



BAMANPUKUR HUMAYUN KABIR MAHAVIDYALAYA

(Affiliated to the West Bengal State University and recognised under section 2(f) and 12B of the UGC Act)

Estd. – 2007

BAMANPUKUR . NORTH 24 PARGANAS . PIN – 743425 . WB

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(NAAC ACCREDITED)

Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

NEP SYLLABUS

SUB: ENVIRONMENTAL STUDIES

CREDIT:3, MARKS: 50 (Present-10, Project-10, Final Exam-30 Marks)

Learning Outcomes of the Paper

1. Demonstrate a scientific understanding of the physical and biological dynamics of global ecologies including first-hand knowledge of local and regional ecosystems.
2. Understand the varied ecosystems and classify them.
3. An Environmental Studies major will be able to recognize the physical, chemical, and biological components of the earth's systems and show how they function.
4. Analyse the social, economic, and political and policy dynamics involved in both the emergence and the resolution of environmental problems.
5. Recognize the significance of biogeochemical cycles and biodiversity.
6. An Environmental Studies major will be able to apply lessons from various courses through field experiences.
7. Students will also see how natural systems and human-designed systems work together, as well as in conflict with each other.



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1. Understand and prepare different kinds of maps.
2. Students will learn about the Scale, Projection and Topographical map etc.
3. Recognize basic themes of map making.
4. Development of observation skills.
5. Comprehend the concept of scales and representation of data through cartograms.
6. Develop an idea about Topographical map
7. Develop an idea about different types of thematic mapping techniques.

SEMESTER - ...IV..... (General), CBCS Syllabus
PAPER CODE: ...GEOHGECO4T.. PAPER NAME:....ENVIRONMENT
GEOGRAPHY...

Learning Outcomes of the Paper

1. Students are able to understand the Holistic concept and system approach of environment.
2. Students will develop an ability to see meaningful relationships between people, places, and the environment.
3. Students will learn about Ecosystem, concept and Environmental system etc.
4. They understand the diversity of the earth's peoples and environments.
5. Understand the nature of hazards and disasters
6. It also helpful in knowing various kinds of Environmental movement, environmental policy and management.

NEP SYLLABUS


Paper Code: GEOHM01T/GEOMC01T, Paper Name: PHYSICAL GEOGRAPHY

Learning Outcomes of the Paper

1. Student will gain the knowledge about the fundamental concepts of Geography and will have a general understanding about the Internal structure of Earth, and geotectonic process and formation.
2. Overview and critical appraisal of landform development models.
3. Develop the skills of identification of features and correlation between them.
4. Understand Nature and classification of hazards in Indian context.
5. Understand the elements of weather and climate, different atmospheric phenomena, and climate change.
6. Learn to associate climate with other environmental and human issues. Approaches to climate classification.
7. Learn the interaction between the atmosphere and the earth's surface.
8. Understand the importance of the atmospheric pressure and winds.
9. Learn to use of various meteorological instruments.
10. Have knowledge about the character and profile of different soil types.
11. Understand the impact of man as an active agent of soil transformation, erosion and degradation.
12. Explaining the Pedological and Edaphological Approaches to Soil Studies - Processes of soil formation, types of soil, and principles of soil and land classification; and management.
13. Understand the varied ecosystems and classify them
14. Recognize the significance of biogeochemical cycles and biodiversity.
15. Comprehend the devastating impact of deforestation.
16. Identify soil types and derive their pH



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Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

SEMESTER - 1ST...(General), CBCS Syllabus

PAPER CODE: ...GEOHGECO1T-(GE).. PAPER NAME...PHYSICAL GEOGRAPHY

Learning Outcomes of the Paper

1. Student will gain the knowledge about the fundamental concepts of Geography and will have a general understanding about the geomorphologic and geotectonic process and formation.
2. Overview and critical appraisal of landform development models.
3. Develop the skills of identification of features and correlation between them
4. Understand the elements of weather and climate, different atmospheric phenomena, and climate change.
5. Learn to associate climate with other environmental and human issues. Approaches to climate classification.
6. Learn the interaction between the atmosphere and the earth's surface. Understand the importance of the atmospheric pressure and winds.
7. Learn to use of various meteorological instruments.
8. Analyse the concepts of Hydrology and Oceanography
9. Evaluate the role of the global hydrological cycle
10. Studying the behaviour and characteristics of the global oceans.
11. Interpret hydrological and rainfall dispersion graphs and diagram

SEMESTER - ...II..... (General), CBCS Syllabus

PAPER CODE: ...GEOHGECO2T (GE).. PAPER NAME:...HUMAN GEOGRAPHY...

Learning Outcomes of the Paper

- 1 This course introduces the spatial distribution of population with causative factor.
2. It also deals with various theories and concepts related with population.
- 3 It also helpful in knowing various kinds of demographic problems,
4. Students will be introduced to demographic, social and cultural attributes such as migration, social relations and cultural identity. The main objective is to underline that human activities are subject to adaptation and change.
5. Students will learn about the variety of economic activities are organized over the earth's surface.
6. Analyse the factors of location of agriculture and industries.
7. Understand the evolution of varied types of economic activities.
8. Students will be able to discuss about various Settlement pattern.

SEMESTER - ...3RD..... (Honours/General), CBCS Syllabus

PAPER CODE: ...GEOHGECO3T/GEOHGECO3P (GE), PAPER NAME: GENERAL CARTOGRAPHY...

Learning Outcomes of the Paper

Honours course in Education offered the both theoretical and practical curriculum. While the theoretical part helps in acquiring knowledge about the subject related to education, on other hand the practicum includes those activities where students can develop their skills by observation, experiential, problem solving learning such a DTP operation, statistical analysis, presentation skill, survey, team work etc.

Higher education

Candidates who have entered this B.A course in Education (both Honours and General) may also do Post Graduation course in Education or a related Social science in research, theory, and policies of Education. After completion of P.G degree they can apply to the teachers training course like B.Ed and M.Ed or they may apply other higher degree like M.Phil or Ph.D .

Employment prospects

Various job opportunities like -

- Primary School teacher
- Secondary School teacher
- College teacher(Both General degree college and B.Ed College)
- Special Educator
- Adult education worker
- Curriculum design/developer
- Educational policy making adviser
- Involved with different NGOs
- Researcher Assistant
- School Inspector
- Child care Director
- Educational Administrator
- Educational Software and Policy Developer

And also they can able to engage in -

- Civil Service
- Marketing
- Advertising
- Public relations
- UPSC & WBCS and other Govt. job
- Counselor/ Careers adviser

Course outcome : Education

Course Outcome

Core Course 1: Educational Philosophy (EDCACOR01T) Learning Outcomes

- Understand the foundation of Education and disciplinary relationship between Education & Philosophy.
- Get an idea of the Philosophical bases in Education.
- Acquire knowledge of the Western & Indian Schools of Philosophy and their impact on Education.
- Perceive the values enshrined and educational provisions in the Indian Constitution.
- Understand contributions of some great educators and their Philosophies of Education.

Core Course 2: Educational Psychology (EDCACOR02T) Learning Outcome

- Develop a concept of Psychology, and its relationship with Education.
- Get an idea of Educational Psychology.
- Understand the different aspects of child development and relate that with Education.
- Learn about Psychology of Intelligence and Creativity and relate that with Education.
- Understand different aspects of Learning Psychology in the context of Education.

Core Course 3: Educational Sociology (EDCACOR03T) Learning Outcome

1. Understand the meaning of Sociology and its different perspectives related to Education.
2. Realize the relationship between Education and Sociology;
3. Acquaintance with the concept of Culture and its relationship with Education
4. Understand about National Integration & International Understanding
5. Get an idea of social development and role of Education
6. Connect with some social issues in education

Core Course 4: Pedagogy (EDCACOR04T) Learning Outcome

- Get an idea of Pedagogy as an academic discipline
- Understand about different bases of Pedagogy.
- Develop an understanding of philosophical, sociological and psychological bases of Pedagogy
- Learn about Pedagogy as a science of teaching and Pedagogy of teaching - learning
- Get acquainted with some contemporary issues of Pedagogy and its application in class room situation.

Core Course 5: Education in Pre independence India (EDCACOR05T) Learning Outcome

- Develop an idea of education in ancient and medieval India
- Know about the education under East India Company
- Perceive the development of education under British rule
- Develop a concept of education from 1917-1947.

Core Course 6: Education in Post-independence India (EDCACOR06T) Learning Outcome

- Understand about the development of education from 1947-1953
- Develop a concept of education from 1964-1968
- Know about the education from 1986-1992
- Learn about the development of education from 1993 onwards

Core Course 7: Contemporary Issues in Indian education (EDCACOR07T) Learning Outcome • Explore the Traditional issues, Social issues and Educational issues of Indian educational system.

Core Course 7: Field tour & Report writing (EDCACOR07P) Learning Outcome • Gather experience regarding places of Philosophical, Psychological & Historical importance • Field study includes proper planning, execution of journey and report writing. • Students will be able to link their learning with experience.

Core Course 8: Educational Management (EDCACOR08T) Learning Outcome • Develop the concept, nature, types and need of educational management. • Understand the importance of leadership in management. • Know the agencies of educational management in Indian context • Understand the importance of planning and management in Education

Core Course 9: Basics of Educational Research and Evaluation (EDCACOR09T) Learning Outcome • Have preliminary concepts on research methodology • Learn about Sampling and hypothesis • Know about Evaluation and Measurement • Explore the steps in standardization of a test

Core Course 10: Statistics in Education (EDCACOR010T) Learning Outcome • Develop the basic concept of Statistics • Organize and tabulate data • Learn about descriptive statistics • Learn the calculation of Inferential Statistics

Core Course 10: Statistics in Education (EDCACOR010P) Learning Outcome • Learn about data Collection • Explore the method of data Analyses by any excel/ software and manual both • Gather experience about statistical report writing

Core Course 11: Guidance and Counseling (EDCACOR011T) Learning Outcome • Develop the basic concept of Guidance and Counseling. • Understand the concepts of adjustment and maladjustment. • Get acquainted with the basic data necessary for guidance, process of testing and diagnosis in Guidance and Counseling.

Core Course 12: Educational Technology (EDCACOR012T) Learning Outcome • Acquire knowledge about the concept and approaches of educational technology. • Understand the concepts, components and basic models of communication used in Education. • Know the techniques of instructional technology used in Education.

Core Course 12: Basic ICT (EDCACOR012P) Learning Outcome • Learn about computer and its components • Know how to operate DTP & Excel • Oral Presentation with PPT along with report writing

Core Course 13: Curriculum Studies (EDCACOR013T) Learning Outcome • Develop a concept of Curriculum • Understand the aims and objectives of Curriculum. • Get acquainted with the development of Curriculum. • Learn about the evaluation of Curriculum.

Core Course 14: Special Education (EDCACOR014T) Learning Outcome • Acquire knowledge about basic concept of Special Education. • Understand the development and organization of Special Education. • Learn about Gifted and Slow Learners. • Gather experiences about the different types of exceptionality.

EDCADSE01T-Women Education Course Outcome • Acquire knowledge about concept and necessities of women education. • Develop the ideas of women education from ancient time to British period • Learn about post independent period: recommendation of various commission and committee for the development of women education. • Know the role of a teacher in popularizing women education. • Get acquainted constitutional rights and legal rights of women.

EDCADSE02T-Teacher Education Course Outcome- • Develop a concept of Teacher Education. • Know the historical development of teacher education- from pre independent to post independent • Learn about professional ethics • Gather knowledge about trends in methodology of teaching

EDCADSE03T-Life skill education • Learn about Life skills and life skill education • Get know about the different life skills • Know the role of educational agencies in life skill education

EDCADSE04T-Value Education • Acquire knowledge about value • Aware about value crises and causes

EDCADSE05T-Peace Education • Acquire concept of peace and peace education • Learn about the barriers of peace education and preventive measures to overcome the barriers of peace education • Learn the role of peace education present context

EDCADSE06T-Environmental Education • Understand the concept and necessities to study environmental studies. • Understand the different environmental pollution • Perceived knowledge about the ecosystem • Get know the some environmental movements

GENERAL DSC 1A (EDCGCOR01T)/GE-1 (EDCHG01T) Philosophical Foundation of Education. Course Outcomes: After completion of this course the students will be able to understand the followings; • The meaning nature and scope of education; • The aims, forms and factors of education; • The meaning and importance of value and the relation between value and education; and • The life And contributions of great educators in the field of education;

DSC 1B (EDCGCOR01T)/GE-2 (EDCHG02T) Psychological Foundations of Education. Course Outcomes: After completion of this course the students will be able to understand the followings; • The relationship between education and psychology; • The meaning and nature of educational psychology and the contribution of educational psychology to education; •

The meaning, principles, types and stages of human development and their educational significance; • The meaning, nature and types of attention and memory and the causes of forgetting and the role of education good memorisation; and • The meaning, characteristics, types and measurement of personality and its importance in education.

DSC 1C (EDCGCOR03T)/GE-3 (EDCHG03T) Development of educational policies since Independence Course Outcomes: After completion of this course the students will be able to understand the followings; • The educational scenario of India from 1813 AD to 2016 AD; • The educational provisions under the British Rule; • The recommendations of various Committees and commissions on education in India; • Various policies on education and educational schemes on education in India like SSM, RUSA and NPE etc.

DSC 1D (EDCGCOR04T)/GE-4 (EDCHG04T) Evaluation in education. Course Outcomes: After completion of this course the students will be able to understand the followings; • The meaning, principles, types and importance of evaluation in education; • Tools and techniques of evaluation, their advantages and disadvantages in education; • The meaning, types and characteristics of tests such as educational tests and psychological tests; and • The meaning and utility of statistics and calculate central tendency and variability of a distribution.

DSE 1A (EDCGDSE01T) Sociological Foundations of Education. Course Outcomes: After completion of this course the students will be able to understand the followings; • The meaning nature and scope of sociology and educational sociology and their inter relationship; • The meaning and types and social groups and their role in socialization process; • The meaning, nature and types of social agencies and their role as agencies of education; and • Various social issues and their causes and impact on social life.

DSE 1A (EDCGDSE02T) Psychology of Learning. Course Outcomes: After completion of this course the students will be able to understand the followings; • The meaning, scope, theories and measurement of Intelligence. • The meaning, characteristics and type of learning and what are the factors influencing learning • Various theories of learning and their educational implications; • The meaning, scope and characteristics of creativity and its measurement techniques; and • The relationship between creativity and intelligence.

DSE 1B (EDCGDSE03T) Ancient Indian Education and contemporary Issues in Indian Education. Course Outcomes: After completion of this course the students will be able to understand the followings; • The system , aims, curriculum, methods of teaching and women education in Brahmanic and Budhhistic period; • The problems of equality in education and structure and functions of various controlling and policy making agencies i. e. UGC, NCERT, and NCTE etc.; • The problems of Backward sections of the society and problems of

vocational education in India; and • Understand the current educational Acts such as PWD, SSA and RTE.

DSE 1A (EDCGDSE01T) Guidance and Counselling in Education. Course Outcomes: After completion of this course the students will be able to understand the followings; • The meaning, scope and need for adjustment and causes and remedies for maladjustment; • Meaning, scope, types and importance of guidance and its need in secondary and higher secondary schools; • The meaning, nature, scope, types and importance of Counselling; • The techniques of data collection for guidance and counselling; and the students may use this knowledge in their own life situation.

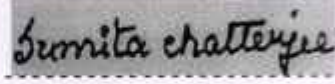
HONOURS & GENERAL SSEC-1 (B.A. EDCA and EDCG Students) Developmental skill for Social Awareness (EDCSSEC01M) Project outcome: After completion of this course the students will be able to understand the followings; • The meaning and nature of Social awareness and its need; • How to plan and execute a social awareness programme; and • The student will develop the skill to organise various social awareness programmes.

SSEC-2 (B.A. EDCA and EDCG Students) Development of Observational Skill (EDCSSEC02M) Project outcome: After completion of this course the students will be able to understand the followings; • The meaning, nature and characteristics of observation; • The types of observation ways to plan and execute an observation programme; and • The student will develop the skill to observe an event, record the event and report on the event meticulously.

GENERAL SSEC-3: Collection and Analysis of Statistical Data After completion of this course the students will be able to understand the followings; • Learn about data Collection • Explore the method of data Analyses by any excel/ software and manual both • Gather experience about statistical report writing

SSEC-4: Development of Environmental Awareness After completion of this course the students will be able to understand the followings; • Understanding the concept of environmental awareness • Gather experience from environmental awareness programmes • Learn about report writing of awareness programme


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Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

Programme Specific Outcome- Education

One of the principles of Gandhiji's approach to curriculum and teaching methods in education was that he spoke of integrated curriculum and correlation in teaching different subjects, i.e. realizing that there is an interrelationship between all subjects. So it can be said about the subject of Education that it is a subject where concept about many subject can be found like Philosophy, Psychology, Sociology, Statistics, and Sociology etc. Since education is a social process, many important issues related to social life have taken place in this subject, which has made education relevant to our lives.

Studying Education subject is just sounds like to knowing education itself. As a degree, students will learn about different aspects of education like-history, philosophy, cognitive psychology, sociology, economics of education, human development, statistics, guidance and counseling, mental hygiene, research methodology, teaching strategies, educational provision of special learners, environmental issues, value and ethics etc. i.e. it covered wide range of disciplines.

An Education degree will help develop learning skills as well as teaching skills such as problem solving learning, oral and written communication, observational skill, Interpersonal skill, experimental learning, teamwork, research, time management, discipline, self-management, building an ideal philosophy of life, self-realization, ICT skills, how to create learning environment, understanding the psychological aspects of students, and making institutional planning, professional ethics. As a subject Education helps both student and teacher in continuous skill development and provides guidance in living a healthy life in social environment. Students can develop their own perspectives, interpretation, and understanding of other perspectives, values and attitude. They also can aware and understand of people, culture, societies and their environmental, socio-economic, political factors, and their impacts on child's developments, society and educational policy, think about the education for children with special needs and they also become aware their responsibility and role towards society.

Course Outcome - Bengali

Course Outcomes for Graduates in BA Bengali (Hons & Gen.) Department of Bengali BHKM, Bamanpukur

- A. Learning Outcome based Curriculum Framework in BA Honours in Bengali The BA Honours Bengali Programme is organised to provide the greatest flexibility to the students. The programme has many wings to choose their option on the basis of their interests. These provide not just skills in Bengali language but also deep thinking in Bengali literature. At a general label the courses are designed with the objective of giving requisite information about different aspects of the past and the present. The expected outcome is to provide students with a sense of how interconnected our present is with the past. It is expected that on completion of the course students would have to acquire the skills of critical thinking, rational enquiry, effective writing and exploring the relationship between past and present of Bengali Literature and Linguistics. BA (Honours) Core Course I History of ancient and pre-modern Bengali literature. (BNGACOR01T)
- B. **Learning Outcomes:** After completion of the course the students will be able to: • Discuss the ancient history of Bengal and India • Describe the main features of prehistoric and proto historic cultures and customs. • Discuss the various aspects of social economical political religious conditions that are reflected in early society. • List the real pictures of daily life in the early society (10th - 12th Century) • List the real pictures of the social system in that period. • To point out the role of religion in literature and causes of the origin of Mongol kabyo . • Discuss the influence of Muslim Emperor in Bengali Literature and translation from other languages. Core Course II Reading of ancient and pre modern Bengali Literature (BNGACOR02T) **Learning Outcomes:** After completion of the course the students will be able to: • Describe the main features about the early history of the Vaishnava Faith and movement in Bengal. • Discuss the main features of Shakto faith and literature in Bengal. Core Course III Linguistics (BNGACOR03T) **Learning Outcomes:** After completion of the course the students will be able to: • Describe the main features of Bengali Linguistics and its development. • Discuss the linguistic features of old, middle bengali, Dialects, bengali vocabulary, its origin and evolution. • Discuss Bengali philology, linguistics and grammar. Core Course IV History of Modern Bengali literature (BNGACOR04T) **Learning Outcomes:** After completion of the course the students will be able to: • Describe the British period and its impact on modern education and Bengali literature. • Describe the period of modern

Bengali literature and its continuation. • Discuss the emergence of Bengali prose and its development. • Discuss the rising of Bengali drama, poetry and novel and its development Core Course V Bengali Prosody & Rhetoric (BNGACOR05T) **Learning Outcomes:** After completion of the course the students will be able to: • Explain Bengali rhetoric, how much and its application in poetry. • State the bengali rhetoric used in bengali poetry • Explain bengali prosody how much in number and its application in bengali poetry • Point out the bengali prosody used in bengali poetry. Core Course VI Bengali Drama and Theatre (BNGACOR06T) **Learning Outcomes:** After completion of the course the students will be able to: • Evaluate the influence of early Bengali drama and theatre in civil society. • Explain the development of Bengali drama and new thoughts between early and modern drama. Core Course VII Bengali Prose and Essays (BNGACOR07T) **Learning Outcomes:** After completion of the course the students will be able to: • Discuss about the author of the Bengali prose and essays and its development. • Describe the authors of modern essays and its richest style and form. Core Course VIII Bengali Poetry (BNGACOR08T) **Learning Outcomes:** After completion of the course the students will be able to: • Describe early bengali poet and modern poet and their contribution in bengali literature. • Describe the neo-modern poem and its significance and beauty. Core Course IX (BNGACOR09T) Writings of Rabindranath Tagore- Rabindrasahitya **Learning Outcomes:** After completion of the course the students will be able to: • Discuss about great writer Rabindranath Tagore's literature. • Discuss about Rabindranath Tagore's novel criticism and his valuable biography. Core Course X Form and Style of Literature (BNGACOR10T) **Learning Outcomes:** After completion of the course the students will be able to: • Discuss about the form of bengali poetry and drama and variety of Epic and lyrical ballads. • Describe Bengali essays and its form and variety and its development within its immense focus of poetics. Core Course XI Bengali Novel (BNGACOR11T) **Learning Outcomes:** After completion of the course the students will be able to: • Describe about Bankimchandra Chattopadhyay, Sarat Chandra Chattopadhyay, Tarashankar Bandopadhyay and Manik Bandopadhyay's novel: its success, beauty and 'Ras' feelings in the the readers heart. Core Course XII Bengali Short Story (BNGACOR12T) **Learning Outcomes:** After completion of the course the students will be able to: • Describe about Rabindranath Tagore short story: its beauty, style, success and its evergreen influence in society and human life. • Describe short stories of Subodh Ghosh and reflection of social life, its success and style. • Discuss about the variety of pre independence and post independence short stories written in bengali, its multidimensional aspect in human and

social life. Core Course DSE-I Reading of literature of Middle-Age (BNGADSE01T) **Learning Outcomes:** After completion of the course the students will be able to: • Know and discuss the style, thoughts of middle-aged bengali literature. Core Course DSE-II Bengali Prose and Essays (BNGADSE02T) **Learning Outcomes:** After completion of the course the students will be able to: • Analyze the form, style of middle-age bengali literature of Great authors. Core Course XIII History of Sanskrit, English, Hindi and Assamese literature. (BNGACOR13T) **Learning Outcomes:** After completion of the course the students will be able to: • Discuss about the history of Sanskrit, English, Hindi and Assamese literature and its development. Core Course XIV Travelling Literature (BNGACOR14T) **Learning Outcomes:** After completion of the course the students will be able to: • Discuss about Krishnavamini Devi's travelling literature on the basis of England tour, Rabindranath Tagore's literature on the basis of Europe tour, Syed Muztaba Ali literature on the basis of Afghanistan tour, and Nabanita Dev Sen's literature on the basis of North India tour. Core Course DSE-III Bengali Drama and Thinking (BNGADSE03T) **Learning Outcomes:** After completion of the course the students will be able to: • Know and analyse the main theme of bengali drama and its development. They will be able to know and judge the bengali theatre and its stage decoration. Core Course DSE-IV Bengali Novel: Disaster, Wright and Partition (BNGADSE04T) **Learning Outcomes:** After completion of the course the students will be able to: • Know and feel the practical situation of the country after the the disaster wright and partition from the Bengali novels and stories written based on this issues. B.A Bengali General Course DSE-IA Paper- I History of Bengali literature and Bengali culture (BNGGCOR01T) **Learning Outcomes:** After completion of the course the students will be able to: • Known and able to describe the Buddhism and Buddhist culture they are able to know the assimilation of aryan and non-aryan culture and civilization. Course DSE-IB Paper- II History of Bengali Language and Linguistics (BNGGCOR02T) **Learning Outcomes:** After completion of the course the students will be able to: • Known the origin of Bengali language and about Indo-Aryan language, Middle Indo-Aryan language and philology. Course DSE-IC Paper- III Biographic literature (BNGGCOR03T) **Learning Outcomes:** After completion of the course the students will be able to: • Known about biography and hagiography and able to read and discuss the great biographical literature. Course DSE-ID Paper- IV Bengali Literature for Children (BNGGCOR04T) **Learning Outcomes:** After completion of the course the students will be able to: • Known for the great Bengali literature for the

General Course DSE-IB Bengali Poetry (BNGGDSE1BT) **Learning Outcomes:** After completion of the course the students will be able to: • Analyse the lyrical thoughts of Bengali poetry. They will be able to evaluate the high thoughts and style of modern poems. Semester-VI B.A General Course DSE-1D Bengali Drama and Farce (BNGGDSE1DT) **Learning Outcomes:** After completion of the course the students will be able to: • Known the form and influence of Bengali drama in the society. Semester-II (Hons & Gen.) Course : AECC/MIL Pronunciation of Bengali language and its Application (BNGSAE01T) **Learning Outcomes:** After completion of the course the students will be able to: • Pronounce properly and be able to read and write correctly. Semester-III (General) Course : MIL Bengali Prose of 19th Century and Poetry (BNGLCOR01T) **Learning Outcomes:** After completion of the course the students will be able to: • Known the introduction of Prose, Periodicals and Poetry and its development. Semester-IV Course : MIL 20th Century: Drama and Novels (BNGLCOR02T) **Learning Outcomes:** After completion of the course the students will be able to: • Know about drama and novels and be able to read it properly and critically and they will be able to know its development.


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Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

Programme Specific Outcome - Bengali

- Bengali is our mother language. Learning Bengali as a subject would enhance the Bengali culture. It helps the students to learn about their Bengali culture deeply.
- This course also includes the history of Bengali language. Thus the students would know the origin and evolution of their mother language.
- Through this course the students would learn about ancient and modern Bengali Literature which includes novels, poetry, drama, ancient scriptures.
- This course would develop oral and written communication.
- The course includes Bengali grammars thus would help student to use grammatically correct Bengali language.
- It enhances writing power of the students by analysis of the various styles of poetry and prose.
- It helps to grow awareness about political, economical and social scenarios by reading various prose, poetry, dramas of various centuries.
- Reading various texts and scriptures helps students to increase their ability to analyze human behaviour and human nature.
- It helps to change society's prejudices about religion, caste, gender, region and thus helps to address gender discrimination, asterism etc.
- It helps to develop ethics and values in the students.

c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations

d) ability to understand appreciate, analyze, and use different theoretical frameworks

e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively

f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning

g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world

h) ability to see and respect difference and to transcend binaries

Communication Skills:

a) ability to speak and write clearly in standard, academic English

b) ability to listen to and read carefully various viewpoints and engage with them.

c) ability to use critical concepts and categories with clarity

Critical Thinking:

a) ability to read and analyze extant scholarship

b) ability to substantiate critical readings of literary texts in order to persuade others

c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

a) ability to transfer literary critical skills to read other cultural texts

b) ability to read any unfamiliar literary texts

c) ability to recognise different stylistic devices, like rhetorical figures, rhymes and rhythms in an unknown prose / verse passage.

Analytical Reasoning:

a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments

b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers

b) ability to plan and write a research paper

Teamwork and Time Management:

a) ability to participate constructively in class discussions

b) ability to contribute to group work

c) ability to meet a deadline

Scientific Reasoning:

a) ability to analyze texts, evaluating ideas and literary strategies

b) ability to formulate logical and persuasive arguments

Reflective Thinking:

a)ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

a) ability to work independently in terms of reading literary and critical texts

b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

a) **ability** to use digital sources, and read them critically

b) **ability** to use digital resources for presentations

Multicultural Competence:

a) **ability** to engage with and understand literature from various nations and reasons and languages

b) **ability** to respect and transcend differences

Moral and Ethical Values:

a) **ability** to interrogate one's own ethical values, and to be aware of ethical issues

b) **ability** to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

c) **Leadership Readiness: ability** to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

a) **ability** to retain and build on critical reading skills

b) **ability** to transfer such skills to other domains of one's life and work

Qualification descriptors for a bachelor's degree with English Honours

The qualification descriptors for the BA (English Hons) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in English should be able to :

demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and

conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories

demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local

demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation

communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds

demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet

recognize the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields

apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate keys issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

Programme Learning Outcomes (BA Hons. English)

demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity

demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.

display an ability to read and understand various literary genres and stylistic variations and write critically

cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture

demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.

display knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.

recognize employ-ability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development

channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme

to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India

Department of English Course Level Learning Outcomes English (Honours) Course Code Course Title SL. Course Level Learning Outcomes CORRESPONDING POs Course Content :

ENGACOR01T, INDIAN CLASSICAL LITERATURE 1 Ideas about the socio-political-cultural context of the age that produced Indian Classical literature from its beginning till 1100 AD 2 6 10 11 Excerpts from The Ramayana 2 To appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes 1 7 9 11 Excerpts from The Mahabharata 3 Historically situate the classical

literature and diverse literary cultures from India, 2 9 11 Bharatamuni's Natyashastra 4 trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures 4 11 Banabhatta, Kadambari 5 understand, analyze and appreciate various texts with comparative perspectives 3 11 5 8 Kalidas, Shakuntala

ENGACOR02T EUROPEAN CLASSICAL LITERATURE 6 historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts 2 10 11 Homer: selections from the Illiad 7 engage with classical literary traditions of Europe from the beginning till the 5th century AD 2 3 11 Sophocles, Antigone or Oedipus Rex Plautus, Pot of Gold 8 examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives 3 4 5 11 Ovid, selections from the Metamorphoses 9 develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period 1 8 11

ENGACOR03T INDIAN WRITING IN ENGLISH 10 appreciate the historical trajectory of various genres of IWE from colonial times till the present 3 11 R.K. Narayan, The Guide 11 critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism 2 4 7 8 10 11 H.L.V. Derozio, 'Freedom to the Slave' 12 critically appreciate the creative use of the English language in IWE 5 11 Kamala Das, 'Introduction' 13 approach IWE from multiple positions based on historical and social locations 1 5 6 7 9 11 Nissim Ezekiel, 'The Night of the Scorpion' 14 understanding the Aesthetics of Indian English Poetry 3 4 11 K. Ramanujan, 'Another View of Grace' Jayanta Mahapatra, Hunger Shashi Deshpande 'The Intrusion' Ruskin Bond, 'Tiger, Tiger, Burning Bright' Salman Rushdie, 'The Free Radio' Girish Karnad, Tughlaq

ENGACOR04T BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES 15 understand the tradition of English literature from 14th to 17th centuries. 2 10 11 Geoffrey Chaucer, 'Prologue' (lines 1-42) 16 develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested 1 2 4 5 11 Edmund Spenser, 'One day I wrote her name' 17 engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts 3 4 11 William Shakespeare, Sonnets 30, 129 18 appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time. 4 10 11 John Donne, 'Canonization' 19 know about the Stage, Court and City during the Elizabethan & Jacobean periods, the Religious and Political Thought, Ideas of Love and Marriage, and the position of the Writer in Society 2 7 11 Andrew Marvell, 'To His Coy Mistress' George Herbert, 'Pulley' Christopher Marlowe, Tamburlaine OR William Shakespeare, Macbeth William Shakespeare, Twelfth Night OR Ben Jonson, The Alchemist

ENGACOR05T AMERICAN LITERATURE 20 understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present 2 8 11 Anne Bradstreet 'The Prologue' 21 understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc. 1 2 10 11 Walt Whitman, 'Passage to India' (lines 1-68) 22 appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories,

particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions 2 4 7 6 11 Langston Hughes, 'The Negro Speaks of Rivers' 23 critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities 1 5 7 11 Alexie Sherman Alexie, 'Crow Testament', 'Evolution' 24 critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities 2#4#5# #611 Toni Morrison, *Beloved* 25 relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their lea 1#2#11 Edgar Allan Poe 'The Purloined Letter' F Scott Fitzgerald, 'The Crack-up' William Faulkner 'Dry September' Nathaniel Hawthorn, 'The Ambitious Guest' Tennessee Williams, *A Streetcar Named Desire*

ENGACOR06T POPULAR LITERATURE Lewis Carroll, *Through the Looking Glass* 26 engage with debates on high and low culture, canonical and non-canonical literature 1#2#4#5#7#11 Agatha Christie *The Murder of Roger Ackroyd* 27 articulate the characteristics of various genres of non-literary fiction 3#8#11 J.K. Rowling, *The Philosopher's Stone* Shyam Selvadurai, *Funny Boy* 28 demonstrate how popular literature belongs to its time 7#10#11 Herge, *Tintin in Tibet* 29 Use various methods of literary analysis to interpret popular literature 4#11

ENGACOR07T BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES 30 identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry 2 #3 #4 #11 John Milton, *Paradise Lost: Book 1* 31 demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries 10 #11 Alexander Pope, *The Rape of the Lock* 32 examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others 1 #2 #4 #5 #7 #10 #11 John Webster, *The White Devil* 33 show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama 2 #4 #10 #11 Aphra Behn, *The Rover* 34 analyze literary devices, forms and techniques in order to appreciate and interpret the texts suggested 3 # 4 #11 35 explain and analyze the rise of the critical mind 2 #4 #5 #10 #11 William Congreve, *The Way of the World*

ENGACOR08T BRITISH LITERATURE 18TH CENTURY 36 trace the development of Restoration Comedy and anti-sentimental drama 1 #2 # 3 #7 #11 Jonathan Swift, *Gulliver's Travels (Books III and IV)* 37 examine and analyze the form and function of satire in the eighteenth century 3 #4 #11 Samuel Johnson, 'London' 38 appreciate and analyze the formal variations of Classicism 3 #4 #11 Thomas Gray, 'Elegy Written in a Country Churchyard' 39 map the relationship between the formal and the political in the literature of the neoclassical period 3 #4 # 11 William Blake, Introduction to *Songs of Innocence*, 'The Lamb' & 'The Tyger' from *Songs of Experience* Joseph Addison, 'The Scope of Satire' Daniel Defoe, 'The Complete English Gentleman' Samuel Johnson, *Essay 156 in The Rambler*

ENGACOR09T BRITISH ROMANTIC LITERATURE 40 understand Romanticism as a concept in relation to ancillary concepts like Classicism 1 #2 #5 10#11 William Wordsworth 'Tintern Abbey', 'Ode: Intimations of Immortality' 41 understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences 1 #2 # 5 #7 #10 #11 Samuel Taylor Coleridge 'Kubla Khan', *Christable I* 42 analyze and understand the

main characteristics of Romanticism 3 #4 5 #11 Percy Bysshe Shelley, 'Ode to the West Wind', 'Ozymandias' 43 appreciate the canonical and representative poems and prose of the writers of the Romantic period. 4 #11 John Keats, 'Ode to a Nightingale', 'To Autumn' 44 develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody. 3 #4 #11 Charles Lamb, 'Dream Children', 'The Suoerannuated Man' 45 appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity 1 #5 #7 #11 William Hazlitt, 'On the Love of the Country' 46 relate Romantic literary texts to other forms of expression such as painting, for instance. 4 #5 #11 Horace Walpole, *The Castle of Otranto*

ENGACOR10T BRITISH LITERATURE: 19TH CENTURY 47 identify and analyze the socio-economic-political contexts that inform the literature of the period 5 #10 #11 Jane Austen, *Pride and Prejudice* Charles Dickens, *David Copperfield* 48 understand the conflict between self and society in different literary genres of the period 1 #2 #3 #7 #10 #11 Alfred Tennyson, 'The Lady of Shalott' 'Ulysses' 49 link the rise of the novel to the expansion of Colonialism and Capitalism 5 #10 #11 Robert Browning, 'My Last Duchess' 'The Last Ride Together' 50 understand the transition from Romantic to Victorian in literature and culture 2 #4 #5 #11 Christina Rossetti, 'The Goblin Market' 51 link the Victorian temper to political contexts in English colonies 2 #10 #11 Matthew Arnold, 'Dover Beach', 'Modern Elements in literature' 52 understanding the concepts of utilitarianism 1 #10 #11 Charles Darwin, 'Introduction', *Origin of Species* 53 knowing the causes of the rise of the dramatic monologue 5 #10 #11 Thomas Carlyle, 'The Hero as Poet'

ENGACOR11T WOMEN'S WRITING 54 recognise the importance of gender specificity in literature 1 #2 #5 #10 #11 Emily Dickinson, 'I cannot live with you' 55 understand and appreciate the representation of female experience in literature 4 #7 #11 Sylvia Plath, 'Daddy', 'Lady Lazarus' 56 explain the difference between the feminine and the feminist as opposed to the female 2 #5 #7 #11 Eunice De Souza, 'Advice to Women', 'Bequest' 57 examine and appreciate the role played by socio-cultural-economic contexts in defining woman 1 #2 #8 #11 Katherine Mansfield, 'Bliss' 58 link the status of woman to social discrimination and social change 1 #2 #7 #11 Charlotte Perkins Gilman, 'The Yellow Wallpaper' 59 draw a location specific trajectory of female bonding or empowerment 1 #2 #7 #11 Katherine Mansfield, 'Bliss' 60 to understand the complexity of social and biological constructions of manhood and womanhood 1 #2 #7 #11 John Rhys, *The Wild Sargasso Sea* Mary Wollstonecraft, *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38. Ramabai Ranade, 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai *Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324. Rassundari Debi, Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2. 61 trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe 1 #2 #10 #11 Joseph Conrad, *Heart of Darkness*

ENGACOR12T BRITISH LITERATURE: THE EARLY 20TH CENTURY 62 link and distinguish between modernity and modernism 2 #10 #11 D.H. Lawrence, *Sons and Lovers* Virginia Woolf, *To the Lighthouse* 63 explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism 1 #2 #7 #11 W.B. Yeats 'wild Swans at Coole', 'Sailing to Byzantium' 64 identify and analyze the use and modernist technique in different genres in early twentieth century British literature 3 #5 #11 T.S.

Eliot, 'The Love Song of J. Alfred Prufrock', 'Preludes' Wilfred Owen, 'Spring Offensive' 65 explain and analyze the idea of form in modernist literary texts from across major genres 3 #4 #11 Rupert Brooke, 'Peace' W.H. Auden, 'Musee des Beaux Arts'

ENGACOR13T MODERN EUROPEAN DRAMA 66 understand the role of theatre and drama in the introduction and shaping of modernity 2 #3 #4 #5 #10 #11 Henrik Ibsen, *A Doll's House* 67 understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc 1 #3 #4 #7 #11 Bertolt Brecht, *The Good Woman of Szechuan* 68 understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century 1 #4 #11 Samuel Beckett, *Waiting for Godot* Eugene Ionesco, *Rhinoceros*

ENGACOR14T POSTCOLONIAL LITERATURES 69 understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule 1 #2 #7 #10 #11 Pablo Neruda, 'Tonight I can Write', 'The Way Spain Was' 70 understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation 4 #5 #6 #11 Derek Walcott, 'A Far Cry from Africa', 'Names' 71 see through a corpus of representative postcolonial texts from different colonial locations / countries: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it 4 #5 #6 #8 #9 #11 David Malouf, 'Revolving Days', 'Wild Lemons' 72 appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations 1 #7 #11 Mamang Dai, 'Small Towns and the River', 'The Voice of the Mountain' 73 critically engage with issues of racism and imperialism during and after colonial occupation 1 #5 #11 Chinua Achebe, *Things Fall Apart* 74 Acquaintance with concepts like decolonisation, region, race, identity politics, etc. 1 #5 #7 #11 Gabriel Garcia Marquez, *Chronicle of a Death Foretold* Bessie Head, 'The Collector of Treasures' Ama Ata Aidoo, 'The Girl who can' Grace Ogot, 'The Green Leaves'

ENGADSE01T OLD ENGLISH LITERATURE, PHILOLOGY, RHETORIC & PROSODY 75 understanding the historical context of the period beginning from 5th century AD and continuing till the 11th century, with its culture, structures, themes, and also to analyse how the background shapes the writing 1 #2 #5 #10 #11 Old English Poetry: Background, culture, structure of the epic, style, theme. A passage from *Beowulf*. Non-epic, secular, elegiac poetry: theme, style, social picture, language, style: *Deor's Lament*. Christian Poetry: *Caedmon's Hymn*, *Cynewulf*, *Dream of the Rood*. OE Prose: An overview. 76 understanding the Old English epic, non-epic, secular, elegiac poetry, along with their distinct themes, styles, language and social representations 2 #3 #4 #5 #11 Philology: Growth & Structure of English Language: Indo-European Family of Languages, Grimm's Law, Latin, Greek, Scandinavian, French influences, Native Resources, Impact of the Bible, Influence of Shakespeare, American Influence, Hybridism, Johnsonese, Monosyllabism, Back-formation, free & fixed compounds, Assimilation, ing-ending, s-ending. Growth & Structure of Indian English: Loan words, loan translations, hybrids, adaptations, diffusions. 77 study of the language, literature and history of Old English from the 5th through the 11th centuries 2 #11 Rhetoric and Prosody 78 understanding the literary devices of the ancient practitioners of poetry, like, alliteration, caesura, etc. 4 #5 #11 79 analysing the interplay of pagan & Christian elements in OE writings. 1 #10 #11 80 studying the fundamentals of Indo-European linguistics initializing some important ideas related to historical linguistics, chiefly the concept of the language family, especially the Indo-European Family of

Languages 2 #5 #11 81 studying the influences on the language from varied sources, like foreign languages, practitioners of the language, etc. 2 #5 #11 82 understand the rhetorical devices and applying them in the appreciation of literary texts 4 #5 #11 83 understanding metrical devices and applying them in the appreciation of literary texts 4 #5 #11

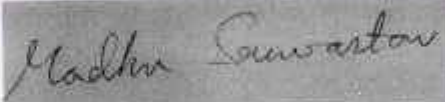
ENGADSE02T LITERARY TYPES & TERMS 84 ability to interpret, analyse and evaluate literary types like tragedy, comedy and novels 2 #3 #5 #11 Literary Types and Terms: Tragedy, Comedy, Novel 85 understanding the critical concepts like character, plot, theme, mimesis, action, the three unities, catharsis, etc. 2 #4 #11 Terms related to Poetry - lyric, ballad, ode, sonnet, elegy, pastoral, etc. 86 appreciate tragedy, comedy and novels in comparative traditions 5 #11 Terms related to Drama - aside, antihero, conflict, dramatic irony, masque, three unities, etc. 87 understanding the causes behind the rise of the novel 5 #11 Terms related to Fiction - bildungsroman, character, point of view, epistolary technique, picaresque, stream of consciousness 88 read and understand theoretical texts central to the concepts of the three forms: tragedy, comedy and novels 2 #4 #11

ENGADSE04T LITERARY CRITICISM 89 have a historical overview of major literary theorists, especially of the 18th, 19th and 20th centuries 2 #10 #11 Summarizing and Critiquing, Point of View, Reading and Interpreting, Media Criticism, Plot and Setting, etc. 90 ability to understand various literary theories and the way they enrich and change our way of thinking about language, literature and society 1 #2 #6 #10 #11 Wordsworth: Preface to the Lyrical Ballads, Coleridge: Biographia Literaria, Chapters IV, XIII, XIV 91 historically situate literary theorists whose works have informed and shaped various literary theoretical discourses 2 #5 #11 Virginia Woolf: Modern Fiction. T.S. Eliot: "Tradition and Individual Talent" 92 identify theoretical concepts with theorists and movements with which they are associated 2 #3 #10 #11 I.A. Richards: Principles of Literary Criticism, and Practical Criticism. Cleanth Brooks: "The Heresy of Paraphrase" and "The Language of Paradox" 93 apply various theoretical frameworks and concepts to literary and cultural texts 4 #5 #11 Maggie Humm: Practising Feminist Criticism: An Introduction 94 sharpen interpretative skills in the light of various theoretical frameworks 4 #5 #11

ENGADSE05T RTITION LITERATU 95 explain historical and socio-cultural factors responsible for the Partition of the Indian Sub-continent 5 #7 #10 #11 Background Study: Colonialism, Nationalism, and the Partition, Communalism and Violence, Homelessness and Exile, Women in Partition. 96 demonstrate critical understanding of manifestations of the experience of the partition in various art forms. 1 #3 #4 #11 Poetry 1. Faiz Ahmad Faiz, 'For Your Lanes, My Country', in In English: Faiz Ahmad Faiz, A Renowned Urdu Poet, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138. 2. Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in Modern Indian Literature (New Delhi: OUP, 2004) pp. 8–13. 3. Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in Translating Partition, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x. 97 link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nationalism, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands, literary responses to the partition in different parts of Indian continent and interpret them. 1 #2 #6 #7 #9 #10 #11 Novel 1. Khuswant Singh—Train to Pakistan 2. Intizar Husain –Basti, tr. Frances W. Pritchett (New Delhi: Rupa, 1995). 98 interpret texts and experience and relate it to their contexts and experiences 4 #7 #9 #11 Short Fiction 3. a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, Bengal Partition Stories: An Unclosed Chapter, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72. b) Manik Bandyopadhyaya, 'The Final Solution', tr. Rani Ray, Mapmaking: Partition Stories from Two Bengals, ed.

Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39. c) Sa'adat Hasan Manto, 'Toba Tek Singh', in Black Margins: Manto, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20. d) Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, in Stories about the Partition of India ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45. 99 knowledge and understanding about the state of women during and after Partition 1 #10 #11


Principal
BHK Mahavidyalaya



Head, Dept. of English
BHK Mahavidyalaya



Principal
B.H.K. Mahavidyalaya
Bamanpukur, 24 Pgs.(N)



BAMANPUKUR HUMAYUN KABIR MAHAVIDYALAYA

(Affiliated to the West Bengal State University and recognised under section 2(f) and 12B of the UGC Act)

Estd. – 2007

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(NAAC ACCREDITED)

Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

Programme Specific Outcome-English

Objectives

The specific objectives of the B.A. programme in English Literature (Honours) are to develop in the student the ability to demonstrate the following outcomes:

- Disciplinary Knowledge of English Literature and Literary Studies
- Communication Skills
- Critical Thinking
- Analytical Reasoning
- Problem Solving
- Research-Related Skills
- Self-Directing Learning
- Multicultural Competence
- Values: Moral and Ethical, Literary and Human
- Digital Literacy

The details are explained in the sections that follow.

Disciplinary Knowledge:

a) ability to identify, speak and write about different literary genres, forms, periods and movements

b) ability to understand and engage with various literary and critical concepts and categories



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(NAAC ACCREDITED)

Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

Programme Specific Outcome- History

The BA Honours History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines.

At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.

It is expected that on completion of the course students would have to acquire the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

DEPARTMENT OF HISTORY

Course Outcome based Curriculum Framework in BA Honours in History:

The BA Honours History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines. At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected outcome is to provide students with a sense of how interconnected our present is

with the past and how learning about the past provides them with the skills to understand the present. It is expected that on completion of the course students would have to acquire the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

Core Course I History of India- I (HISACOR01T) Learning Outcomes: After completing the course the students will be able to: • Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history. • Describe main features of prehistoric and proto-historic cultures. • List the sources and evidence for reconstructing the history of Ancient India • List the main tools made by prehistoric and proto- historic humans in India along with their find spots. • Interpret the prehistoric art and mortuary practices. • Discuss the beginning and the significance of food production. Analyse the factors responsible for the origins and decline of Harappan Civilization. • Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts. • Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

Core Course II Social Formations and Cultural Patterns of the Ancient World-I (HISACOR02T) Learning Outcomes: After completion of this course the student shall be able to: • Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups. • Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition. • Delineate the significance of early food production and the beginning of social complexity. • Analyse the process of state formation and urbanism in the early Bronze Age Civilizations. • Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

Core Course III History of India- II(c.300BCE-750CE) (HISACOR03T) Learning Outcomes: After completing this course, the students will be able to • Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India. • Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires. • Discuss the ways in which historians have questioned the characterization of the Mauryan state. • Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period. Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems. • Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India. • Analyse critically the changes in the varna/caste systems and changing nature of gender relations and property rights. • Write and undertake projects related to literature, science, art and architecture.

Core Course IV Social Formations and Cultural Patterns of the Ancient and Medieval World-II (HISACOR04T) Learning Outcomes: After completion of this course the student shall be able to: • Identify the main historical developments in Ancient Greece and Rome. • Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship. • Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent. • Explain the trends in the medieval economy. •

Analyse the rise of Islam and the move towards state formation in West Asia. • Understand the role of religion and other cultural practices in community organization.

Core Course V History of India- III (c. 750-1200) (HISACOR05T) Learning Outcomes: After completion of this course the student shall be able to: • Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India. • Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes. Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Core Course VI Rise of the Modern West- I (HISACOR06T) Learning Outcomes: After completion of this course the student shall be able to: • Outline important changes that took place in Europe from the medieval period. • Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe. • Explain the processes by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres. • Critically analyse linkages between Europe's state system and trade and empire.

Core Course VII History of India- IV (c. 1206–1526) (HISACOR07T) Learning Outcomes: After completion of this course, the students shall be able to: • Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries. • Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study. • Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

Core Course VIII Rise of the Modern West- II (HISACOR08T) Learning Outcomes: After completion of this course the student shall be able to: • Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries. • Contextualize elements of modernity in these realms. • Discuss the features of Europe's economy and origins of the Industrial Revolution. • Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

Core Course IX History of India V (c. 1526CE-1757CE) (HISACOR09T) Learning Outcomes: After completion of this course the student shall be able to: • Critically evaluate major sources available in Persian and vernacular languages for the period under study • Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state. • Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions • Discuss how different means such as visual culture was used to articulate authority by the rulers • Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state and Know the Rise of Maratha Power under Shivaji, Emergence of Regional Power as well as the Rise of English East India Company in Bengal after the downfall of the Mughal Empire.

Core Course X History of India- VI (c. 1757-1857) (HISACOR10T) Learning Outcomes: After completion of this course the student shall be able to: • Outline key developments of the 18th century in the Indian subcontinent. 6 | Page • Explain the establishment of Company

rule and important features of the early colonial regime. • Explain the peculiarities of evolving colonial institutions and their impact. • Elucidate the impact of colonial rule on the economy. • Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule. • Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

Core Course XI History of Modern Europe – I (1789CE-1919CE) (HISACOR11T) Learning Outcomes: On completing this course, the students will be able to: • Identify what is meant by the French Revolution. • Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France. • Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes. • Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization. • Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

Core Course XII History of India- VII (c. 1858-1947) (HISACOR12T) Learning Outcomes: After successful completion of the course, the students will be able to: • Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries. • Outline the social and economic facets of colonial India and their influence on the national movement. • Explain the various trends of anti-colonial struggles in colonial India. • Analyse the complex developments leading to communal violence and Partition. Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

DSE -I Aspect of the history of Modern Southeast Asia-I (HISADSEO1T) Learning Outcomes: After completion of this course the student shall be able to: • Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism • Analyse the impact of the European presence on local society • Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region. • Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression. • Describe the historiographical trends to study history of Southeast Asia.

DSE-II Aspect of the History of Modern Southeast Asia: II (HISADSE02T) Learning Outcomes: After completion of this course the student shall be able to: • Explain the character and functioning of colonial state and society. • Analyse the impact of the European presence and the growth of the Nationalist Movement in South East Asia. • Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region. •Analyse the Decolonisation and Cold War politics-Regional Co operation initiatives:SEATO,ASA,ASEAN,and NAM. • Describe the historiographical trends to study history of Southeast Asia.

Core Course XIII History of India-VIII(India since 1947) (HISACOR13T) Learning Outcomes: After completion of this course the student shall be able to: • learn about the post war Developments of social, political, economic and cultural scenarios of India. •Analyse theImpact of colonialism and National Movement. •Know about the Indian Constitution and Consolidation as a Nation. •Analyse the Political developments in India since independence.

Core Course XIV Trends in World Politics (1919CE-2001CE) (HISACOR14T) Learning Outcomes: After completion of this course Students shall be able to: • learn about the post

war Developments of Trends in World Politics, •Know the Challenges to the new European Order, Issue of Non-Alignment movement after the end of the Cold War. •Know the Emergence of Terrorism, Issues and Challenges . • Know India's Role in the Contemporary World.

DSE-IV History of Modern East Asia-I(1830-1919) (HISADSE04T) Learning Outcomes: After completion of this course Students shall be able to: learn about the nature and structure of the traditional Chinese society and how to transform the Chinese society from traditional to modern cultures. They will be aware of how the Chinese were united towards the foreign colonial powers and defeated them and ultimately gain to freedom.

DSE-V History of Modern East Asia II(1919-1939) (HISADSE05T) Learning Outcomes: After completion of this course After completion of this course the student shall be able to learn to think critically and comparatively about historical events in modern East Asia. They are able to understand and identify historical themes, causes, and effects.

HISTORY CBCS GENERAL PAPER-I: HISTORY OF INDIA FROM EARLIEST TIME UPTO 300CE HISGCOR01T Learning Outcome: After completion of this course The history student will be able to learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can also acquire the knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India , Paleolithic and Mesolithic cultures, Chronological distribution of Neolithic and Chalcolithic cultures, the Harappan Civilization and the Vedic Civilization as well as the Ancient Language and Literature etc. in ancient India.

PAPER-II HISTORY OF INDIA FROM 300CE to 1206CE HISGCOR02T Learning Outcome: After completion of this course 10 | Page History Students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture and analyse the changes in the society and economy during the early medieval period as well as the introduction of Muslim rule in India after the Arab conquest of Sind.

PAPER-III HISTORY OF INDIA FROM 1206CE to 1707CE HISGCOR03T Learning Outcome: After completion of this course Students will be able to identify the major political developments in the History of India during the period between the twelfth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, Bhakti movement and Sufi movement. Delineate the development of trade and urban complexes during this period.

PAPER-IV HISTORY OF INDIA FROM 1707 CE to 1950 CE HISGCOR04T Learning Outcome: After completion of this course Students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

DSE PAPER-I Society and Economy of Modern Europe: 15th to 18th century HISGDSE01T Learning Outcome: After completion of this course Students will be able to develop the understanding Europe from a theocratic society to Modern Nation state system, Renaissance and its aftermaths on European Society, Economy, polity and Culture leading to the

subsequent development of Nation State and emergence of new ideologies as well as to analyse the transition from feudalism to Capitalism through Industrial revolution in England.

DSE PAPER-IV Some Aspects of European History:1780-1939 CE HISGDSE04T Learning Outcome: After completion of this course Students will be able to analyze the historical developments in Europe between1780-1939. As it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts and to analyse the Rise of Fascism and the Nazism on the eve of the Second world war.

GE PAPER:I History of Indian Journalism: Colonial and Post-colonial Period HISGGEC01T Learning Outcome: Students will be able to understand the role of Print media to the growth of nationalism and the importance of Pre-Colonial and Post Colonial History of written records which help to know about the changing scenario of the world.

GE PAPER:II Some Perspective on women's Rights in India HISGGEC02T Learning Outcome: • After completion of this course students particularly women will be able to understand the power of Indian Constitution through which they will be able to know regarding the Dowry Prohibition Act, Child Marriage Act and The Prevention, Prohibition and Redressal Act of 1913, • will be able to save themselves from the sexual Harassment at Work Place, • Will be able to take remedial measures against the domestic violence on women as well as all forms of discrimination against women also.

Skill Enhancement Course SEC-I Archives and Museums • **Course Objective:** • The aim of this course is to make students familiar with the structure and functioning of archives and museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The paper will be of particular value to those who are interested in seeking careers as archivists or working in museums, art galleries and keepers of private and public collections. • Learning Outcomes: Upon completion of this course the student shall be able to: • Examine these two repositories of history from close quarters. • Discuss the role of Colonialism in the growth of Archives and Museums. • Explain how the documents and artefacts are preserved and the difficulties faced in the process. • Demonstrate the way in which museums are organised and managed. • Examine the considerations which govern the way exhibitions in museums are managed.

SEC-II Understanding Indian Art • **Course Objective:** • This course aims to provide an understanding of Indian art forms from ancient to contemporary times, fostering appreciation of its diversity and plurality of aesthetic richness. The course begins with how Indian art was perceived in the west and the construction of the orientalist canon, laying stress on the primacy of religion and race in Indian art and superiority of Western aesthetics. It also explores the nationalist response, underlining the transcendental and metaphysical aspects of Indian art, which gave it its 'Indianess' and reviews new concerns in Indian art studies regarding its social context. The course studies three vital manifestations of Indian art, keeping in view the transitions in terms of style, material, historical contexts, regional variations, elite/popular art, patterns of patronage, representation of gender and the study of iconography of different works of art. • Learning Outcomes: • At the end of the course, the

student should be able to: • Explain how Indian art was perceived and received in the west under colonial rule and its changing perspectives. This will set the template for examining its various manifestations. • Through specific examples the student will be able to identify the historical context, socioeconomic processes that went in the formation of art and architectural forms. • Identify the stylistic features of different genres of art. • Discuss the iconography of art forms. • Differentiate between high/courtly art, popular art/folk, and tribal art. • Point out the continuity in patterns and regional variations. • Elaborate patronage patterns, artist-patron relations and representation of gender.

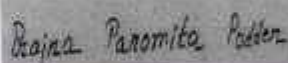
SEC-III An Introduction to Indian Architecture • Learning outcome: • Students will learn about the Introduction of Indian art and Architecture from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as students will equip with the ability to understand art and architecture as a medium of cultural expression. Students will be able to understand the Features of Indian Architectural Plan, Elevation, Section, Arches, Vaults, Domes, Pillars, Capitals, stupas, Indus Valley town planning: Rock cut Architecture, Major Styles of Temple, Mughal Architecture: Tomb, Places as well as Modern and Contemporary Architecture: Colonial Building: Neoclassical Architecture, British Forts, Churches, High Courts, University, Rashtrapati Niwas etc. besides Contemporary Structures Across India: Lotus Temple, New Delhi; Jawahar Kala Kendra, Jaipur, British Council, Delhi Capital complex, The Light box restroom etc.

SEC-IV Understanding Popular Culture • Course Objective: • The course aims to provide an overview of the various forms of the subcontinent's popular cultural practices, expressed through oral, visual and other mediums. Exploring the interface between various forms of popular culture and their historical evolution, the objective would be to sensitize learners to the rapidly evolving domain of popular culture. The course will enable students to grasp significant differences in cultural types as well as assess the impact of different types of cultural expressions on society. • Learning Outcomes: • Upon completion of this course the student shall be able to: • Discuss the range of theoretical perspectives that define popular culture, • Describe the methodological issues involved in a historical study of popular culture, • Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond them • Interpret these theoretical concerns through a case study, • Examine the role of orality and memory in popular literary traditions, • Demonstrate the evolution of theatre and dance within the popular performative traditions, • Analyse the role of technology in the transformation of music from elite to popular forms, • Examine the relationship between recipes/recipe books and the construction of national/regional identities, • Discuss the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie. • With specific reference to art, media and cinema, Examine the processes through which a pattern of 'public cultural consumption emerged in contemporary times.


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Estd. – 2007

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(NAAC ACCREDITED)

Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

Course Outcome

Philosophy focuses on fundamental questions concerning the nature of reality, knowledge and values; metaphysics seeks to understand the true nature of reality in general and of humankind in particular, logic and epistemology endeavour to determine valid method of reasoning and the limits and criteria of knowledge; and ethics attempts to formulate the basic moral norms by which our choices and actions should be governed. Through the study of philosophy, students can improve their understanding of themselves and the world in which they live; they can increase their command of intellectually responsible methods of establishing and evaluating beliefs and theories; and they can develop more effective ways of determining their moral duties.

In general, the study of philosophy helps develop the ability to think clearly. If one understands how to think clearly, one can apply the techniques of critical and constructive thinking to the study of any discipline or to the concerns of any occupation. The department curriculum provides an opportunity for all students, whether majoring in philosophy or not, to be educated in the methods of critical and constructive thought through reflection on the fundamental presuppositions of knowledge in general and of individual disciplines such as art, mathematics, religions and science in particular. Genuine philosophy by its nature is dialectical; various points of view are brought into critical contact, their assumptions critically assessed, their connections and implications explored. This is the central task of the philosophical enterprise.

Course Outcomes of undergraduate courses

We provide all possible learning modes within our infrastructural constraints including Laptop Wi-Fi enabled, departmental library, PPT classes , remedial & tutorial classes, study material, extension lecture, students seminar, departmental Journal, students' mentoring to help students learn following outcomes.

- 1. Study of Indian Philosophy students should make their ability to state a clear and strong objection to an argument advanced by others; and to articulate counter-arguments to their own objection.

- 2. Psychology helps student justify their own and evaluate others' actions using general ethical principles of the psychological account as a framework.
- 3. Students will be capable of reading both primary and secondary sources through the western philosophical thought and analysing their argument.
- 4. By the logical portion of entire syllabus of philosophy, will help identify arguments in ordinary language, as well as distinguish premises from conclusions and also help differentiate deductive arguments from inductive arguments, construct arguments of their own, and evaluate deductive arguments in terms of validity and soundness and inductive arguments in terms of strength and cogency.
- 5. After learning the rules of ethics students can analyse particular moral problems by applying those ethical theories which will help them examine the moral value of their own life as well as of others.
- 6. Through practical ethics students must learn the concepts of right, wrong, good and bad in their environment and also have to learn the moral principles and their application in everyday life.

SEM 1 Logic (PHIHGEC01T/PHIGCOR01T)

1. Introduction to logic will teach you the basics of formal logic, which provides symbolic methods for representing and assessing the logical form of arguments. Through this teaching, we will develop understanding of symbolic language and logic, as well as familiarity with precise models of deductive reasoning. i) Logic is a foundational discipline. ii) Logic can help you evaluate your own beliefs. iii) Logic can help you to be more persuasive.

2. Symbolic logic is a very useful tool for clarifying the philosophically important concepts of meaning, truth and proof.

3. The logic used to explain miracles of everyday life, thinking logically helps man to question the functioning of everything around us, the logic used to argue and is somehow a thought an idea that influences us for an action we do in our daily lives. The logic helps me to speak properly to communicate with others.

4. Logic is important because it influences every decision we make in our lives. Logical thinking allows us to learn and make decisions that will affect our lifestyle.

SEM 2 Western Epistemology and Metaphysics (PHIHGEC02T/PHIGCOR02T)

1. Epistemology is the study of knowledge, while metaphysics is the study of reality. Epistemology looks at how we know what the truth is and whether there are limits to this knowledge, while metaphysics seeks to understand the nature of reality and existence.

2. The study of epistemology in Philosophy is important because it helps us evaluate what we see or perceive. It helps us determine the true from the false and helps us gain productive knowledge i.e., knowledge that we can actually use to benefit oneself and others.
3. Traditionally, metaphysics is defined as the science of being, or of reality as such. The western metaphysics has a historical character in so far as the metaphysical reflection of different philosophers unfolds historically, very much like events in human history.
4. Metaphysics is a type of Philosophy or study that uses broad concepts to help define reality and our understanding of it. Metaphysical studies generally seek to explain inherent or universal elements of reality which are not easily discovered or experienced in our everyday life. Typical issues include transcendence, being, existence in its individual and communal dimensions, causality, relations, analogy, purpose, the possibility of metaphysics, and the relations of metaphysics to other disciplines.

SEM 3 Indian Epistemology and Metaphysics(PHIHGEC03T/PHIGCOR03T)

1. The goal of epistemology is to determine the criteria for knowledge so that we can know what can or cannot be known, in other words, the study of epistemology fundamentally includes the study of meta-epistemology.
2. Epistemology is a branch of Philosophy that is concerned with various theories of knowledge - Indian epistemology is rich in terms of its content and logical reasoning. Systems of Indian Philosophy may be broadly divided into Vedic and non- vedic or orthodox and heterodox.
3. Metaphysics is the foundation of philosophy. The degree to which our metaphysical worldview is correct is the degree to which we are able to comprehend the world, and act accordingly .

SEM 4 Indian Ethics & Western Ethics(PHIHGEC04T/PHIGCOR04T)

1. i) In Indian thought all ethical thinking has always been firmly rooted in Philosophy. The part of the paper aims at introducing the student to the distinctive elements of Indian thinking on ethics. ii) The chief concerns and presuppositions of Western Ethics are considerable different from those of Indian Ethics. This course is meant to introduce the student to the main types of ethical theories in the west.
2. Ethics serve as a guide to moral daily living and helps us judge whether our behaviour can be justified. Ethics refers to society's sense of the right way of living our daily lives. The discipline concerned with what is morally good and bad and morally right and wrong.
3. The ethical principles of justice, beneficence, accountability, autonomy and veracity.
4. The study of ethics helps a person to look at his own life critically and to evaluate his actions / choices/ decisions. i) Be kinder to the environment ii) Respect and defend human rights iii) Become more ethical in your career.

SEM 5 -DSE Applied Ethics (PHIGDSE01T)

1. Students be able to demonstrate a thorough insight in problems of applied ethics, and also be able to discuss different views critically in writing.
2. Students be able to demonstrate an overview of differences, similarities and connections between different views within applied ethics and to give critical assessments of the different views.

SEM 5- GE The Philosophy of Self Development (PHIGGEC01T)

1. Students compare and contrast the main contributions and ideas of philosophers in the ancient period.
2. Students write good philosophical essays which reveal improved skill in the presentation and defense of arguments, especially as they relate to the study of Ancient Philosophy.
3. According to Vivekananda, education is a process in which the young minds, will receive strength, energy and vigorous character. Through this process, the individual will mould them self into a complete and perfect human being of their life. All knowledge and all powers are within.
4. Gandhiji's philosophy to life is based upon the philosophy of idealism. He advocated the ideals of truth, non-violence and moral values to achieve the ultimate truth of self-realization. Gandhi believed that the education system gave primacy to the mind and kept the body & spirit somewhere at the backburner.

SEM 6 - DSE Social & Political Philosophy (PHIGDSE03T)

1. It is generally agreed that the central task of social and political philosophy is to provide a justification for coercive institutions. Coercive institutions range in size from the family to the nation-state and world organizations, like the United Nations, with their narrower and broader agendas for action.

2. i) Composes the fundamental qualities of the relation of ethics and politics. ii) Explains the basic concepts of political philosophy such as state, society, law, order, freedom/liberty, sovereignty etc. iii) Explains and illustrates the disadvantages and mutual responsibilities faced by an individual living and in democratically ruled society.

SEM 6 -GE Critical Thinking (PHIGGEC02T)

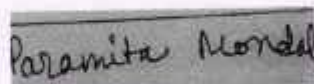
1. Students will be able to apply Critical Thinking skills through a process of inquiry that explores evidence for developing innovative and creative solutions to make informed decisions and evaluations.
2. Engage the imagination to explore new possibilities. Formulate and articulate ideas. Recognize explicit and tacit assumptions and their consequences.
3. Critical Thinking can help you better understand yourself, and in turn, help you avoid any kind of negative or limiting beliefs, and focus more on your strengths, Being able to share your thoughts can increase your quality of life.



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Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

PROGRAMME SPECIFIC OUTCOME

PROGRAMME OUTCOME:- Students of Political Science can benefit immensely from the study of this social science as they learn to differentiate among multiple perspectives of political ideology and evaluate different research methods of comparative politics. With an empirical approach, students can analyse governance and public administration of the country they reside in and defend a vision in politics in areas such as justice, democracy, liberty etc. Global issues like economy and environment or social issues like patriarchy and feminism can draw, not only on the interests of students but can pave the way for redefined social and political equations. Theoretical framework of international politics can be applied in contemporary cases and issues of good governance can be focussed upon by politically aware citizens as they influence multiple fields of political and social life such as human rights, social welfare, teaching , law-making, disaster management, civil service, planning, market – research, journalism and social media and public representation and able governance.

Course Outcome – Political Science

1. PLSACOR01T, UNDERSTANDING POLITICAL THEORY: Ideas generated for the creation of a better political world through understanding of concepts shaping politics, through the various approaches to the study as well as different models for studying political theory.

2. PLSACOR02T, CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA: Acquaintance of students with the constitutional design of state structures and institutions and

their functioning in changing times ,along with an interest in their operations in the larger extra- constitutional environment.

3. PLSACOR03T, POLITICAL THEORY— CONCEPTS AND DEBATES: Provides new and critical insights into interpretation of politics and shaping of the knowledge of fundamental concepts like sovereignty, rights, equality etc.

4. PLSACOR04T, POLITICAL PROCESS IN INDIA: Familiarises students with the working of the Indian state and the issues which influence political processes like party system, religion, corruption and so on.

5. PLSACOR05T, INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS: Provides a historical perspective of politics and governments, internationally / world wide, a comparative analysis of developed and developing countries and a knowledge of internal and external functioning of certain regimes in a euro-centric world.

6. PLSACOR06T, PERSPECTIVES OF PUBLIC ADMINISTRATION: Students acquire a knowledge of classical and contemporary theories of Public Administration with a simultaneous emphasis on recent trends like feminism and ecological conservation as well as contemporary administrative developments.

7. PLSACOR07T, PERSPECTIVES ON INTERNATIONAL RELATIONS AND WORLD HISTORY: Students are equipped with the basic intellectual tools for understanding international relations, accompanied by glimpses of the evolution of the international state, theories and major developments of the 20th century.

8. PLSACOR08T, POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE: Students are trained in the scientific application of comparative methods to the study of politics and obtain insights into the nation-state system as well as political systems over time.

9. PLSACOR09T, PUBLIC POLICY AND ADMINISTRATION IN INDIA: Gaining a better understanding of how governing philosophy is translated into programs and policies and making it a part of the community living along with an insight into issues like decentralisation, financial management, social welfare etc.

10 PLSACOR010T, GLOBAL POLITICS: Imparts an understanding of the nature of globalisation by addressing its political, economic, social, cultural and technological dimensions and a better acquaintance with the changing nature of global economy and international relationships.

11. PLSACOR011T, CLASSICAL POLITICAL PHILOSOPHY: Enlightens students with the normative aspects of political science, sets standards of judgment and defines constructive purposes for the use of political power.

12. PLSACOR012T, INDIAN POLITICAL THOUGHT-I: Along with an understanding of the political philosophy and structures of ancient India, it provides an understanding of the broad streams of Indian political thought with specific knowledge of individual thinkers and texts.

13. PLSACOR013T, MODERN POLITICAL PHILOSOPHY: Provides knowledge about how western political thought has served as an ideological foundation for governments around the world. Also defines constructive purposes for the use of political power.

14. PLSACOR014T, INDIAN POLITICAL THOUGHT—II: Acquaints students with Indian political thinkers and themes that defines the modernity of Indian political thought also provides an understanding of local influences and time-frame on the thought process of political thinkers as well as political functioning.

1. PLSADSE01T, READING GANDHI: The paper will enable the students to comprehend the different methods adopted by Gandhi in order to resolve social issues.

The paper will prompt students to understand the values of non- violence.

The paper help students understand the nuances of Gandhi's means and ways adopted in course of the freedom struggle.

2. PLSADSE02T, WOMEN,POWER AND POLITICS: Contemporary issues of relevance like patriarchy and feminism can be better understood by students, leading to an increasing awareness of family issues, position of women and women's movements, making way for gender equality and redefined gender roles.

3. PLSADSE03T, UNDERSTANDING GLOBAL POLITICS: This course helps students develop an understanding of the local, national and global dimensions of political activity, combined with issues of sovereignty, global economy, climate change, nuclear proliferation, terrorism and so on.

4. PLSADSE04T, PUBLIC POLICY IN INDIA: Study of public policy helps examine how political processes create vital programmes that work to change society. It also sheds light upon the role of interest groups and social movements over policy-making and the original Nehruvian vision combined with recent developments.

5. PLSADSE05T, HUMAN RIGHTS IN COMPARATIVE PERSPECTIVE: The paper will help students comprehend the meaning and implications associated with human rights

The paper will enable students to understand the issues of torture, surveillance, terrorism and insecurity.

The paper will equip students to analyse issues of structural violence.

6. PLSADSE06T, GOVERNANCE:ISSUES AND CHALLENGES: This adds to the knowledge of students regarding governance and the influence of globalisation, market and

civil society and environmental issues influencing it. Additionally there is a better recognition of good governance initiatives.

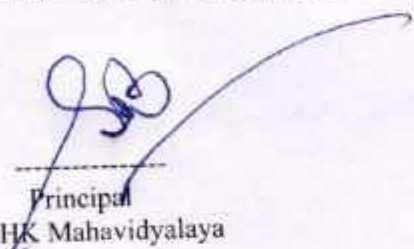
SKILL ENHANCEMENT COURSES OUTCOME

1. PLSSECO1M , DEMOCRATIC AWARENESS WITH LEGAL LITERACY: Acquaintance of students with the structure and manner of functioning of the legal system in India, different laws and their practical application, the constitution and its functioning.
2. PLSSECO2M, PUBLIC OPINION AND SURVEY RESEARCH: Introduction of students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. Familiarization with the concept and measurement of public opinion using various methods.

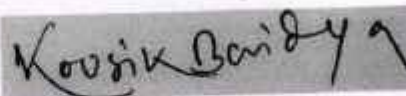
GENERAL COURSES OUTCOME

1. PLSGCOR01T, INTRODUCTION TO POLITICAL THEORY: Ideas generated for the creation of a better political world through understanding of concepts shaping politics including freedom, equality, individuality, democracy, justice, liberty etc. The debates direct young minds to take an interest in vital socio-economic and political issues.
2. PLSGCOR02T, INDIAN GOVERNMENT AND POLITICS: Acquaintance of students with the constitution -making process, constitutional design of state structures and institutions and their functioning in changing times ,along with an interest in their operations in the larger extraconstitutional environment.
3. PLSGCOR03T, COMPARATIVE GOVERNMENT AND POLITICS: Provides a historical perspective of politics and governments, internationally/world wide, a comparative analysis of developed and developing countries and a knowledge of internal and external functioning of certain regimes in a euro-centric world.
4. PLSGCOR04T, INTRODUCTION TO INTERNATIONAL RELATIONS: Students are equipped with the basic intellectual tools for understanding international relations, accompanied by glimpses of the evolution of the international state, theories and major developments of the 20th century.
5. PLSGDSE02T, WOMEN ,POWER AND POLITICS: Contemporary issues of relevance like patriarchy and feminism can be better understood by students, leading to an increasing awareness of family issues, position of women and women's movements, making way for gender equality and redefined gender roles.
6. PLSGDSE04T, PUBLIC POLICY IN INDIA: Study of public policy helps examine how political processes create vital programmes that work to change society. It also sheds light

upon the role of interest groups and social movements over policy-making and the original Nehruvian vision combined with recent developments.



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Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) **Programme Outcome- Sanskrit**

Sanskrit language has given a great contribution to the world as it is one of the oldest languages in the world and till date it holds the prominent position in the world. Sanskrit language is a main source of knowledge, tradition, culture and the history of ancient India.

The oldest vedic literature, classical dramas, poetry, the great epics like Ramayana and Mahabharata, various Puranas all these can be understood in depth by studying Sanskrit. Even the philosophy and idealism pertaining to various periods can be understood by studying Sanskrit language. The study of Sanskrit enables one to comprehend the 'Upanishads' and 'Bhagawatgita' which enlighten the concept of 'Atmatattva' and 'Moksha'. Sanskrit is a key to the hidden treasures of India like Yoga and Ayurveda, Astronomy, Medicines, Ancient Indian Epistemology, History, Geography, Politics, Music, Natyashastra, details of sixty four Kala and many others shastras. If Sanskrit is made available to experts in these areas, they can unravel the knowledge contained in the ancient texts and also interpret such wisdom in the latest scientific discoveries.

Outcome of Sanskrit subject:

- To get acquainted to the traditions, culture and history of ancient India.
- To make awareness about the importance of world famous vedic and classical Sanskrit literature, various shastras and incredible philosophy which is treasure of knowledge.
- To know the stringent the grammar rules.
- To enhance the knowledge of vocabulary, clarity in speech and verbal fluency.
- To acquire the ability to apply relevant theoretical perspectives to topics within the field of ancient Indian religion, literature and history through Sanskrit texts.
- To develop the capacity for creative writing and literary appreciation through Sanskrit project works.
- To acquire the ability to develop a research project including formulation of a research problem.

- To know the importance of ethical and moral values of human life.
- To create the ability to critically access existing research through careful study, analysis and discussion.
- To prepare them for Indian Civil Services by the knowledge of Sanskrit literature. Specially to make fulfil themselves by the knowledge of ancient Indian Religion, History, Politics, economy etc which are included in Sanskrit texts.

Course Outcome – Sanskrit

SEM-I SANGCOR01T Sanskrit Poetry • Valuable contributions of Kalidasa in history of Raghukul and Sanskrit poetry. • An outstanding work of Kalidasa. •How kalidasa created Raghuvansham to re-establish ideals, values for the kings & people. • Social, economical, financial and political status of state in the Era of Ishwanku race. • A fair idea of the works of great Sanskrit poets. • Ethical knowledge through Sanskrit poetic works.

SEM-II SANGCOR02T Sanskrit Prose Literature • To impart an indepth textual study of the Shukanasopadesha of the Kadambari. • An awareness of the style of narratives in Sanskrit. • To familiarise with the Prose literature in Sanskrit and the artistic style of Banabhatta. • Development of skills in advanced Sanskrit communication.

SANSAEC01M Sanskrit Grammar • Basic rules of Grammar. • Formation of the sentence in Sanskrit. • Knowledge of gender, numbers and the technical terms of Sanskrit language.

SEM-III SANGCOR03T Sanskrit Drama •The actual creativity of Kalidasa and its fabulous writing style. • A deep knowledge about the style of kalidasa. •An acquaintance with the drama literature in Sanskrit. SANLCOR01T Sanskrit Stories & •The importance of values in human Nitishatakam life. •Every aspect of human behaviour. • The practical aspects of life like – understanding people, choosing reliable friends, coming out of difficult situations wisely. • Living in peace while facing deceit, many problems in life.

SANSSEC01M Translation, Paragraph writing, Letter Writing • Skill development in Sanskrit language.

SEM-IV SANGCOR04T Sanskrit Grammar • For the knowledge of Sanskrit language and reading of texts properly. • The basic principal of the structure of the Panini Ashtadhyayi. • Knowledge of fundamental Sandhi and compounding patterns.

SANLCOR02T Sanskrit Grammar and Panchatantram •Introduction of Sanskrit Grammar. •General study of Paninian rules. •The practical aspects of life like – understanding people, choosing reliable friends, coming out of difficult situations wisely.

SANSSEC02M Spoken Sanskrit & Computer awareness for Sanskrit • Skill development in Sanskrit language. • Working knowledge of HTML and web page development. • Working

knowledge of CSS and Java Scripts. • Working with Unicode typing in Devanagari Scripts. • Learning of various typing tools and software for Devanagari Unicode. • Learning of Text preservation techniques and web publishing.

SEM-V SANGDSE01T Veda and Darsana • General introduction to the Vedic Literature. • Literary beauty of the text Rudradhyaya. • Knowledge of self laid into the Brihadaranyakopanishad. • Realisation of actual life and eternal truth. • Dialogue of Maitreyi-Yajnavalka.

SANGDSE02T Vyakarana & Kavya • To become familiar with the grammatical text Kavirahasyam. • Difference between Kavya & Mahakavya. • Knowledge of the definition of terminology of kavyashastra, Alamkarashastra etc.

SANGGEC01T Sanskrit Grammar & Composition and Literature(Gita) • Skill development in Sanskrit language. • Learning of the philosophy of Gita. • Acquirement of devotion in the all kind of things through Gita.

SANSSEC03M Basic Elements Of Ayurveda • The principles of traditional Indian medicine system which is focused not only to physical health but a healthy life style including food habits. • Knowledge of original sources of ancient medicine in Sanskrit texts i.e. Charakasamhita, Sushratasamhita, Ashastangahridaya etc.

SEM-VI SANGDSE03T Veda & Darsana • General introduction to vedic works in Bengal. • To become familiar with Vedic scholars of Bengal. • Knowledge of the life and philosophy of Swami Vivekananda and Ramakrishna Paramahansa. • Knowledge of Vaishnav Philosophy and Shakta Philosophy.

SANGDSE04T Vyakarana & Kavya • Basic knowledge of computational linguistics. • Difference between Kavya & Mahakavya. • Knowledge of Kavyaguna, Rasa, Alamkara etc.

SANGGEC02T Critical Survey of Sanskrit Literature • Acquirement of knowledge of Vedic Literature, Ramayana, Mahabharata, Puran and all others Sanskrit Shastras. • Knowledge of cultural and Social heritage laid into the Sanskrit texts.

SANSSECO4M Yogasutra of Patanjali • Knowledge of Indian system of Yoga. • Acquirement of the necessary tools for a balanced life. • Awareness about how to concentrate your body fit and fine and lead to a successful life.

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Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

Having completed a B.A. General Course in sociology from BHKM, the students are expected to acquire the following qualities:

Program Outcome - Sociology

	Program Outcome	Description
PO1	1. Introduction to Sociology (Semester 1)	Gain insight into the sociological perspectives that drive “motivations” and “spirit” for in – depth understanding.
	Method of Measurement:	Assessment (Internal & Final)
PO2	2.Sociology of India (Semester 2)	Sociological investigations aims at resolving and negotiating solutions in the domain of applied knowledge. The techniques incorporate context, frame reference, nature of enquiry and procedural requirements of study.
	Method of Measurement:	Assessment (Internal & Final)
PO3	3.Sociological Theories (Semester 3)	Various western and Indian thinkers provide the philosophical bases of approaching a social phenomenon in question. Theoretical viewpoints help to unravel the complex world, transform qualitative ideas to generalizable empirical forms and aids in multiple levels of thinking.
	Method of Measurement:	Assessment (Internal & Final)

PO4	4.Methods of Sociological Inquiry (Semester 4)	Helping students learn about methods of sociological research.
	Method of Measurement:	Assessment (Internal & Final)
PO5	Gender and Sexuality (Semester 5)	Helps the students understand “gender” as a category and the issues associated with such categorisation.
	Method of Measurement:	Assessment (Internal & Final)
PO6	Marriage, Family and Kinship (Semester 5)	Helps students learn critically about social institutions of marriage and family
	Method of Measurement:	Assessment (Internal & Final)
PO7	Social Stratification (Semester 5)	Aids the students to know the different axes of stratification that determines identity and also conditions inequality in society.
	Method of Measurement:	Assessment (Internal & Final)
PO8	Religion and Society (Semester 5)	Equips students to learn about religion, its relation with society and core ideas of fundamentalism and secularism.
	Method of Measurement:	Assessment (Internal & Final)
PO9	Polity and Society (Semester 6)	This module will enable students to grasp basic ideas of democracy and political systems across the world.
	Method of Measurement:	Assessment (Internal & Final)
PO10	10. Economy and Society (Semester 6)	This module will help students to grasp the ideas of contemporary issues like globalisation in the realm of economic sociology
	Method of Measurement:	Assessment (Internal & Final)

Course Outcomes (CO)

Paper: Introduction to Sociology (SOCGCOR01T)	
Module	Course Outcome (CO 1)
1. Introduction to Sociology (Semester 1)	This module will invite the students to the world of sociological reasoning, understanding of concepts, and fundamental theorisation.
	This module will enable the learners to delineate areas of similarities and dissimilarities between sociology and other social sciences.
	This module will equip the students with ideas on social institutions, social processes, social stratification, social control, deviance and conformity, and social change.

Paper: Sociology of India (SOCGCOR02T)	
Module	Course Outcome (CO 2)
2. Sociology of India (Semester 2)	This module will enable the students explore the basic elements that make up the Indian society and how each element contributes to the making of 'India as a Nation'.
	This module will help the learners understand the fundamental ideas of village, caste, class etc.
	This module will help students to understand the social problems of communalism and the idea of secularism.

Paper: Sociological Theories (SOCGCOR03T)	
Module	Course Outcome (CO 3)
3. Sociological Theories (Semester 3)	This module will help the students trace the journey of sociology from the time of its inception and the contribution of Auguste Comte in establishing it as the youngest discipline of social science.
	This module will enable the learners to understand the great works of Karl Marx and form ideas on the capitalist society and its institutions.
	This module will give an elaborate description on the concepts of economy and social order as told by Max Weber.
	This module will help students to grasp the ideas of one of the greatest thinkers in Sociology and his ideas on division of labour and religion.

Module	Paper: Methods of Sociological Inquiry (SOCGCOR04T)
4. Methods of Sociological Inquiry (Semester 4)	Course Outcome (CO 4)
	This module will help in a clearer understanding of social research, objectives and typology, relationships between theory and research, concept of hypothesis and the ideas of objectivity and reflexivity.
	This module will aid in better understanding of the different methodological perspectives needed for social research.
	This module will help the students dive into the world of sociological techniques employed for carrying out research activity.

Paper: Gender and Sexuality (SOCGDSE01T)	
Module	Course Outcome (CO 5)
5. Gender and Sexuality (Semester 5)	This module will help the students understand the basic concepts related to sociology of gender.
	This module will enable the learners to explore the socio-cultural construction of gender as a category.
	This module will help the students learn about the ideas behind gender differences, discrimination, segregation and other forms of exclusion.
	This module will help students identify areas of power convergence and divergence with respect to “gendered norms” and how resistance movements challenge the prevailing stereotypes.

Paper: Marriage, Marriage and Kinship (SOCGDSE02T)	
Module	Course Outcome (CO 6)
6. Marriage, Marriage and Kinship (Semester 5)	This module will help the students understand the basic concepts related to sociology of gender.
	This module will enable the learners to explore the socio-cultural construction of gender as a category.
	This module will help the students learn about the ideas behind gender differences, discrimination, segregation and other forms of exclusion.
	This module will help students identify areas of power convergence and divergence with respect to “gendered norms” and how resistance movements challenge the prevailing stereotypes.

Paper: Social Stratification (SOCGDSE03T)	
Module	Course Outcome (CO 7)
7. Social Stratification (Semester 5)	This module will help the students understand the basic concepts of social stratification.
	This module will enable the learners to understand the theories put forward by thinkers on stratification.
	This module will help the students to know the different axes of stratification that determines identity and also conditions inequality in society.
	This module will aid in the understanding the concept of social mobility and how institutionalised practices sustain social mobility.

Paper: Religion and Society (SOCGDSE04T)	
Module	Course Outcome (CO 8)
8. Religion and Society (Semester 5)	This module will help the students get familiarised with the terms associated with Sociology of religion.
	The student will also learn the ideas of various thinkers on “religion” and how such ideas are relevant in the present day.
	This module will help the students acquire the fundamental knowledge of elements of religion.
	This module will help in the exploration of various challenges facing society in the realm of religion and provide insights for addressing those challenges.

Paper: Polity and Society (SOCGGECO1T)	
Module	Course Outcome (CO 9)
9. Polity and Society (Semester 6)	This module will enable the students to understand and situate society in the arena of politics.
	This module will equip the students with the fundamental knowledge of basic concepts in political sociology.
	This module will help in exploring the different types of political systems prevalent across the world.

Paper: Economy and Society (SOCGGECO2T)	
Module	Course Outcome (CO 10)

(Semester 6)	This module will enable the learners to know the complexities behind the ideas of exchange and how social exchanges reflect material reality.
	This module will give an elaborate description on the ideas of production and consumption with special reference to hunting gathering societies, capitalistic and socialist societies.


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	Grammar & Translation	<ul style="list-style-type: none"> • To provide the information of social cultures and practices in these periods. • To impart the knowledge about various part of the Arabic speech and understand the grammatical sense. • To help in translation from Arabic into English And vice versa.
ARBGCOR02T SEM - 2	History of Arabic literature(Abbasid period) Grammar & Translation	<p>After completion of the course the students will be able :</p> <ul style="list-style-type: none"> • To introduce with the poets and litterateurs of these periods and their thoughts. • To provide the information of social cultures and practices in these periods. • To impart the knowledge about the grammatical analysis and how to use various words in the sentence . • To help in translation from Arabic into English And vice versa.
ARBGCOR03T SEM - 3	Prose (Islamic ,medieval& modern period)	<p>After completion of the course the students will be able :</p> <ul style="list-style-type: none"> • To make opportunities before the learner to appreciate Arabic prose and poetry of Abbasid Period. To develop in the learner the capacity to grasp the ideas conveyed by prose and poetry of Abbasid Period. • • To provide the information of the Quran, Hadith , classical and modern prose. • To impart the knowledge about the differences between the thoughts of medieval writers and modern writers .
ARBGCOR04T SEM - 4	Poetry (Islamic & medieval period)	<p>After completion of the course the students will be able :</p> <ul style="list-style-type: none"> • To provide the information of classical and modern poetry. • To impart the knowledge about the differences between the thoughts of Islamic & medieval poets
ARBGDSE01T SEM - 5	Rhetoric & prosody	<p>After completion of the course the students will be able :</p> <ul style="list-style-type: none"> • To impart the knowledge about the inner meaning & alternate meaning of the same word. • To impart the knowledge about “البحر وأنواع” and

		<p>his Islamic movement in Arab.</p> <ul style="list-style-type: none"> To provide the information of life history of khulafye – Rashedin and how they rule khilafat. To provide the information of life history of some famous Umayyad and Abbasid rulers and their activities .
ARBGDSE03T SEM - 6	Modern Arab world	<p>After completion of the course the students will be able :</p> <ul style="list-style-type: none"> To acquire general knowledge about the Modern Arab World To provide the knowledge about the history , geography , religion natural resources & social cultures of various Arabian countries in Middle - East .
ARBGGEC04T SEM - 6	Indo & modern Arabic literature	<p>After completion of the course the students will be able :</p> <ul style="list-style-type: none"> To gather information on Indian & Modern Arabic literature To provide the information of life history of some Indian scholar and modern scholar and their services in Arabic literature .
ARBGGEC01T SEM - 5	Islamic history (Islamic , khilafat , Umayyad & Abbasid)	<p>After completion of the course the students will be able :</p> <ul style="list-style-type: none"> To provide the information of the biography of Prophet Mohammad (s) and his Islamic movement in Arab. To provide the information of life history of khulafye – Rashedin and how they rule khilafat. To provide the information of life history of some famous Umayyad and Abbasid rulers and their activities .
ARBGGEC02T SEM - 6	Indo & modern Arabic literature	<p>After completion of the course the students will be able :</p> <ul style="list-style-type: none"> To gather information on Indian & Modern Arabic literature To provide the information of life history of some Indian scholar and modern scholar and their services in Arabic literature .



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Subject: 2.6.1 Programme Outcomes (POs) and Course Outcomes (COs)

Programme outcome - Arabic :

- To develop a good understanding of the history and development of Arabic Literature.
- To understand the nuances of Arabic language and phonetics.
- To employ Listening, Speaking, Reading, and Writing skills to the optimum in informal and formal settings.
- To articulate efficiently using verbal and non-verbal skills.
- To confidently exhibit acquisition of life-skills.
- To use ICT effectively both as a means of communication and as an aid to learning Arabic.
- To be a global citizen gifted with the world Classical Language, Arabic and communicate excellently with a good degree of grammatical accuracy and flair.
- To build themselves with rich life skills, comprehend social issues and become agents in bringing about positive societal transformation.

Course outcome : Arabic

Course Code	Course title	Course outcome
ARBDSC101T/ ARBMIN101T	History of Arabic literature (Pre- Islamic , Islamic & Umayyad period) Grammar & Translation	After completion of the course the students will be able to : <ul style="list-style-type: none">• To introduce with the poets of these periods and their thoughts.• To provide the information of social cultures and practices in these periods.• To impart the knowledge about various part of the Arabic speech and understand the grammatical sense.• To help in translation from Arabic into English And vice versa.
ARBGCOR01T SEM - 1	History of Arabic literature (Pre- Islamic , Islamic & Umayyad period)	After completion of the course the students will be able to : <ul style="list-style-type: none">• To introduce with the poets of these periods and their thoughts.