

CO 1- To create public awareness towards environmental importance.

CO2- To control of environmental pollution like, Water, Air and Noise etc.

CO3- To conserve natural resources like, Land, Forest and Water etc.

CO 4-To find out the course of Social and Environmental Problems.

CO 5- To protect the Forest, wild life, and natural resources by environmental conservation laws.

SEMESTER-V

DSE -1A : SELECT COMPARATIVE POLITICAL THEORIES

CO 1- Providing an insight into the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Plato and Aristotle;

CO 2- Critically examining Hobbes contributions to the theory of Sovereignty; Hobbes as the founder of the science of materialist politics; Locke as the founder of Liberalism with focus on his views on natural rights, property and consent; and Rousseau's views on Freedom and Democracy.

CO3: Tracing the evolution of Indian political thought from ancient India to modern India.

CO4: Discuss the various ideologies as given by the thinkers.

SEC-3 : Democratic Awareness Through Legal Literacy 2

CO1- Be aware of the institutions that comprise the legal system – the courts, police, jails and the system of criminal justice administration

CO2- Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation

CO3- Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons

GE-1 : INDIAN POLITICAL THOUGHT 6 Credits

CO 1-To underline themes and issues in political thought of modern India.

CO 2 - To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.

CO 3- To assess the relevance of political thought of modern India in understanding contemporary politics.

CO 4- Tracing the evolution of Indian political thought from ancient India to modern India.

CO5: Discuss the various ideologies as given by the thinkers.

CO 6- Analysing the nationalist thought of Raja Rammohun Roy.

CO 7- Assessing the nationalist thought of Bankim, Vivekananda and Tagore.

SEMESTER-VI

DSE-1B : Understanding Globalization 6 Credits

_CO 1-To enable students to understand how to approach a wide range of important global political and economic policy problems and participate in public policy debates on the crucial issues facing the world today.

CO 2- To have knowledge of the essential theoretical assumptions underlying globalization's conceptual frameworks and their relationships to policy interventions.

CO 3-To demonstrate elementary knowledge of major issues and subject-matters surrounding globalization that decides the international relations- political, economic and security relations- among the nations.

SEC-4 – Human Rights Education 2 Credits

CO-1 Examine the role played by civil society toward Human Rights.

CO-2 Assess the various human rights violation issues in India.

CO-3 Examine the role played by United Nations Organisation in promoting and protecting Human Rights.

CO 1- Introducing the Indian Constitution with a focus on the role of the Constituent Assembly and examining the essence of the the Preamble.

CO 2- Examining the Fundamental Rights and Duties of Indian citizens with a study of the significance and status of Directive Principles.

CO 3- Assessing the nature of Indian Federalism with focus on Union-State Relations.

CO 4- Critically analyzing the important institutions of the Indian Union: the Executive: President; Prime Minister, Council of Ministers; Governor, Chief Minister and Council of Ministers; The legislature: Rajya Sabha, Lok Sabha, Speaker, Committee System, State Legislature, The Judiciary: Supreme Court and the High Courts: composition and functions- Judicial Activism

CO 5- Looking at the Constitutional Amendment Procedure

CO 6- Evaluating the Electoral Process in India with focus on the Election Commission: Composition, Functions and Role .

GE - 2 : INDIAN GOVERNMENT AND POLITICS: 6 credits

CO 1- Introducing the Indian Constitution with a focus on the role of the Constituent Assembly and examining the essence of the the Preamble.

CO 2- Examining the Fundamental Rights and Duties of Indian citizens with a study of the significance and status of Directive Principles.

CO 3- Assessing the nature of Indian Federalism with focus on Union-State Relations.

CO 4- Critically analyzing the important institutions of the Indian Union: the Executive: President; Prime Minister, Council of Ministers; Governor, Chief Minister and Council of Ministers; The legislature: Rajya Sabha, Lok Sabha, Speaker, Committee System, State Legislature, The Judiciary: Supreme Court and the High Courts: composition and functions- Judicial Activism

CO 5- Looking at the Constitutional Amendment Procedure

CO 6- Evaluating the Electoral Process in India with focus on the Election Commission: Composition, Functions and Role .



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) under CBCS 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.

Course Outcomes

BA Programme in Physical Education

Semester	Course Type	Course Title	Course Outcomes
1 st Sem	CC-1A/2A	Foundation and History of Physical Education	<ul style="list-style-type: none"> • Physical education fundamentals, as well as its significance and application in contemporary India, will be taught to the students. • Through games and sports, students will learn about the psychological and sociological ideas, theories, and tactics that relate to physical exercise and how they affect integration on a national and worldwide scale. • The history of physical education in India will be covered, and students will practice all of the main Olympic lifts. It will be possible for students to recognize the jargon used in Olympic lifting. • The kids will practically perform a Surya Namaskara and discover how Marching Drills and Calisthenics contribute to the development of fitness.
2 nd Sem	CC-1B/2B	Management of Physical Education and Sports	<ul style="list-style-type: none"> • Students will get an understanding of the fundamentals of management and sports management during this semester. • The essential athletic abilities and methods needed for intercollegiate competition will be taught to the pupils. • For the demands of intercollegiate competition, the student athletes will be well-conditioned. • They will exhibit the information, abilities, and tactics needed to

			<p>take part in intercollegiate athletics and games.</p> <ul style="list-style-type: none"> • Additionally, the students will learn how to oversee sporting events.
3 rd Sem	CC-1C/2C	Anatomy, Physiology and Exercise Physiology	<p>In this paper, students will explore the fundamentals of anatomy, physiology, and exercise physiology. They will also apply this information to motions and activities and examine how sports and other activities affect the body's systems and organs.</p>
	SEC-1	Track and Field	<p>Students will demonstrate how to conduct track and field events; they will also learn the regulations regulating these activities, how to set out and mark the track, and how to officiate them.</p>

4 th Sem	CC-1D/2D	Health Education, Physical fitness and Wellness	<ul style="list-style-type: none"> • Students will learn how to live a clean and healthy life from this paper. • Additionally, the children will learn the information and exhibit the abilities needed to participate in physical activity safely. • Students will build an informed and individualized approach to mental and physical health by using fundamental concepts of wellness and health.
			equipment and control of all sports related issues.

	SEC-2	Yogasana and Gymnastics	<ul style="list-style-type: none"> • In this course, the students will learn gymnastics and yoga. • They will exhibit the fundamental abilities needed for yoga poses, such as balance, coordination, strength, and flexibility. They will also exhibit the capacity to execute a variety of yoga poses and combinations, comprehend and put fundamental sequencing knowledge to use, and lead a group of people effectively. • Gymnastics will help you gain confidence in your basic moves. Students will engage in exercises such as rolling, sliding, jumping, and traversing over, under, and on machinery. The student's gross motor abilities and coordination will improve as a result.
5 th Sem	DSE-1	Sports Training	<ul style="list-style-type: none"> • Here, students will learn how to use scientific sports training to get ready for specific sports. Their performance will progressively improve as a result of this sports training that will improve their fitness. • Students who participate in sports training will learn the fundamentals of lifetime fitness. The intermediate ideas, concepts, and principles of strength and speed training and conditioning will be recognized and explained by the students.
			Students will design and apply intermediate level exercises to develop a safe and progressive

		program to improve strength and conditioning.
SEC-3	Indian Games & Racket Games	<ul style="list-style-type: none"> • Students will exhibit the information, abilities, and tactics needed to play racket games. • Show that you are capable of using both attacking and defensive tactics in singles and doubles. Apply and make use of your understanding of the vocabulary, scoring guidelines, and rules of racquet sports. • Show off your excellent sportsmanship and court manners.
GE-1	Modern Trends and Practices in Physical Education Exercise Sciences	<ul style="list-style-type: none"> • Students will have an understanding of the fundamentals of physical education. Additionally, they will study motor and physical fitness. • Through games and sports, students will learn biological, psychological, and sociological ideas, principles, and tactics that relate to physical activity and how they affect integration on a national and worldwide level. • The history of physical education in India will be taught to the students, who will also execute all of the main Olympic lifts. The terminologies will be recognized by the students. • Students that study Exercise Sciences are better able to appreciate Exercise Physiology. It also describes how exercise affects the respiratory, circulatory, and muscular systems.

6 th Sem	DSE-2	Psychology in Physical Education and Sports	<ul style="list-style-type: none"> • Develop and implement health, exercise, and psychological concepts in a way that is relevant to human performance. • Develop, carry out, and assess psychological research questions. • Effectively communicate both orally and in writing for a variety of audiences and forms. • Describe the main psychological stances. (For instance, behavioral, cognitive, social, biological, etc.)
	SEC-4	Ball Games	<ul style="list-style-type: none"> • Students will exhibit the information, abilities, and tactics needed to play ball games. • The kids discover that playing with balls enhances one's motor abilities, timing, and hand-eye coordination—all of which are critical aspects of a toddler's developmental trajectory. The abilities that students develop via ball play will be crucial when they go on to cooperative and competitive play.

	GE-2	Health Education and Test & Measurements in Physical Education	<ul style="list-style-type: none"> • Students will learn how to live a clean and healthy life from this paper. • Additionally, the children will learn the information and exhibit the abilities needed to participate in physical activity safely. • Students will build an informed and individualized approach to mental and physical health by using fundamental concepts of wellness and health. • Students will learn the concept of BMI, LBM & Somatotype etc.
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Programme Outcome on Environmental Studies (CBCS/Old Part-III), The Department of Environmental Studies/Science

Course:Envs/AECC-1

Course Title: The Fundamental of Environmental Studies

Environmental studies subject is compulsory for all students of UG programme. In order to ensure that the earth is the only habitat for human beings, the study of Environmental Studies has been made compulsory in the UG curriculum. As a result, students of all streams are developing a clear understanding of the environment and taking an important role in protecting the environment.

Students of all departments are creating awareness about the environment and to make a positive impact on Environmental Conservation.

Course Outcome on Environmental Studies (CBCS/Old Part -III), The Department of Environmental Studies/Science

Course: Envs/ AECC-1

Course Title: The Fundamental of Environmental Studies

The course outcomes are given below:

*Students will be able to understand the Fundamental of Environmental studies.

*Students will be able to understand Environment and its components.

*The course to create knowledge on Environmental issues like Environmental pollution, Global warming, Greenhouse Effect, Global Climate Change etc.

*To create awareness on Environmental problems.

*To understand how human beings interact with Nature.

*To create a sound knowledge on the importance of Environment and its Components with application of multi disciplinary approach.

*Students will be able to recognize and integrate the local Environmental Issues, Cross-cultural and multidisciplinary nature of Environmental problems in analyses and solutions.

*The project work on local Environmental problems help students to create knowledge on Local Environmental issues & problems.

*Students will be able to understand the safeguard of Environment and its Components.

*Environmental studies, compulsory subject for students of all departments to create a clear understanding of the Environment and to take initiatives to protect the Environment for future generations.



Hiralal Bhakat College

Nalhati, Birbhum

Details of Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs)

Department: Mathematics
Program Name: B.Sc (General) under CBCS of BU

Program Outcomes (POs)

PO1: Students will acquire a scientific temperament.

PO2: Students will gain fundamental practical skills and technical understanding along with domain knowledge of different disciplines in the science stream.

PO3: Students will be equipped fundamental knowledge required for advanced higher studies, professional and applied courses such as Management Studies, Law etc.

PO4: Students will learn about a variety of social and environmental challenges and be able to tackle them with a solution-focused mindset.

PO5: Students who pass all competitive exams in India go on to pursue academic careers and further study.

Program Specific Outcomes (PSOs)

PSO1: A student should be able to recollect fundamental mathematical concepts and should be able to display knowledge of conventions such as notations, terminology.

PSO2: A learner should be able to follow the patterns involved in mathematical reasoning and get a relational comprehension of mathematical concepts and related structures.

PSO3: In mathematics, a student should be able to do an objective analysis and forecast of quantitative data.

PSO4: A student should be able to analyze a problem, and identify and define the mathematical approaches required for its solution.

PSO5: It should be possible for a student to construct and formulate mathematical arguments and models, as well as gain solid knowledge and comprehension in more complex areas of mathematics.

PSO6: A student should be able to work both independently and cooperatively in group projects and team building exercises.

PSO7: A student should possess the mathematical aptitude, problem-solving abilities, artistic ability, and communication skills required for a variety of career paths.

Course Outcomes (COs)

Semester	Course Type	Course Title & Code	Course Outcomes (COs)
1 st Semester	CC	Differential Calculus (BMG1CC1A)	Students will be able to <ul style="list-style-type: none"> * conceptualize the basic concepts on limit, continuity and derivatives of function. * apply notion of derivative in mean value theorem and also in higher order derivatives * determine the equations of tangents, normal, asymptotes and to be able to find the tracing of curves.
2 nd Semester	CC	Differential Equations (BMG2CC1B)	Students will be able to <ul style="list-style-type: none"> * check the exactness of differential equations and be able to solve them. * solve higher order linear as well as homogeneous differential equations. * find general solution of simultaneous differential equations. * find order, degree and be capable to classify the linearization of PDEs * solve first order partial differential equation using Lagrange's and Charpit's methods.
3 rd Semester	CC	Real Analysis (BMG3CC1C)	Students will be able to <ul style="list-style-type: none"> * learn about the real sets, different properties, theorems on set theory. * study the convergence of sequence and infinite series of real numbers using various theorems and rules. * use the concept on sequence of function and series of function and their convergence.
	SEC	Logic and sets (BMG3SEC11)	Students will be able to <ul style="list-style-type: none"> * understand the concept of logic and formulate the different logical propositions. * apply the idea of logical equivalences, predicates and quantifiers. * gather the knowledge on set theory and applications of properties. * know the concept of different types of relations and theorems.
		Analytical Geometry (BMG3SEC12)	Students will be able to <ul style="list-style-type: none"> * sketch the different types of curves. * classify the characteristics of general equation of second degree. * illustrate of graphing standard quadratic surfaces.
		Integral Calculus (BMG3SEC13)	Students will be able to <ul style="list-style-type: none"> * determine the value of integrals using different formula. * use the methods of reduction formula for integrals. * determine areas, volumes and surfaces of curves in plane.

Semester	Course Type	Course Title & Code	Course Outcomes (COs)
4 th Semester	CC	Algebra (BMG4CC1D)	<p>Students will be able to</p> <ul style="list-style-type: none"> * learn fundamental properties and mathematical tools such as closure, associative, identity, inverse and commutative. * study the definition, theorems and properties on Cyclic, Z_n, $U(n)$, $GL_n(n, R)$ etc groups. * know the various theorems and properties of subgroups, Cyclic subgroups, Cosets, normal subgroups etc. * understand the structure of ring, field with their properties and theorems.
	SEC	Vector Calculus (BMG4SEC21)	<p>Students will be able to</p> <ul style="list-style-type: none"> * apply the differentiation of vector functions and their properties * learn about Gradient, divergence and curl on vector function.
		Theory of equations (BMG4SEC22)	<p>Students will be able to</p> <ul style="list-style-type: none"> * understand the general properties of polynomials and equations. * apply Descartes's rule of sign for finding roots. * discuss the symmetric functions and their applications * solve reciprocal and binomial equations. * use the properties of derived functions.
		Number Theory (BMG4SEC23)	<p>Students will be able to</p> <ul style="list-style-type: none"> * learn about the problem of linear Diophantine equation, prime counting function, statement of prime number theorem etc. * understand on number theoretic functions, sum and number of divisors, totally multiplicative functions, definition and properties of the Dirichlet product, the Mobius Inversion formula, the greatest integer function, Euler's phi-function.
5 th Semester	DSE	Matrices (BMG5DSE1A1)	<p>Students will be able to</p> <ul style="list-style-type: none"> * learn the definitions, operations, properties of real matrices. * determine the rank of matrices and solutions of linear homogeneous and non-homogeneous equations using properties of matrices. * find eigenvalues, eigenvectors and their characteristics.
		Mechanics (BMG5DSE1A2)	<p>Students will be able to</p> <ul style="list-style-type: none"> * find the conditions of equilibrium of a particle and of coplanar forces acting on rigid body. * study the problems on Work, Power and energy of particle. * understand the law of centre of force and harmonic motion of particle.

Semester	Course Type	Course Title & Code	Course Outcomes (COs)
5 th Semester		Linear Algebra (BMG5DSE1A3)	<p>Students will be able to</p> <ul style="list-style-type: none"> * understand the algebraic structure of vector space, subspaces, linear combinations, basis and dimensions and their properties. * learn the rules of linear transformations, rank and nullity of linear transformation. * use the concept of dual space, double dual, isomorphism and their theorems.
	SEC	Probability and Statistics (BMG5SEC31)	<p>Students will be able to</p> <ul style="list-style-type: none"> * apply the concept of probability and theorems in different real life problems. * understand the different probability distribution functions. * apply the concept of mathematical expectations, moments, moment generating function and characteristic functions. * learn about joint cumulative distribution functions and properties.
		Mathematical Finance (BMG5SEC32)	<p>Students will mainly be able to</p> <ul style="list-style-type: none"> * study the basic principle of arbitrage and risk aversion. * understand the interest, inflation, net present value bonds, and return. * compare of NPV and IRR. * design portfolio, portfolio return and diversification.
		Mathematical Modeling (BMG5SEC33)	<p>Students will be able to</p> <ul style="list-style-type: none"> * apply the concept of modeling on mixture problem, free damped motion, electric circuit problems etc. * construct and analyze the models on traffic flow. * understand the law of convection and conduction of heat in solid.

Semester	Course Type	Course Title & Code	Course Outcomes (COs)
6 th Semester		Complex Analysis (BMG6DSE1B2)	<p>Students will be able to</p> <ul style="list-style-type: none"> * learn the definition, basic properties of complex numbers, and complex functions and its geometrical interpretation. * apply the theorems on limit, continuity and derivatives of complex functions. * use the concept of analytic function and its applications in different problems. * understand the application of Cauchy Integral formula, Cauchy-Goursat integral formula and contour integrals.
		Linear Programming (BMG6DSE1B3)	<p>Students will be able to</p> <ul style="list-style-type: none"> * construct real life problems to mathematical models and its applications * calculate optimal solution of LPP using graphical methods and simplex methods. * formulate the dual problem of LPP and to use its properties.
	SEC	Boolean Algebra (BMG6SEC41)	<p>Students will be able to</p> <ul style="list-style-type: none"> * learn basic properties on ordered set, duality principle, lattices as ordered set, lattices as algebraic structure and homomorphism. * study the structure of Boolean algebra, properties. * apply Quinn-McCluskey method, Karnaugh diagram and switching circuits.
		Transportation and Game Theory (BMG6SEC42)	<p>Students will be able to</p> <ul style="list-style-type: none"> * solve the transportation problem by north-west corner method, least corner method and Vogel's approximation method. * determine the cost matrix of assignment problem using Hungarian method. * apply of basic ideas of Game theory and determine the value of two-person zero sum game by mixed strategy etc.
		Graph Theory (BMG6SEC43)	<p>Students will mainly be able to</p> <ul style="list-style-type: none"> * define basic properties of graph theory. * identify various graphs: pseudo graphs, complete graph, weighted graph etc. * solve travelling salesman problems. * apply the algorithm of Dijkstra's algorithm and Floyd-Warshall algorithm.

Mapping of Program Specific Outcomes (PSOs) & Course Outcomes (COs)

CO details	Program Specific Outcomes (PSOs) details						
Course Title	PSO1 (A student should be able to recollect fundamental mathematical concepts and should be able to display knowledge of conventions such as notations, terminology.)	PSO2 (A learner should be able to follow the patterns involved in mathematical reasoning and get a relational comprehension of mathematical concepts and related structures.)	PSO3 (In mathematics, a student should be able to do an objective analysis and forecast of quantitative data.)	PSO4 (A student should be able to analyze a problem, and identify and define the mathematical approaches required for its solution.)	PSO5 (It should be possible for a student to construct and formulate mathematical arguments and models, as well as gain solid knowledge and comprehension in more complex areas of mathematics.)	PSO6 (A student should be able to work both independently and cooperatively in group projects and team building exercises.)	PSO7 (A student should possess the mathematical aptitude, problem-solving abilities, artistic ability, and communication skills required for a variety of career paths.)
Differential Calculus	✓		✓	✓		✓	
Differential Equations	✓	✓		✓	✓		✓
Real Analysis	✓	✓	✓	✓		✓	✓
Logic and sets	✓		✓		✓		✓
Analytical Geometry	✓	✓		✓		✓	✓
Integral Calculus	✓		✓	✓	✓	✓	
Algebra	✓	✓	✓		✓		✓
Vector Calculus	✓	✓		✓		✓	
Theory of equations	✓		✓		✓		✓
Number Theory	✓	✓		✓	✓		✓
Matrices	✓	✓	✓		✓	✓	
Mechanics	✓		✓		✓		✓
Linear	✓	✓		✓		✓	

Course Title	PSO1 (A student should be able to recollect fundamental mathematical concepts and should be able to display knowledge of conventions such as notations, terminology.)	PSO2 (A learner should be able to follow the patterns involved in mathematical reasoning and get a relational comprehension of mathematical concepts and related structures.)	PSO3 (In mathematics, a student should be able to do an objective analysis and forecast of quantitative data.)	PSO4 (A student should be able to analyze a problem, and identify and define the mathematical approaches required for its solution.)	PSO5 (It should be possible for a student to construct and formulate mathematical arguments and models, as well as gain solid knowledge and comprehension in more complex areas of mathematics.)	PSO6 (A student should be able to work both independently and cooperatively in group projects and team building exercises.)	PSO7 (A student should possess the mathematical aptitude, problem-solving abilities, artistic ability, and communication skills required for a variety of career paths.)
Probability and Statistics	✓		✓	✓	✓		
Algebra	✓	✓		✓		✓	✓
Mathematical Finance	✓	✓	✓			✓	✓
Mathematical Modeling	✓		✓	✓	✓		✓
Numerical Methods	✓	✓	✓		✓		✓
Complex Analysis	✓	✓		✓	✓	✓	
Linear Programming	✓		✓		✓		✓
Boolean Algebra	✓	✓		✓		✓	✓
Transportation and Game Theory	✓		✓		✓		✓
Graph Theory	✓	✓		✓		✓	✓



Hiralal Bhakat College

Nalhati, Birbhum

Details of Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs)

Department: Physics
Program Name: B.Sc (General) under CBCS of BU

Program Outcomes (POs)

PO1: Students will acquire a scientific temperament.

PO2: Students will gain fundamental practical skills and technical understanding along with domain knowledge of different disciplines in the science stream.

PO3: Students will be equipped fundamental knowledge required for advanced higher studies, professional and applied courses such as Management Studies, Law etc.

PO4: Students will learn about a variety of social and environmental challenges and be able to tackle them with a solution-focused mindset.

PO5: Students who pass all competitive exams in India go on to pursue academic careers and further study.

Program Specific Outcomes (PSOs)

PSO1.

The students will acquire a scientific knowledge of the fundamental principles of Physics through study of Classical Mechanics, Electromagnetic Theory, Optics, Heat and Thermodynamics, Statistical Mechanics, Solid State Physics, Nuclear Physics, Modern Physics, Quantum Mechanics and other areas of Physics.

PSO2.

The students will learn use of appropriate level of technology for : a) experimental design and implementation, b) analysis of experimental data, and c) numerical and mathematical methods in problem solving, d) different computational techniques and apply them for experimental data analysis and solving theoretical problems.

PSO3.

The students will acquire a fair amount of computational skill using open source software packages such as Gnuplot, Python, Numpy, Scipy, Matplotlib, Matlab, LaTeX , Arduino IDE etc. in both Linux and Windows platform. This will not only prepare them for higher studies or research in any branch of Physics but also make them ready for various kind of job in IT sector and other industries.

PSO4.

The students will learn effective communication skill to present their knowledge of physics from basic concepts to specific advanced areas in the form of preparation of laboratory note book, project work, seminar presentation, poster presentation, wall magazines, models and other modes.

PSO4.

The students will learn to work independently as well as a group during laboratory sessions, projects and student seminars.

PSO5.

Students will get academic exposure through the various Internships offered by reputed National Research Institutes during their UG tenure. They will be able to utilize the small summer/ winter recesses through their involvement in small projects under careful guidance of reputed faculties and may get the flavor of the current trend of research.

PSO6.

The student will acquire a purposeful knowledge of scientific literature and ethical issues related to physics

Course Outcomes (COs)

Semester	Course Type	Course Title & Code	Course Outcomes (COs)
1 st Semester	CC	Mechanics (Theory) (BPG1CC2A)	This course will be offered to students of Chemistry, Mathematics, Computer Science & Statistics Honours as per their choice. The students will learn the basic mathematical tools like vectors analysis, calculus of vectors, differential equations etc. to get an entry into Mechanics, Gravitation and the studies of General properties of Matter. These will help the students to carry on higher studies in interdisciplinary fields.
		Mechanics (Practical)	In this laboratory course, the students will learn the verification of some known parameters like acceleration due to gravity, determination of moment of inertia of rotating objects and determination of some elastic constants of matter.
2 nd Semester	CC	Electricity & Magnetism (Theory) CC2B	The students will learn fundamental properties of charged particles and electric fields in this course. This course will also give students an understanding of the phenomena of electricity, magnetism, electromagnetic induction and electrical circuits which are extremely essential for higher studies in physics and also important for various engineering applications. This course builds the basis for studying more advanced topics in electromagnetic theory.
	CC	Electricity & Magnetism (Practical)	The students will strengthen their skill of experimental work in this course. They will be familiar with various electrical components, power supply, multimeter and various other measuring instruments. They will be able to perform experiments on various topics of electricity and magnetism in this course. They will learn about precautions to be taken during performing an experiment and will be able to identify different sources of error. They will also learn how to analyze experimental data.
3 rd Semester	CC	Thermal Physics and Statistical Mechanics (Theory)	A very important course particularly for the students of Chemistry Honours. This will pave the way to understand the basic laws of nature which are inbuilt in the laws of Thermodynamics. The other aspects like kinetic theory of gas, the distribution of radiation energy are also covered in this course. The course is further extended to understand Statistical Mechanics which is relevant to study Thermodynamics analytically.
	SEC	Thermal Physics and Statistical Mechanics (Practical)	In this course the student will perform different experiments on heat and thermodynamics. This laboratory course will further enrich their experimental skill learned so far.
	CC	Renewable energy	The student expected to learn not only the theories of the renewable sources of energy but also hand on experiences

Semester	Course Type	Course Title & Code	Course Outcomes (COs)
4 th Semester	CC	Waves and Optics (Theory)	The students will gain basic knowledge about vibration, wave motion and wave theory of light. Study of classical harmonic oscillator and wave propagation in vacuum and material media, and phenomena of interference and diffraction of light are important for further progress to more advanced topics of Physics.
	CC	Waves and Optics (Practical)	In this laboratory course the students will be acquainted with spectrometer, a very important optical instrument and some other optical instruments like Fresnel's biprism and Newton's ring experiment. They will learn how to level a spectrometer and how to take readings from it. They will also be familiar with various light sources used in physics laboratory. They will be able to determine some well known physical quantities like refractive index etc. by performing laboratory work.
	SEC	Weather Forecasting (theory)	After the completion of the course the student will acquire necessary skills and hand-on experience atmosphere, weather, weather forecasting etc.
5 th Semester	DSE	Elements of Modern Physics (theory)	The students will be introduced to the fascinating world of quantum physics in this course. One cannot have any other tool except this branch to probe the physics in the micro world. The students will become familiar with the mathematical tools and their physical implications and have a good practice in solving problems using those tools. The students will learn basics of nuclear structure, radioactivity, nuclear fission & fusion. They will also learn fundamental principle of Laser and its applications in this course. This course is extremely important from theoretical as well as application point of view..
		Elements of Modern Physics(Practical)	This laboratory course will introduce the students to some advanced level experiments. The students will learn to determine value of Planck's constant, study of photoelectric effect, verification of Stefan's law of radiation, determination of e/m of electron and behaviour of tunnel diode harmonic motion of particle.
	DSE	Nuclear and Particle Physics	The students of UG level will get the first lesson of Nuclear Physics in this topic. The contents are very important from the viewpoints of both theory and applications. Since it is very difficult to set up Nuclear Physics Laboratory at the UG level, the students are taught very carefully so that they may get the necessary inputs to carry on the study in Masters and in the Research level in reputed national and International
	SEC	Computational Physics (theory)	After the completion of the course the student will acquire algorithms and flow chart, scientific programming , control statement etc.

Semester	Course Type	Course Title & Code	Course Outcomes (COs)
6 th Semester	DSE	Digital Electronics (theory)	This topic intends to make the students familiar with the digital world. Starting from the introductory ideas of ICs, fundamental Gates and different number systems, the topic in steps is extended to implementation of different logic circuits. The students will be familiar with the basics of hardware; learn Counters, Registers, Flip-Flops, Data Processing Circuits and Computer Organization.
		Digital Electronics (Practical)	This course will give the students hand on training of fabrication of the basic electronic components like different Gates, Flip-Flops, Shift Registers, Multiplexers using standard ICs.
	DSE	Quantum Mechanics (Theory)	The already introduced Quantum Mechanics finds application in this course and hence this is the appropriate course to introduce Atomic Physics so that the students get continuity in their progress. Student will also learn the behaviour of atoms in magnetic and electric field. This course is essential for progress to higher studies and research career in physics.
		Quantum Mechanics (Practical)	The student will learn some advanced computational techniques and applying them to solve various problems related to quantum mechanics using Python in this course.
	SEC	Electrical circuit and network skills	After the completion of the course the student will acquire necessary skills and hand-on experience on multimeter, volt meter ammeter, electrical circuit etc.

HIRALAL BHAKAT COLLEGE

Nalhati, Birbhum,



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



Department: Computer Science
Program Name: B.Sc (General) under CBCS of BU

Program Outcomes (POs)

PO1: Students will acquire a scientific temperament.

PO2: Students will gain fundamental practical skills and technical understanding along with domain knowledge of different disciplines in the science stream.

PO3: Students will be equipped fundamental knowledge required for advanced higher studies, professional and applied courses such as Management Studies, Law etc.

PO4: Students will learn about a variety of social and environmental challenges and be able to tackle them with a solution-focused mindset.

PO5: Students who pass all competitive exams in India go on to pursue academic careers and further study.

PO6: Students will be imbued with ethical values and social concerns to ensure peaceful society.

PO7: Students will be able to comprehend the basic concepts learnt and apply in real life situations with analytical skills.

B.Sc., COMPUTER SCIENCE

(*Program specific outcomes*)

PO. No.	Programs specific outcomes On completing all the courses, the graduates can
PSO 1	Acquire strong fundamental knowledge of computer science and engineering along with mathematics.
PSO 2	Utilize various development tools and have programming expertise in a variety of modern programming languages.
PSO 3	Apply problem-solving skills and the knowledge of computer science to solve real world problems.
PSO 4	Develop skills to synthesize research-based knowledge in the design and analysis of data for providing solutions to complex problems.
PSO 5	Students get knowledge and training of technical subjects so that they will be technical professional by learning C programming, Relational Database Management, Data Structure, Software Engineering, Graphics, Java, Networking, Theoretical Computer Science, System programming, Object Oriented Software Engineering.
PSO 6	A student should be able to work both independently and cooperatively in group projects and team building exercises.
PSO 7	Apply software application-oriented skills to innovate solution to meet the ever-changing demands of IT industry.

COURSE OUTCOMES:

Semester	Course Type	Course Title & Code	Course learning outcomes(COs)
1 st Semester	CC	Problem Solving using Computer (CC-1A)	<p>Students will be able to</p> <ul style="list-style-type: none"> ❖ learn fundamental of computing system and develop Computer program by using computational and mathematical knowledge appropriately. ❖ learn different techniques of Problem Solving and detail study of python programming.
		Software Lab using Python	<ul style="list-style-type: none"> ❖ Interpret the fundamental Python syntax and semantics and be fluent in the use of Python control flow statements. ❖ Write, Test and Debug Python Programs ❖ Implement Conditionals and Loops for Python Programs. ❖ Use functions and represent Compound data using Lists, Tuples and Dictionaries.
2 nd Semester	CC	Database Management Systems (CC-2A)	<p>Students should be able to:</p> <ul style="list-style-type: none"> ➤ Describe the fundamental elements of relational database management systems ➤ Explain the basic concepts of relational data model, entity-relationship model, relational database design, relational algebra and SQL. ➤ Design ER-models to represent simple database application scenarios ➤ Convert the ER-model to relational tables, populate relational database and formulate SQL queries on data. ➤ Improve the database design by normalization. ➤ Familiar with basic database storage structures and access techniques: file and page organizations, indexing methods including B tree, and hashing.
		Software Lab based on Database Management Systems	<ul style="list-style-type: none"> ❖ Will understand the fundamental concepts of database. ❖ Will understand user requirements and frame it in data model. ❖ Will understand creations, manipulation and querying of data in databases ❖ Solve real world problems using appropriate set, function, and relational models. ❖ Design E-R Model for given requirements and convert the same into database tables. ❖ Implement Basic DDL, DML and DCL commands.

3 rd Semester		Operating Systems (CC-1C)	<ul style="list-style-type: none"> ❖ Describe the basic components of an operating system and their role in implementations for general purpose, real-time and embedded applications. ❖ Explain what multi-tasking is and outline standard scheduling algorithms for Multi-tasking. ❖ Define the concepts of processes, threads, asynchronous signals and competitive system resource allocation. ❖ Discuss mutual exclusion principles and their use in concurrent programming including semaphore construction and resource allocation. ❖ Expose the details of major operating system concepts, overview of system memory management and the implementation of file systems.
		Software Lab based on Operating Systems	<ul style="list-style-type: none"> ➤ Demonstrate the installation process of various operating systems. ➤ Implement virtualization by installing Virtual Machine software. ➤ Apply UNIX/LINUX operating system commands. ➤ Understand different UNIX/LINUX shell scripts and execute various shell programs.
	SEC-1	Office Automation Tools	<ul style="list-style-type: none"> ❖ To prepare students in understanding ICT basics and to make aware of Office automation using MS- Office.
		Computer Lab Based on Office Automation	<ul style="list-style-type: none"> ❖ Students learn the various word processing features which is very helpful in preparing project reports and other documentations in future. ❖ Students learn the features of electronic spreadsheets which is a prerequisite in any global market.
		System Administration and Maintenance	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Basics of Linux/Unix & Window operating system. ➤ Installation and configuration, maintenance and history, versions. ➤ Difference between linux/unix and windows operating systems.
		Software Lab Based on System Administration and Maintenance Linux:	<p>Students will be able to-</p> <p><u>Linux/Unix</u></p> <ul style="list-style-type: none"> ❖ Configuring desktop environment and desktop settings. ❖ Basic Commands, Package Installation, Synaptic package manager. <p><u>Windows</u></p> <ul style="list-style-type: none"> ❖ Creating users, Path of their personal files, Adding and changing passwords, Difference between workgroup and domain, Concept of roles. ❖ Computer Management, Local security Policy, Performance Monitor, Task Scheduler, Antivirus and firewall.

4 th Semester	CC	Computer System Architecture (CC-1D)	<ul style="list-style-type: none"> ❖ Know about the basic functioning of various parts of computer system from hardware point of view and interfacing of various peripheral devices used with the system. ❖ Learn different types of logic gates and Minimize the logic expressions. ❖ Define different number systems, binary addition and subtraction, 2's complement representation and operations with this representation. ❖ Learn how to design Combinational & Sequential circuits.
		Computer System Architecture Lab	<ul style="list-style-type: none"> ➤ The students will understand the function of all components of Computer architecture. ➤ The students will understand various types of basic, combinational & universal logic gates. ➤ The students will learn how to design Combinational circuits like Adder, Subtractor, Decoder, Encoder, Multiplexer, Demultiplexer ➤ The students will learn how micro operations and associate with instructions.
	SEC-2	HTML Programming	<p>Students will be able to-</p> <ul style="list-style-type: none"> ❖ The Basics concept of HTML Programming. ❖ Insert a graphic within a web page. ❖ Create a link within a web page. ❖ Create a table within a web page. ❖ Insert heading levels within a web page. ❖ Insert ordered and unordered lists within a web page. ❖ Use cascading style sheets. ❖ Create a web page. ❖ Validate a web page. ❖ Publish a web page.
		Software Lab Based on HTML	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ How to create an HTML document. ➤ Create a link within a web page. ➤ Create a table within a web page. ➤ Insert ordered and unordered lists within a web page. ➤ Create an HTML document which implements Internal linking as well as External linking. ➤ Create a form using HTML which has the diff. types of controls.
		XML Programming	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Understanding Mark-up Languages, Introduction to XML and its Goals. ➤ XML Structure and Syntax, Document classes and Rules. ➤ Style Sheet Basics, XSL basics, XSL style sheets.

		Software Lab Based on XML	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Identifying the structure of an information object. ➤ Identifying the explicit structure within an XML document. ➤ understanding of the constraints for well-formedness. <p>Creating some XML Markup.</p>
5 th Semester	DSE	Programming in Java (DSE-1A)	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Understand the basic concepts of Procedure–Oriented Programming and object oriented programming. ➤ Achieve the Knowledge of developing simple java programs. ➤ Develop computer programs to solve real world problems. ➤ Design simple GUI interfaces to interact with users, using Applets and swings. ➤ Achieve Knowledge of multi-threading and to comprehend the event-handling techniques.
		Software Lab based on Java	<ul style="list-style-type: none"> ➤ Write Java application programs using OOP principles and proper program structuring. ➤ Write programs using Java collection API as well as the java standard class library. ➤ write java programs using inheritance, exceptions, threads, graphics and iostreams.
		Software Engineering (DSE-1A)	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Aware about the engineering approach to analysis, design and built the software. ➤ Understand the phases and activities involved in the conventional software life cycle models. ➤ Analyze problems, and identify and define the computing requirements appropriate to its solution. ➤ Apply design and development principles in the construction of software systems of varying complexity. ➤ Apply current techniques, skills, and tools necessary for computing practice.
		Lab based on Software Engineering	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Elicit, analyze and specify software requirements. ➤ Analyze and translate a specification into a design. ➤ Realize design practically, using an appropriate software engineering methodology. ➤ Plan a software engineering process life cycle. ➤ Use modern engineering tools for specification, design, implementation, and testing.

	SEC-3	MySQL/ PL-SQL	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ SQL Commands and Data types, Operators and Expressions. ➤ Introduction to SQL * Plus. ➤ Managing Tables and Data. ➤ Transaction Control Statements.
		Software Lab Based on MySQL (SQL/PL-SQL)	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ SQL* formatting commands. ➤ To create a table, alter and drop table. ➤ To make use of different clauses viz where, group by, having, order by, union and intersection. ➤ To perform select, update, insert and delete operation in a table. ➤ To use oracle function viz aggregate, numeric, conversion, string function. ➤ To understand use and working with joins. ➤ To make use of transaction control statement viz rollback, commit and save point. ➤ To understand working with PL/SQL.
		Concepts of Software Testing	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Introduction to Software Testing. ➤ Functional Testing\ Black-box Testing. ➤ Structural Testing\ White-box Testing.
		Computer Lab Based on Software Testing	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Learn the programming language and its application in computer lab. ➤ Develop programming code for evaluating areas perimeters on different types of triangles. ➤ Find real and complex root of algebraic and transcendental equations.
6 th Semester	DSE	Computer Networks (DSE-1B)	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Different Network Models. ➤ Understand different network technologies and their application. ➤ Discussion of various networking technologies. ➤ Describe about wireless networking concepts, contemporary issues in networking technologies, network tools and network programming. ➤ Explain the analysis of different types of protocol and the comparison of number of data link, network and transport layer protocols.
		Software Lab based on Computer Networks:	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Learn the programming language and Develop C programming code for Checksum Algorithm, CRC Algorithm , Stop & Wait Protocol. Go-Back-N Protocol.

6 th Semester	DSE	Internet Technologies	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Understand fundamental tools and technologies for web design. ➤ Basic concept of Internet technologies. ➤ Comprehend the technologies for Hypertext Mark-up Language (HTML). ➤ Effectively deal with programming issues relating to VB Script, JavaScript, Java, ASP, Front Page and Flash.
		Software Lab based on Internet Technologies	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Apply appropriate constructs of java Programming language, coding standards for application development. ➤ Develop logic of various programming problems. ➤ Design web pages that apply various dynamic effects on the web site.
	SEC-4	PHP Programming	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Concept of PHP Programming. ➤ Handling HTML form with PHP. ➤ PHP conditional events and Loops, ➤ PHP Functions. ➤ String & Array Manipulation and Regular Expression.
		Software Lab Based on PHP	<p>Students will be able to-</p> <ul style="list-style-type: none"> ➤ Install and configure PHP, web server, MYSQL . ➤ Write a program to print “Welcome to PHP” . ➤ Write a simple PHP program using expressions and operators.
		Programming in Visual Basic	<p>Student will be able to:</p> <ul style="list-style-type: none"> ➤ Design, create, build, and debug Visual Basic applications. ➤ Implement syntax rules in Visual Basic programs. ➤ Explore Visual Basic’s Integrated Development Environment(IDE). ➤ Apply arithmetic operations for displaying numeric output.
		Software Lab Based on Visual Basic:	<p>A student will be able to:</p> <ul style="list-style-type: none"> ➤ Design, create, build, and debug Visual Basic applications. ➤ Apply decision structures and loop structures for determining different operations. ➤ Write Visual Basic programs using object-oriented programming techniques including classes, objects, methods, instance variables, composition, and inheritance, and polymorphism. ➤ Write Windows applications using forms, controls, and events.

3- Yr. B.Com.(Hons.)

Under Semester with Choice Based Credit System w.e.f. 2017-2018 onward

Programme Outcome

- 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 and grasp the knowledge about different intricacies of economics and economic problems prevailing in India
- To have the basic understanding of theories of management be it business, marketing, human resource and finance
- To help students to have knowledge about cost and management accounting and have grasp in the fundamentals of investment and global business
- To be well-versed in business law, corporate laws and income tax laws in India
- To develop ability of students as entrepreneurs in future and have knowledge about computer applications and applicability of commerce in today's e-world
- To acquire knowledge about basic elements of auditing and financial system prevailing in India
- To learn about different basics of advertising and business tax procedures and management

Semester-I

Financial Accounting-I (CC-1)

The course aims to:

- Understand the basic concepts of accounting and the system of maintenance of accounts.
- Understand to prepare financial statements in accordance with appropriate Indian Accounting Standard of trading and non-profit organisations
- Understand the intricacies of accounting under single entry system
- Able to grasp knowledge about consignment business and accounting in such
- Teach the concept of joint venture and intricacies of accounting in the concerned area
- Learn how to prepare separate set of books for underwriting for shares
- Understand the special features of sale or return transaction

Business Management (CC-2)

The course aims to:

- Acquire the basics of business management and evaluate the different approaches of management thoughts be it classical, behavioural, system, contingency

- Have knowledge of planning, types of planning and be able to make strategic planning, environmental analysis, decision making and diagnosis on their own
- Understand the concept of organization, span of management, delegation of authority, knowledge of staffing, motivation and leadership
- Enhance various skills be it communication, managerial, leadership and decision making of the students
- Analyze theories of motivation- Maslow's Need- Hierarchy theory and Hertzberg's two-factor theory
- Learn about the staffing concept and process and principals and major techniques of control
- Acquire the knowledge of Ratio Analysis, BOI, budgetary control, EVA.

Micro Economics (GE-1)

- To understand the concepts of revenue- marginal and average, revenue under conditions of perfect and imperfect competition
- To learn about different modes of elasticity of demand viz. price, income and cross
- To have knowledge about different intricacies of consumer Behaviour- indifference curve analysis ,consumer's equilibrium, price elasticity and price consumption curve, income consumption curve and Engel curve
- To teach students about concepts of production function-short run and long run, Cobb Douglas production function, production isoquants, marginal rate of technical substitution, economic region of production, optimal combination of resources, the expansion path, isoclines, returns to scale using isoquants
- To grasp the knowledge of Cost of Production: Social and private, long run and short run costs of production. Economies and diseconomies of scale and the shape to the long run average cost. Learning curve and economies of scope
- To have knowledge about basics of perfect competition, equilibrium of the firm and the industry in the short and the long run, measurement of producer surplus under perfect competition
- To know about intricacies of monopoly viz. monopoly short run and long run equilibrium, shifts in demand curve, measurement of monopoly power and the rule of thumb for pricing, degrees of price discrimination
- To have knowledge about theories of imperfect competition related to Monopolistic Competition and Oligopoly

Semester II

Cost Accounting (CC-3)

The concerned course aims:

- ❖ To learn about the basic concepts of cost accounting, its rules and regulations
- ❖ 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 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, job, contract, service costing.
- ❖ To grasp the knowledge about overheads viz. allocation, apportionment, absorption of overheads, different types of overheads

Business Law (CC-4)

The concerned course aims:

- To understand the general principle of law of contract as per concerned regulation- basic elements and types of contracts
- To learn about the concept of indemnity and guarantee, bailment and agency, related contract concepts
- To grasp knowledge about different concepts in Sale of Goods Act,1930- contract of sale, conditions and warranties, transfer of ownership
- To understand different intricacies of Partnership Act,1932- types of partners, rights and duties of partners, dissolution modes
- To teach students about details of limited liability partnership-concept, difference between partnership and company, concept of incorporation document
- To learn about details of Negotiable Instruments Act- types of such instruments, simulation of cheques

Macro Economics (GE-2)

The concerned course aims:

- ❖ To understand the concepts and variables of macroeconomics viz. income, expenditure and the circular flow, components of expenditure, Static macroeconomic analysis in short and long run, supply and demand determination, conditions of equilibrium
- ❖ To enable students understand different theories related to determination of price and output
- ❖ To learn about different theories of investment
- ❖ To know about different intricacies of inflation and unemployment
- ❖ To understand intricacies of open economy viz. flows of goods and capital, saving and investment in a small and a large open economy, exchange rates, and also have knowledge about determination of exchange rate viz. fixed vs. flexible

Semester III

Corporate Laws(CC-5)

- ❖ Students will know the basic concept of company law and its characteristics and types and also know the steps of formation of company.
- ❖ Understanding the concepts of Memorandum of Association and Article of Association and its content. They also know about issue of prospect. Besides this concept they will learn about GDR, forfeiture and reissue of share.
- ❖ Students can gain knowledge regarding various types of directors of company.
- ❖ Students will learn about the procedure of meeting and its quorum.
- ❖ To learn about the provision relating to payment of dividend and various books maintain by a company.
- ❖ To know about various rules and regulation of audit and various provision related to audit.
- ❖ Students will be able to know the concept of insider trading.
- ❖ To gain knowledge regarding depositories act.

Income Tax Law and Practice (CC-6)

Most of the individuals want to know about tax that may be direct or indirect tax. Government impose some tax on rich persons and some tax on every person in a country. From this subject students can know so many concept regarding direct tax are as follows:

- ❖ Discuss some basic concept of tax and students will know some definition like previous year, assessment year, assessee, persons, gross total income, agricultural income, heads of income etc. as per income Tax Act 1961.

- ❖ Students will acquire knowledge regarding the primary and secondary condition of residential status. Also know about incidence of tax.
- ❖ Students will gain some knowledge about some income that is exempted from tax, i.e, income that is not taxable under any heads that are free from tax.
- ❖ Students will 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.
- ❖ From the chapter, deduction from gross total income, students can obtain knowledge regarding various types of deduction as per Income Tax Act 1961, sec 80C to 80U. These deductions will get when we calculate total income from gross total income.
- ❖ Students will know about relief as per sec 87A, also know the eligibility criteria of relief and maximum amount of relief.
- ❖ Students can obtain the knowledge of return of income and due date of the submission of income.
- ❖ Students will acquire knowledge regarding tax planning. How an individual can minimise his tax liability by proper planning can be learnt.
- ❖ Meaning of PAN and its importance can be learnt from this chapter.

Financial Accounting-II (CC- 7)

The main objective of this subject is to help students to acquire concept of the financial accounting and to know about the recording transaction of various kinds of business transactions. After completion of this subject students will learn the followings:

- ❖ To learn about accounting system in case of instalment system.
- ❖ To know the basic concept of operating lease and financial lease.
- ❖ To gain knowledge how to prepare departmental accounting and various adjustment relating to departmental accounting.
- ❖ Students will learn about the accounting procedure of branch.
- ❖ They can obtain knowledge regarding royalty accounting and its application.
- ❖ To know some basic concept of partnership business.
- ❖ They will know how to calculate the value of goodwill in partnership business whenever it is required.
- ❖ To know the accounting entry of partnership business at the time of admission, retirement, death and dissolution of partners.
- ❖ Students will also learn about the difference between balance sheet of banking and non-banking companies.
- ❖ To know about NPA and its provision.

E-Commerce (SEC- 1)

The main purpose of this paper is to enable the student to become familiar with the techniques for conducting business transactions through electronic way. After completion of this subject students will learn the followings:

- ❖ To know about basic concept of E-Commerce and its characteristics. Also know about importance of E-commerce in present life.
- ❖ To gain knowledge regarding various models of E-commerce.
- ❖ Understanding the needs of security in E-commerce business.
- ❖ To learn about IT Act 2000 and also know about various provision of digital signature.
- ❖ Students will able to know about various model and methods of E-payments like debit card, credit card, E-cash, E-cheque.
- ❖ To know about the various risk involve in E-payment system.
- ❖ Obtain knowledge regarding automated ledger posting, automated clearing house.
- ❖ To know the advantages and disadvantages of online transaction.
- ❖ Students will able to know application of E-commerce in various industries.
- ❖ Students can gain knowledge regarding online shopping.

Indian Economy (GE – 3)

This course provides knowledge about Indian economy. After completion of this subject students will be able to know the followings:

- ❖ 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.

Semester IV

Business Mathematics and Statistics (GE – 4)

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

Fundamentals of Marketing Management (CC- 8)

The purpose of this course is to provide basic knowledge of concepts, importance and various technique of marketing. After completion of this subject students will learn the followings:

- ❖ Students will know about the basic concept of marketing management and meaning of marketing mix.
- ❖ To know about the marketing environment and concept of online marketing.
- ❖ Students can gather knowledge about the various factors that influence the consumers buying decision.
- ❖ Students will learn about market segmentation and market positioning.
- ❖ Students may acquire knowledge about product classification and branding of product and labelling of product.
- ❖ To know about product life cycle.
- ❖ Students will able to learn about various pricing strategies and factors influencing product pricing.
- ❖ Students can gather knowledge regarding distribution channel of product and its importance.
- ❖ To know about the middle man and its important function.
- ❖ Students will able to know about the product promotion system and they can gather knowledge regarding advertisement, personal selling, sales promotion and public relationship.

Computer Applications in Business (CC- 9)

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

Entrepreneurship (SEC – 2)

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.

Fundamentals of Human Resource Management (CC-10)

The main objective of this paper is to convey students with the several techniques and principles to manage human resource of an organisation. After completion of this subject students will know the followings:

- ❖ Students will able to know about the basic concept of human resource management and its functions.
- ❖ To know about the difference between HRM and HRD.
- ❖ To learn about the human resource planning.
- ❖ Students will be taught about the basic concept of job description, job analysis and job specification.
- ❖ To learn about the process of recruitment and steps of selection of employee.
- ❖ To gain knowledge regarding placement and inducement and various types of interview.
- ❖ Students may acquire knowledge about methods of training and also learn about the importance of training.
- ❖ Understanding about on the job training and off the job training methods that help employees to improve their efficiencies
- ❖ To know about the difference between training and development.

- ❖ Students may acquire knowledge regarding the performance appraisal and its importance. Also learn about the various methods of performance appraisal.
- ❖ To know about health and safety relationship between employer and employee.
- ❖ To gain knowledge regarding the cause of industrial dispute and its settlement process.

Semester V

Financial Accounting-III (CC-11)

The course aims:

- To gain knowledge about intricacies of shares and debentures- book building process, basics of redemption, rules of underwriting
- To help students in understanding Employee Stock Option Plan(ESOP)
- To enable students in preparing final accounts of companies in accordance with new and revised regulations of Companies Act
- To learn about the concepts of valuation of goodwill and shares
- To learn how to account in case of amalgamation of companies
- To help students in preparing financial statements of holding and subsidiary companies as per relevant accounting standards

Auditing (CC-12)

The concerned course aims:

- To acquire knowledge about basic principles and techniques of auditing ,advantages and limitations of auditing
- To have the concept of audit planning,internal check,internal audit, vouching and verification of assets and liabilities
- To teach students about basics of corporate audit- qualifications and disqualifications of auditor, removal of auditor, divisible profit and dividends, provisions and reserves and other elements as per the new Act
- To learn about intricacies of auditors' report, cash flow statement reporting
- To gain knowledge about audit of different types of institutions be it bank, educational institutions, local authorities
- To learn students about different types of audit viz.cost, management, tax, social, environmental, energy audits
- To make students aware of concept of auditing with aid of computers
- To teach students how to differentiate between investigation and auditing, basics of investigation

Management Accounting (DSE-1)

- To know about basics of management accounting- its objectives, scope, functions, advantages, limitations, differences among other branches of accounting, role of management accountant
- To understand different accounting ratios relevant from the viewpoint of liquidity, profitability, solvency, managerial efficiency, capital structure
- To help students in calculating different important accounting ratios used in analysing liquidity, solvency, profitability, managerial efficiency, capital structure and its interpretation
- To enable students to prepare financial statements and statements of proprietors' fund from ratios learnt in this subject
- To prepare Cash Flow Statement as per the relevant accounting standard
- To have the concept of budgetary control and learn about different types of budgets and its preparation
- To have knowledge about the important method of costing viz. Marginal and absorption costing and learn about its intricacies viz. Cost- Volume-Profit Analysis, Profit / Volume ratio, Break-even analysis, Angle of incidence, margin of safety
- To enable students to take decisions in different situations in short-term - profitable product mix, Make or buy, operate or shut down

Fundamentals of Banking and Insurance (DSE-1 OR)

- To learn about basic elements of banking and structure of Indian banking system
- To understand different principles of bank lending viz. sound lending, profitability, liquidity, safety of funds, risk spread
- To know about different fund facilities viz. fund or non-fund and intricacies of crossing and endorsement
- To gain knowledge about types, different tools and techniques of internet banking viz. digital cash, e- money, smart card, NEFT, RTGS, ECS
- To make students understand the concept of risk, principles of utmost good faith, proximate cause, subrogation and contribution
- To enable students know about types of insurance, role of IRADAI in insurance sector, recent reforms in insurance environment

Indian Financial System (DSE-2)

- To give an overview of financial system and its components- financial markets, financial institutions, financial intermediaries

- To teach students about commercial banking and its role in the finance world along with the role of Development Financial Institutions (DFIs) in Indian economy
- To gain knowledge about basic role of mutual funds in capital market development and non- banking financial companies(NBFCs)
- To give an overview of the various financial services viz. merchant banking in pre and post issue management, underwriting, factoring and forfeiting services
- To learn about details of housing finance and venture capital finance

Advertising (DSE-2 OR)

- To teach students about the importance of advertising, types and methods of such
- To grasp knowledge about various types of media, their merits and demerits, media choice depending on different factors, media scheduling and advertising via media
- To be well versed with role, types and selection of advertising agency
- To have an in-depth knowledge on the development of message to spread through advertising via different media
- To be aware of the various aspects of advertising viz. social,legal,ethical relevant in India

Sem VI

Fundamentals of Financial Management (CC-13)

- To acquire knowledge about the basics of financial management -its technique, scope and importance of time value of money
- To learn the importance and measurement of cost of capital and different theories of capital structure viz. Net Income, Net Operating Income, MM Hypothesis
- To teach students about different types of leverages and trading on equity
- To make students understand about importance of capital budgeting decisions and related appraisal methods viz. Payback period, accounting rate of return, internal rate of return, net present value, profitability index and the basics of capital rationing
- To give a holistic knowledge about working capital management-its importance, types, determinants, measurement and strategies of financing current assets
- To acquire knowledge about dividend classification, dividend policies, its determinants
- To have a thorough knowledge about dividend theories- Walter's Model, Gordon's Model, Modigliani and Miller Irrelevance Theory

Indirect Tax Law (CC-14)

The concerned course aims:

- To have knowledge about the evolution of Indirect taxes, intricacies of GST viz. constitutional framework, structure, council, network, State Compensation Mechanism, Registration, Small Supplies and Composition Scheme
- To have the concept of taxable event, supply of Goods and Services, Classification of such, the concept of composite and Mixed Supplies and the basics of Place of Supply, exempted items from GST
- To know the norms for time and valuation of supply with regards to GST
- To teach students the details of input tax credit and GST payment
- To understand the basic concepts of Customs Law, types of custom duties viz. basic, Countervailing & Anti- Dumping Duty, Safeguard Duty
- To learn computation of Customs Duties (except valuation) and Import and Export Procedure

Fundamentals of Investment (DSE-3)

- To have the basic knowledge of investment environment viz. Its characteristics and objectives, different types – Commodities, Real Estate and Financial Assets
- To learn about investment decision process, Indian securities market, Market participants and trading of securities, Security market indices, Sources of financial information
- To acquire knowledge about Fixed Income Securities- estimation of such after consideration of yields and risks
- To teach students about different approaches to equity analysis viz. Fundamental and technical and the basic concept of Dow theory, Price charts, Chart patterns, Dividend capitalization models of equity valuation
- To have the basic concept of return and risk, Portfolio and Diversification (Markowitz), Portfolio Risk and Return (2-securities)
- To know about different financial derivatives viz. forwards, futures, options and swaps
- To grasp knowledge about investors' protection and its related rules and regulations

Business Tax Procedures and Management (DSE-3 OR)

The course aims to teach students about:

- Concept and computation of Advance payment of tax, Tax deduction/collection at source,
- Types of returns, certificates;
- Computation of Interest payable by Assessee/Government;\ and the concept of collection and recovery of tax
- Different intricacies of assessment, re-assessment, rectification of mistakes; appeals and revisions
- Details of Tax administration, Penalties and prosecutions, Search and seizure

- Rules related to general anti-avoidance, tax clearance certificate
- Basic concept of Securities transaction tax
- ICT and Tax System, TAN (Tax Deduction and Collection Account Number), TIN (Tax Information Network),
- Workable knowledge about e-TDS/e-TCS in today's dynamic business environment

International Business (DSE-4)

The course helps students in knowing:

- Globalization and its importance in world economy and also its impact , Modes of entry into international business
- Classical Theories of International Trade viz. Absolute Cost Advantage, Relative Cost Advantage and Hecksher-Ohlin theory
- Commercial Policy Instruments viz. tariff and quota
- Difference in Impact on trade, types of tariff and non tariff barriers
- Balance of payment account and its components
- WTO – Its objectives, principles, organizational structure and functioning
- UNCTAD, Commodity and other trading agreements (OPEC),International financial system and institutions (IMF and World Bank – Objectives and Functions) ,Regional Economic Co-operation (ASEAN and SAARC)
- Different developments and issues in International Business viz. Outsourcing
- Foreign Trade Promotion Measures and Organizations in India
- Special economic zones (SEZs) and export oriented units (EOUs)
- Measures for promoting foreign investments into and from India
- Indian joint ventures and acquisitions abroad