

## Foreword

It gives me great pleasure to bring out the Programme Outcome and Course outcome of the different departments of our college, Vivekananda Mission Mahavidyalaya. I congratulate the heads and in charges of the departments along with the teachers of those departments for preparing this. At the same time I take the opportunity to congratulate college IQAC for the nodal role it has played in the preparation of this Programme Outcome and Course Outcome. The nitty gritty of compilation and everything else that could have derailed the preparation of the Programme Outcome and Course Outcome was taken care of by the IQAC. And now let me end with the fond wish that though this document has been necessitated by the exigencies of conforming to NAAC guidelines yet it will also be of use to the students helping them to have knowledge of the skills and competencies they are supposed to achieve at the completion of their curriculum.

  
Principal  
Vivekananda Mission Mahavidyalaya  
P.O. Chaitanyapur, Purnia, Bihar, W. B.

Principal

Vivekananda Mission Mahavidyalaya

Programme  
Specific outcome (PSO)  
BA (Honours)

Honours Graduate student of Bengali language and Literature should

1. Get a clear concept of the origin and development of Bengali language and Literature.
2. Clear concept of Bengali Grammar and Linguistics.
3. Have knowledge about the History of Sanskrit and English Literature.
4. Understand the Bengali tradition and its culture.
5. Acquire writing and analytics skill.
6. Imbibe greater value of life.

Programme  
Specific outcome (PSO)  
BA (General)

Expected that on completion of the Bengali General Programme the learner would have

1. Basic concept of Bengali language and Literature.
2. Basic concept of Bengali Grammar and Linguistics.
3. Ability to read, write and discuss the mentionable literary works.
4. Acquired writing skill.
5. Value of life.

Programme  
Specific outcome (PSO)  
MA

The pass out students of MA Bengali Course should have

1. Complete idea of Bengali language and Literature.
2. Understanding of Bengali tradition and its culture.
3. Knowledge of Society, Culture and History of Bengal.
4. Knowledge of eastern and Western theory of Literature and criticism.
5. Eligibility for becoming an Educationist.
6. Eligibility for becoming a Creative writer, Script-writer, Journalist.
7. Eligibility for further studies and research work.
8. Greater value of life.

**BA GENERAL BENGALI/ COURSE OUTCOME**

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|-------------------|---|---|
| BNGG DSC-14       | BANGALI SAHITYER<br>ITIHAS O BANGLE BHASA<br>TATTWA   | Student will acquire a comprehensive knowledge of social economic and political impact on literature and culture of Bengal.                     |
| BNGG DSC 1B       | KABYA KABITA  | Knowledge of pre-modern and modern Bengali poems Grill provide the idea of transformation of Bengali poems                                      |
| BNGG DSC-1C       | BANGLE KATHASHITYA<br>NATAK OF PRABANDHA              | Students will develop knowledge about different arena of literature   |
| BNGG DSC-1D       | SAHITYATATTWA O<br>SAHITYA NIRMANKALA                 | Student will learn the famous eastern and western theories related to the literature  |
| BNGG DSE 1A       | BANGLE NATAK O KABITA                                 | Students acquire the basic concept of drama and poems reading with some selective text.   |
| BNGG BSE-1B       | BANGALI VUPANYAS O<br>CHOTOGALPA                      | Student will develop on overall knowledge of Bengali literature by studying the novels and short Stories  |
| BNGG SEC-1        | LIKHAN DAKSHATA<br>BRIDDHI                            | This with help the students to improve their writhing skill   |
| BNGG SEC-2        | BANGLA DHANITATTWA O<br>RUPTATTWA                     | Students acquire the basic concept of sounds structure of Bengali words, their structural classification etc from this course                   |
| BNGG SEC-3        | SHAILI BICHAR   | Students will learn about stylistics and its application  |
| BNGG SEC-4        | BISHAYVITTIK ALOCHANA                                 | Students will learn how to write project  |
| BNGG GE -1        | KABYA   | Students will be able to read and understand some of the representative literary pieces   |
| BNGG GE -2        | EKANKA NATAK O<br>GOYENDA KAHINI                      | Student will be able to define different arena of literary work along their feature and examples  |
| AECC-1 ELECTIVE   | BANGALI BHASA<br>PRASANGA, ANUBAD O<br>KATHAN DAKHATA | Students will get the short lessons on Bengali language and literature , translation and improve their vocabulary and writing skill             |
| AECC (CORE MIL-1) | KABITA O CHHOTOGALPA                                  | Knowledge of Bengali poems and short stories reading with some selective text.  |
| AECC (CORE) MIL-2 | UNISH SHATAKER<br>BANGAL PRABANDHA O<br>LOKSAHITYA    | Knowledge of modern Bengali literature is acquired through these literary works. Folk literature understand the stallion and culture of Bengali |

## B.A. HONOURS

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| BNGH CC -1  | BANGLA BHASAR UDBHAB<br>O PARICHAY   | To acquire the basic concept of Bengali grammar and linguistics   |
| BNGH CC -2  | BANGLA SAHITYER ITIHAS   | Students will be able to trace the developmental history of Bengali literature in between 10 <sup>th</sup> to 18 <sup>th</sup> Century  |
| BNGH CC-3   | PRACHIN O<br>MADHYAJUGER PAD PATH  | To establish the idea of Bengali literature of ancient and medieval ages along with the textual examples.                               |
| BNGH CC-4   | SRICHAITANYATIBANI O<br>MANGALKABYA PATH   | Students will know about the Social, Political, Religions and socio economic aspects during the medieval age.                           |
| BNGH CC- 5  | UNISH –BISH SHATAKER<br>PRABANDHA O KABYA<br>SAHITYER ITIHAS O<br>AKHYAN SAHITYER PATH | The students will get the lessons on Bengali literature through essays, poems of 19 <sup>th</sup> and 20 <sup>th</sup> century.         |
| BNGH CC-6   | CHHANDA ALANKAR O<br>NIRBACHITA KABITA<br>PATH   | Overall Concept Of Rhetoric and prosody will enrich the students  |
| BNGH CC-7   | PRABANDHA SAHITYA<br>PATH  | To enrich the students by reading of essays with reference to social , political, Educational and philosophical thought.                |
| BNGH CC -8  | UNISH BISH SHATAKER<br>NATYA O KATHA<br>SAHITYER ITIHAS O<br>CHHOTO GALPO PATH         | The concepts of social, political and economic problems of the society will be clear to the students through analysis of literary works |
| BNGH CC -9  | KABYA PATH   | Knowledge of modern Bengali poems will provide the idea of transformation of Bengali poems  |
| BNGH CC-10  | UPANYAS PATH   | Students will develop and overall knowledge of Bengali literature by studying the novels.   |
| BNGH CC-11  | PATYA PATH   | Knowledge of Bengali drama reading with some selective text.  |
| BNGH CC -12 | KABYATATTWA O<br>PASCHATATTWA SAHITYA<br>SAMALOCHANA TATTWA<br>O SAHITYER RUPRITI      | Students acquire the clear conception Eastern and western theory of literature and criticism  |
| BNGH CC -13 | LOKSAHITYA   | Readers will be introduced with some of the person of Folk culture and folklore to understand the Bengali tradition and its culture.    |
| BNGH CC-14  | SAMASKRITA, INREJI O<br>PRATIBESHI SAHITYER<br>ITLHAS                                  | Along with Bengali literature, Students will also be acquainted with English, Sanskrit and neighborhood literature                      |

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| BNGH DSE 1    | PRACHIN<br>SAHITYATATTWA O<br>SAHITYA TATWIK  | To acquire the concept of Indian literary theory and its critics   |
| BNGH DSE 2    | BANGLE CHOOTO GALPA,<br>BHRAMAN KAHINI<br>GOENDA KAHINI PATH                        | Students will develop knowledge about different arena of literature along with their .... Evolution and scope                      |
| BNGH DSE -3   | NATYASAHITYA PATH   | Knowledge of Bengali drama reading with some selective text  |
| BNGH DSE 4    | RABINDRASAHITYA PATH  | Knowledge of Bengali literature in the light of works by rabindranath Tagore.  |
| BNGH SEC-1    | LIKHAN DHAKHATA<br>BRIDHI   | This course will help the student to improve their writing skill   |
| BNGH SEC-2    | BANGAL BHASA O<br>SAHITYA BISAYAK<br>PRAKALPA RACHANA O<br>PRAKALPER<br>UPASTHAPANA | Method of extensive study through the project work will help the students to build future scope of vast study.                     |
| AECC ELECTIVE | BANGLA BHASA<br>PRASANGA, ANUBAD O<br>KATHAN DAKHATA                                | Students will get the shrot lesson on Bengali language and literature translation and improve their writing skill                  |
| GE -1         | BANGLABHASAR BIVINYA<br>STAR O BANGLE BHASHA<br>CHARCHA                             | To acquire the basic concept of the origin, History and periodalism of the Bengali poems.  |
| GE -2         | KABYASAHITYER DHARA<br>O BAISNAB PADA BALI<br>PATH                                  | Knowledge of Bengali poems will provide the idea of transformation of Bengali poems.   |
| GE -3         | UPANYAS O<br>CHHOTOGALPA PATH   | Knowledge of society, culture, politics and history of modern Bengali literature reading with some selective novel and short story |
| GE -4         | BANGLA GITI SAHITYA<br>SISHU SAHITYA O RAMYA<br>RACHANER DHARA                      | Students will develop about different arena of literature and along with their history, evolution and scope                        |

**MA BANGLE  
COURSE OUTCOME**

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| PG BNG 101      | BHASAR ITIHAS O PARICHAY                                | Get the clear concept of linguistics  |
| PG BNG 102      | MADHYAJUGER SAHITYA DHARA                               | Knowledge of medieval literature with its society, Culture, religion and philosophy   |
| PG BNG 103      | PRAGADHUNIK BANGLA SAHITYA PATH-I                       | Knowledge of ancient Bengali literature is acquired through those literacy works  |
| PG BNG 104      | PRAGADHUNIK BANGLE SAHITYA PATH-II                      | Knowledge of pre-modern Bengali literature will provide idea regarding transformation of Bengali language and lives of the then famous personalities  |
| PG BNG 105      | UNISH BISH SHATAKER GADYASAHITYER ITIHAS O GADYASAHITYA | Students acquire the history of Bengali literature through Bengali prose of 19 <sup>th</sup> and 20 <sup>th</sup> century   |
| PG BNG 201      | SADHARAN BHASHA BITYAN                                  | Knowledge of general linguistics which can introduce the students of achieve the literary avenues   |
| PG BNG 202      | UNISH O BISH SHATAKER KABYA KABITA PATH                 | Knowledge of modern Bengali poems will provide the idea of transformation of Bengali poems  |
| PG BNG 203      | RABINDRA SAHITYA PATH                                   | Knowledge of Bengali literature in the light of works by rabindranath Tagore  |
| PG BNG 204 CBCS | BANGLE BHASATATTWA O SAHITYER PATH (CBCS)               | To acquire the basic concept of Bengali linguistics, ie phoneme, morphem etc, and the feelings by literary reading with some selective text.  |
| PG BNG 205      | SEMINAR O GABESAN DHARMA PRAKALPA RACHANA               | Method of extensive study through seminar, research work will help the student to build their future scope of vast study.   |
| PG BNG 301      | UNISH O BISH SHATAKER UPANYASER ITIHAS O PATH           | <ul style="list-style-type: none"> <li>• History of modern Bengali novel.</li> <li>• Knowledge of society, culture, politics and history of modern Bengali reading with some selective novel</li> </ul>                   |
| PG BNG 302      | UNISH O BISH SHATAKER CHHOTOGALPER ITIHAS O PATH        | <ul style="list-style-type: none"> <li>• Idea of psychological complexities through modern short stories either written in Bengali or from translator works.</li> <li>• History of modern Bengali short story.</li> </ul> |



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| PG BNG 303                          | SPECIAL PAPER<br>303C RABINDRA SAHITYA<br>PATH<br>303 F.KATHA SAHITYA<br>PATH | <ul style="list-style-type: none"> <li>• An intimate study of tagore's poems, novel, short story, essay understanding the tagore's versatility .</li> <li>• Knowledge of Bengali fiction reading with some selective text</li> </ul> |
| PG BNG 304                          | PRACHYA<br>SAHITYATATWA O<br>BANGLE SAHITYER<br>BIBIDHA PATHA (CBCS)          | <ul style="list-style-type: none"> <li>• To acquire the basic concept of Eastern theory of literature and criticism</li> <li>• To feel the literary test from some selective text.</li> </ul>  |
| PG BNG 305 C 305 F<br>SPECIAL PAPER | *RABINDR JIBAN OF<br>SAHITYA BISAYAK<br>PRAKALPA<br>*KATHA SAHITYA PATH       | It provide exposure to research work   |
| PG BNG 401                          | BANGLA SAHITYER<br>RUPANTAR, PATHANTAR,<br>ANUBAD, SAHITYA<br>PRERONA,        | This course will give the students a brief introduction about interpretation, translation and transformation of literary works   |
| PG BNG 402                          | PRACHYA<br>SAHITYATATTWA  | To acquire the concept of eastern theory of literature and criticism   |
| PG BNG 403                          | PASCHATY<br>SAHITYATATTWA   | Students acquire the clear conception of western theory of literature and criticism  |
| PG BNG 404                          | BOHIRBAN GIYA BANGLE<br>SAHITYACHARCHA O<br>BHASHA ANDOLAN                    | <ul style="list-style-type: none"> <li>• It will give a brief introduction about the Bengali literature of Bihar, Tharkhand, Assam, Tripura the neighborhood states of Bengal</li> <li>• History of movement</li> </ul>              |
| PG BNG 405                          | BANGAL NATAK O<br>PRAHASAN: UNISH O BISH<br>SHATAK                            | Knowledge of Bengali Drama and Farce reading with some selective text.   |

## Programme outcome/Course outcome (Department of English) ENGH

| <p><b>Programme Outcome (PO)</b> – It is expected that on completion of the English Honours Programme the learner would</p> <ol style="list-style-type: none"> <li>1. Be familiar with a wide range of works of British writers in particular and World Literature in general with a special focus on Indian writings in English.</li> <li>2. Develop a critical mindset of their own because the issues of culture, history, gender, race, ethnicity, and politics are addressed and negotiated in the process of imparting knowledge of English literature in its pluralistic forms.</li> <li>3. Demonstrate detailed knowledge in one or more disciplines and be able to integrate knowledge across disciplinary boundaries.</li> <li>4. Develop a spirit of critical and scholarly enquiry for the subject.</li> <li>5. Demonstrate the ability to extract and convey information accurately in a variety of formats.</li> </ol> |   |   |
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| Papers   | Course Contents   | Course Outcomes   |
| <p>CC 1T<br/>BRITISH<br/>POETRY &amp;<br/>DRAMA :<br/>Beginning to<br/>14<sup>th</sup> century &amp;<br/>History of<br/>English<br/>Language</p>   | <p>GROUP A: History of Literature</p> <ul style="list-style-type: none"> <li>• Old English Poetry &amp; Prose</li> <li>• Beowulf</li> <li>• Chaucer: The Wife of Bath's Tale</li> </ul> <p>GROUP B: Philology<br/>Influences</p> <ul style="list-style-type: none"> <li>• Greek</li> <li>• Latin</li> <li>• Scandinavian</li> <li>• French</li> </ul> | <p>After completion of this course, students will be able to learn:</p> <ol style="list-style-type: none"> <li>i. the background of the Old English literature –invasion and conquest of the Romans , then of the Germanic forefathers and their settlement in the British isles.</li> <li>ii. history of the birth of English language and literature.</li> <li>iii. advent of the Christianity and its influence on English literature.</li> <li>iv. influence of Norman Conquest on English literature, Black Death as an important contributory cause to the reversal of the process by which French had replaced English as the official language after the Norman Conquest.</li> <li>v. biography of Chaucer , particularly the three important phases of his literary career , his contribution to English literature, English and Scottish Chaucerians.</li> <li>vi. the content of the text of The Wife of Bath's Tale with important annotations, the position of women in the society of Middle English Period.</li> </ol> |
| <p>CC2T<br/>British Poetry<br/>and Drama:<br/>Renaissance to</p>   | <p>Poetry:</p> <ul style="list-style-type: none"> <li>• Edmund Spenser: Sonnet LXXV "One day I wrote her name"</li> <li>• William Shakespeare: Sonnet 130 "My mistress"</li> </ul>  | <p>After completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>i. have at least a perfunctory knowledge of Elizabethan and post-Elizabethan England and also of the Elizabethan world</li> </ol>  |

Programme outcome/Course outcome (Department of English) ENGH

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| <p>17th and 18th Centuries</p>                                       | <p>eyes are nothing like the sun”</p> <ul style="list-style-type: none"> <li>• John Donne: ‘Good Morrow’</li> <li>• Milton: <i>Paradise Lost Book-I</i></li> <li>• Pope: <i>Rape of the Lock</i> (3 cantos)</li> </ul> <p>Play:</p> <ul style="list-style-type: none"> <li>• Christopher Marlowe: <i>Edward II</i></li> <li>• William Shakespeare: <i>Macbeth</i></li> </ul> <p>Literary terms related to poetry and drama:<br/>         Allegory, Ballad, Blank-Verse, Heroic Couplet, Bathos, Comedy, Dramatic Monologue, Elegy, Image, Ode, Carpe-diem, Soliloquy, Symbol, Tragedy, Catharsis, Hamartia, Three Unities, Anagnorisis, Antagonist, Chorus, Denouement, Comic-relief, Aside, Anti-Hero, Catastrophe</p> | <p>view</p> <ul style="list-style-type: none"> <li>ii. know the conventions of major literary genres, the Tragedy and the Epic</li> <li>iii. have an intimate knowledge of such poetic forms as sonnet and mock-epic</li> <li>iv. develop an aesthetic sensibility geared towards understanding the nuances of poetry and drama</li> <li>v. gain a grasp over English Language as used by masters like Shakespeare and Milton</li> </ul>  |
| <p>CC 3T<br/>BRITISH<br/>LITERATURE<br/>(18TH<br/>CENTURY)</p>       | <p>Drama<br/>         William Congreve, <i>The Way of the World</i><br/>         Prose (Fiction &amp; Non-Fiction)<br/>         Jonathan Swift, <i>Gulliver’s Travels</i> (Books III &amp; IV)<br/>         Joseph Addison, ‘Sir Roger at Church’<br/>         Laurence Sterne, <i>Tristram Shandy</i></p>  | <p>After completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>i. Trace the developmental history of English Literature in 18th century.</li> <li>ii. Show familiarity with major literary works by the contemporary British writers in the field of drama, poetry and prose.</li> <li>iii. Be acquainted with major religious, political and social movements in 18th century and their influence on literature.</li> <li>iv. Learn various interpretative techniques to approach literary texts of varied genres.</li> </ul> |
| <p>CC 4T<br/>British<br/>Romantic<br/>Literature<br/>(1798-1832)</p> | <p>Poetry:<br/>         William Blake: ‘The Lamb’, ‘The Tyger’<br/>         William Wordsworth: ‘Tintern Abbey’<br/>         Samuel Taylor Coleridge: ‘Christabel’ Part-1<br/>         Percy Bysshe Shelley: ‘Ozymandias’<br/>         John Keats: ‘Ode to a Nightingale’</p>   | <p>After completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>i. Understand the social and historical context of British Romantic Literature</li> <li>ii. Appreciate the works of major romantic poets like Blake, Wordsworth, Coleridge, Shelley and Keats</li> <li>iii. Form an idea about the Romantic novel, specially the</li> </ul>   |

Programme outcome/Course outcome (Department of English) ENGH

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|  | <p>Novel:<br/> Mary Shelley: Frankenstein<br/> Jane Austen: Pride and Prejudice</p>   | <p>Gothic genre.<br/> iv. Comprehend the tropes of reason, imagination, nature, revolution and individuality.</p>   |
| <p>CC 5T<br/> British Literature: 19th Century (1832-1900)</p> | <p>Poetry</p> <ul style="list-style-type: none"> <li>• Tennyson’s Ulysses</li> <li>• Browning’s My Last Duchess, The Last Ride Together</li> <li>• Arnold’s Dover Beach</li> </ul> <p>Novel</p> <ul style="list-style-type: none"> <li>• Dickens’ Hard Times</li> </ul> | <p>After completion of this course, students will be able to know</p> <ol style="list-style-type: none"> <li>i. the socio-political background of the Victorian Age and its impact on English literature</li> <li>ii. the Victorian Compromise and its reflection in the literary creation of Tennyson, Browning and Dickens</li> <li>iii. chief characteristics of the Victorian literature</li> <li>iv. Victorian poetry and its main features</li> <li>v. poetry of the Victorian Age as a continuation of Romanticism</li> <li>vi. literary career of Tennyson, Browning, Arnold and Dickens with reference to the prescribed text in syllabus</li> <li>vii. content, important annotations and critical analysis of the poems such as Ulysses, My Last Duchess, The Last Ride Together and Dover Beach</li> <li>viii. important issues like Utilitarianism, Laissez- faire, Materialism and their reflection in the education system as in Dickens’ Hard Times.</li> <li>ix. objectives of Dickens in Hard Times</li> <li>x. technical aspects of a novel and how has Hard Times fulfilled or deviated these things.</li> <li>xi. various aspects of Hard times in comparison to the other novels of Dickens</li> <li>xii. observation of the various literary critics about the novel Hard Times</li> </ol> |
| <p>CC 6T<br/> (British Literature: The</p>                     | <p>Poetry:<br/> W.B. Yeats: <i>The Second Coming, The Wild Swans at Coole</i></p>   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>i. Know about the socio-political history of 20<sup>th</sup> century England</li> </ol>   |

Programme outcome/Course outcome (Department of English) ENGH

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| <p>Early 20th Century)</p>                             | <p>T.S. Eliot:<i>The Love Song of J. Alfred Prufrock</i><br/>Fiction:<br/>Joseph Conrad: <i>The Secret Sharer</i><br/>Katherine Mansfield: <i>The Fly</i></p>   | <ul style="list-style-type: none"> <li>ii. Know about Irish Nationalist Movement and Irish Literary Revival</li> <li>iii. Know about various literary movements like imagism, realism, symbolism, modernism, experimentalism etc related to the particular writers</li> <li>iv. Know about short story as a literary subgenre</li> <li>v. Know about the writers</li> <li>vi. Know about a nautical setting</li> <li>vii. Relate the impact of World War I on literary works</li> <li>viii. Know about visual art as a prose technique and psychological conflict</li> </ul> |
| <p>CC 7T<br/>AMERICAN<br/>LITERATURE</p>               | <p>Poetry<br/>Robert Frost, 'The Road not Taken'<br/>Langston Hughes, "Harlem to be Answered"<br/>Walt Whitman, 'O Captain, My Captain'<br/>Story<br/>Edgar Allan Poe, 'The Purloined Letter'<br/>Novel<br/>Mark Twain, The Adventures of Tom Sawyer<br/>Drama<br/>Tennessee Williams, A Streetcar Named Desire</p> | <p>After completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>i. Trace the developmental history of American Literature</li> <li>ii. Show familiarity with major literary works by American writers in the field of poetry, novel, stories &amp; drama.</li> <li>iii. Be acquainted with major religious, political and social movements and their influence on American Literature.</li> <li>iv. Learn various interpretative techniques to approach literary texts of varied genres.</li> </ul>                                  |
| <p>CC 8T<br/>European<br/>Classical<br/>Literature</p> | <p>Poetry<br/>Homer: The Iliad, Bk 1<br/>Ovid: Metamorphoses 'Bacchus', (Book III),<br/>'Pyramus and Thisbe' (Book IV)<br/>Drama<br/>Sophocles: Oedipus the King, Plautus: Pot of Gold</p>  | <p>After completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>i. Read and understand the rich classical texts of Greco-Roman literatures.</li> <li>ii. Understand the classics in a historical and cultural context.</li> <li>iii. Recognize the development of the literary genres of the Europe and to trace the nature of influence that the classical texts have on later literary pieces.</li> <li>iv. Comprehend the style and vocabulary of individual classical</li> </ul>   |

Programme outcome/Course outcome (Department of English) ENGH

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|  |  | authors and the genres of tragedy, comedy and epic in their earliest forms.   |
| CC9T<br>Modern<br>European<br>Drama    | Drama <ul style="list-style-type: none"> <li>Ibsen's Ghosts</li> <li>Brecht's The Good Woman of Szechuan</li> <li>Beckett's Waiting for Godot</li> </ul> Ionesco's Rhinoceros  | After completion of the course , the students will be able to learn about: <ol style="list-style-type: none"> <li>The 19<sup>th</sup> and 20<sup>th</sup> century European modern drama such as Danish, German , French etc.</li> <li>Social, political and literary phenomena of the 19th and 20th century Europe.</li> <li>The contemporary trends in the drama</li> <li>Varied genres of theatrical drama such as epic theatre, non-Aristotelian drama, avant-garde drama, the Theatre of the Absurd etc.</li> <li>Tragedy and heroism in Modern European Drama in comparison to the Classical and Shakespearean tragedy.</li> </ol> |
| CC 10T<br>POPULAR<br>LITERATURE        | Lewis Carroll, Through the Looking Glass<br>Agatha Christie, The Murder of Roger Ackroyd<br>Shyam Selvadurai, Funny Boy<br>Sukumar Ray, Abol Tabol (Translated by Sukanta Chaudhuri)                                   | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>Know the meaning of Popular Literature and its distinct characters.</li> <li>Read and understand some of the representative popular literary pieces.</li> <li>Understand how formulaic elements create the ideal world without limitations or uncertainties in readers' imagination.</li> <li>Probe into the literary and aesthetic merits of popular fictions.</li> </ol>   |
| CC 11T<br>Post-colonial<br>Literatures | Poetry:<br>Pablo Neruda: ' Tonight I can Write ' , 'The Way Spain Was '<br>Derek Walcott : 'A Far Cry from Africa ' , 'Names '<br>Mamang Dai:<br>'Small Towns and the River ' , 'The Voice of the Mountain '<br>Novel: | On the completion of this course, the students will learn: <ol style="list-style-type: none"> <li>the process of colonialization of the European imperialist powers upon the countries having the rich natural resources and being non-technological.</li> <li>the process of imperialism on the indigenous old faith and culture after the economic exploitation.</li> <li>the conflict between the age-old faith , culture and the gradual eclipse of the new European faith with culture</li> </ol>  |

Programme outcome/Course outcome (Department of English) ENGH

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|   | <p>Chinua Achebe :‘Things Fall Apart ’<br/>                 Stories:<br/>                 Bessie Head :‘The Collector of Treasures ’<br/>                 Ama Ata Aidoo: ‘The Girl Who Can ’</p>   | <p>i. e the cultural imperialism<br/>                 iv. about racialism , hybridity and the dilemma of the people brought up in mixed culture ( colonizer with the colonized) and the gender roles.<br/>                 v. the renowned literary figures of the post-colonial literature and the popular works of these authors.<br/>                 vi. the rebels and battles on the soil of the colonized countries against the colonizers which reflected the accumulated agitation of the natives against the settlers.<br/>                 vii. process of decolonization and the consequences in the social , political and cultural map of the once-colonized countries</p>  |
| <p>CC 12T<br/>                 (Women’s<br/>                 Writing)</p>           | <p>Poetry:<br/>                 Emily Dickinson: <i>I cannot live with you, I’m wife;</i><br/> <i>I’ve finished that</i><br/>                 Sylvia Plath: <i>Daddy</i><br/>                 Eunice De Souza: <i>Advice to Women</i><br/>                 Fiction:<br/>                 Mahashweta Devi <i>Draupadi</i>, tr. Gayatri<br/>                 Chakravorty Spivak<br/>                 Toni Morrison: <i>Beloved</i><br/>                 Non-Fiction:<br/>                 Baby Kamble: <i>Our Wretched Life</i><br/>                 Rassundari Debi Excerpts from <i>Amar Jiban</i></p> | <p>After completion of this course students will be able to:<br/>                 i. Know about what confessional mode of writing is<br/>                 ii. Know about the history of feminism and some of famous feminist critics<br/>                 iii. Know about the status and role of women in the society from ancient to present era<br/>                 iv. Know about the issue of subalternity<br/>                 v. Know how women are depicted as subaltern<br/>                 vi. Know about the issue of racism and the impact of transatlantic slavery on literary works<br/>                 vii. Know about the issue of identity<br/>                 viii. Know about women’s right and empowerment<br/>                 ix. Know about the history of Dalit literature and issue of casteism in India particularly</p> |
| <p>CC13 T<br/>                 Indian Classical<br/>                 Literature</p> | <p>Poetry:<br/>                 Vyasa. ‘The Dicing’ and ‘The Sequel to Dicing, ‘The Book of the Assembly Hall’, ‘The Temptation of Karna’, Book V ‘The Book of Effort’, in The</p>   | <p>After completion of this course students will be able to:<br/>                 i. Understand the rich and diverse cultural traditions of ancient India.<br/>                 ii. Learn about the masterpieces of Indian Classical Literature</p>   |

Programme outcome/Course outcome (Department of English) ENGH

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|   | <p>Mahabharata<br/>Drama:<br/>Kalidasa. <i>Abhijnanasakuntalam</i><br/>Sudraka. <i>Mrichchhakatika</i></p>  | <p>iii. Interpret these texts from a contemporary point of view<br/>iv. Comprehend the style and vocabulary of individual classical authors and the genres of drama and epic in their earliest forms.<br/>v. Compare and contrast Indian Classical Texts and European Classical texts</p>   |
| <p>CC 14T<br/>Indian Writing<br/>in English</p>                   | <p>Poetry:<br/>• R.K. Narayan: <i>Swami and Friends</i><br/>• H.L.V. Derozio: 'The Harp of India'<br/>• Kamala Das: 'Introduction'<br/>• Nissim Ezekiel: 'The Night of the Scorpion'<br/>Fiction:<br/>• Mulk Raj Anand: 'Two Lady Rams'<br/>• Salman Rushdie: 'The Free Radio'<br/>Drama:<br/>• Girish Karnad: <i>Tughlaq</i></p> | <p>After completion of this course students will be able to:<br/>i. Understand how and why Indian English Literature emerged as a distinct field of study.<br/>ii. Trace the development of history of Indian English Literature from its beginning to the present day.<br/>iii. Interpret the works of great writers of Indian Literature in English.<br/>iv. Demonstrate, through discussion and writing, an understanding of significant cultural and social issues presented in Indian English Literature</p> |
| <p>DSE 1T<br/>Nineteenth<br/>Century<br/>European<br/>Realism</p> | <p>Fiction:<br/>Fyodor Dostoyevsky: <i>Crime and Punishment</i><br/>Gustave Flaubert: <i>Madame Bovary</i></p>  | <p>After completion of this course students will be able to:<br/>i. Understand the trends and techniques of realism in European Literature.<br/>ii. Form an idea about Russian Literature and culture.<br/>iii. Form an idea about literary developments in 20<sup>th</sup> century France.<br/>iv. Understand issues of gender and also literary censorship.</p>   |
| <p>DSE 2T<br/>World<br/>Literatures</p>                           | <p>V.S. Naipaul: <i>Bend in the River</i><br/>• Julio Cortazar: 'Blow-Up'<br/>• Judith Wright: 'Bora Ring'</p>  | <p>After completion of this course students will be able to:<br/>i. Understand the concept of World Literature as formulated by Goethe - "Weltliteratur".<br/>ii. Develop an understanding of different national literatures.<br/>iii. Develop an understanding of literatures in regions as disparate as the Caribbean, the South Americas and the Australian aborigine.</p>   |
| <p>DSE 3T<br/>(Science Fiction)</p>                               | <p>Fiction<br/>Wilkie Collins: <i>The Woman in White</i></p>  | <p>After completion of this course students will be able to:<br/>i. Know about what science fiction and detective fiction is</p>  |



Programme outcome/Course outcome (Department of English) ENGH

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| <p>and Detective Literature)</p>       | <p>Arthur Conan Doyle: <i>The Hound of the Baskervilles</i></p>   | <ul style="list-style-type: none"> <li>ii. Identify the basic difference between science fiction and detective fiction</li> <li>iii. Trace the origin and development of these subgenres of fiction</li> <li>iv. Perceive how the logic is made to construct the criminal identity</li> <li>v. Know about the ethics of detective fiction</li> <li>vi. Develop the use of creativity</li> <li>vii. Nurture the power of imagination</li> <li>viii. Explore the potential consequences of scientific, social, and technological innovations</li> <li>ix. To think critical question and solve it.</li> <li>x. Distinguish science fiction from earlier speculative writings and other contemporary speculative genres such as fantasy and horror.</li> </ul> |
| <p>DSE 4T<br/>Partition Literature</p> | <p>Fiction<br/>Amitav Ghosh: <i>The Shadow Lines</i>.<br/>Short story<br/>DibyenduPalit: 'Alam's Own House'.<br/>ManikBandhopadhyaya, 'The Final Solution'<br/>Sa'adatHasanManto, 'Toba Tek Singh'<br/>Poetry<br/>Jibananda Das, 'I Shall Return to This Bengal',</p> | <p>After completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>i. Realize the contemporaneity of Partition and relate it to present day subcontinent.</li> <li>ii. Comprehend the tropes of maps, migration, nostalgia and memory in Partition narratives.</li> <li>iii. Form a knowledge of subversive historiography and subaltern theories.</li> <li>iv. Relate theories of space, place, identity and gender in a postcolonial perspective and relate it to theories of nation.</li> </ul>   |
| <p>SEC 1T<br/>SOFT SKILLS</p>          | <p>What is soft skill?<br/>Teamwork, Adaptability, Leadership, Problem solving<br/>Development of Soft skills<br/>Precis, Comprehension, Essays</p>   | <p>After completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>i. Develop employable skills necessary in a professional environment</li> <li>ii. Understand the importance of emotional quotient in addition to intelligence quotient in a workplace environment</li> </ul>  |

Programme outcome/Course outcome (Department of English) ENGH

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|                            |   | <ul style="list-style-type: none"> <li>iii. Actively participate in pair work, group discussions and other such teamwork activities</li> <li>iv. Exude confidence and belief attending interviews for jobs</li> </ul>  |
| SEC 2T<br>Creative Writing | Unit 1: What is Creative Writing?<br>Unit 2: The Art and Craft of Writing<br>Unit 3: Modes of creative Writing<br>Unit 4: Writing for the Media Unit 5: Preparing for Publication | After completion of this course students will be able to: <ul style="list-style-type: none"> <li>i. Understand definition of creative writing, art and craft of writing, modes of creative writing and writing for the media.</li> <li>ii. Divergent thinking which will stimulate the creative process.</li> <li>iii. Understand, analyse, and effectively use the conventions of the English language.</li> <li>iv. Learn to draw effectively from craft principles in more than one genre in order to create a variety of creative pieces.</li> </ul> |

## Programme outcome/Course outcome (Department of English) ENGG

**Programme Outcome (PO)** – It is expected that on completion of the English General Programme the learner would

1. Have a close understanding of the main trends of English Literature.
2. Be conversant with the different genres of English Literature.
3. Be aware of the finer elements of poetic craftsmanship.
4. Be alive to the issues of culture, history, gender, race, ethnicity, and politics.
5. Be able to prepare oneself for alternative careers like media and communication.
6. Be equipped to handle the demands of professional workplace.

| Paper   | Course Contents  | Course Outcomes  |
|---|--|--|
| GE 1T<br>ACADEMIC<br>WRITING AND<br>COMPOSITION | Introduction to the writing process<br>Introduction to the conventions of academic writing<br>Writing in one’s own words: Summarizing and Paraphrasing<br>Critical thinking: Syntheses, Analyses, and Evaluation<br>Structuring an argument: Introduction, Interjection, and Conclusion<br>Citing resources; Editing, Book and Media Review  | After completion of this course students will be able: <ol style="list-style-type: none"> <li>i. To identify and evaluate appropriate research sources.</li> <li>ii. To incorporate the sources into documented academic writing.</li> <li>iii. To formulate original arguments in response to those sources.</li> <li>iv. To apply appropriate research methodologies to specific problems.</li> <li>v. To be able to cite the resources properly.</li> </ol>   |
| GE 2T<br>Text and<br>Performance                | 1. Introduction <ol style="list-style-type: none"> <li>1. Introduction to theories of Performance</li> <li>2. Historical overview of Western and Indian theatre</li> <li>3. Forms and Periods: Classical, Contemporary, Stylized, Naturalist</li> </ol> Topics for Student Presentations: <ol style="list-style-type: none"> <li>a. Perspectives on theatre and performance</li> <li>b. Historical development of theatrical forms</li> <li>c. Folk traditions</li> </ol> 2. Theatrical Forms and Practices <ol style="list-style-type: none"> <li>1. Types of theatre, semiotics of performative</li> </ol> | After completion of this course the students will be able to: <ol style="list-style-type: none"> <li>i. Deepen his/her critical and practical understanding of theatre and performance practices in context.</li> <li>ii. Understand the historical significance of both Western and Indian theatre and the theories of Western and Indian classical drama.</li> <li>iii. Learn about the development of stage architecture, performance and dramatic possibilities.</li> <li>iv. Familiarize themselves with the technicalities of theatrical performance and its nuances.</li> </ol> |

Programme outcome/Course outcome (Department of English) ENGG

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|  | <p>spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc.</p> <p>2. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization Topics for Student Presentations:</p> <p>a. On the different types of performative space in practice b. Poetry reading, elocution, expressive gestures, and choreographed movement</p> <p>3. Theories of Drama</p> <p>1. Theories and demonstrations of acting: Stanislavsky, Brecht</p> <p>2. Bharata</p> <p>Topics for Student Presentations: a. Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives</p> <p>4. Theatrical Production</p> <p>1. Direction, production, stage props, costume, lighting, backstage support.</p> <p>2. Recording/archiving performance/case study of production/performance/impact of media on performance processes.</p> <p>Topics for Student Presentations:</p> <p>a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.</p> |   |
| <p>GE 3T<br/>(Contemporary India: Women and Empowerment)</p> | <p>1.Social Construction of Gender (Masculinity and Feminity) Patriarchy in Indian History.</p> <p>2. Women and Law</p>   | <p>After completion of this course students will be able to:</p> <p>i. Know about Gender studies</p> <p>ii. Know about history of Feminism</p> <p>iii. Know about the status and role of women in the patriarchal</p> |

Programme outcome/Course outcome (Department of English) ENGG

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|   | <p>Women and the Indian Constitution<br/>         Personal Laws<br/>         3. Women and Environment<br/>         State interventions, Domestic violence, Female feticide, sexual harassment<br/>         Female Voices: <i>Sultana's Dream</i> or <i>Bama: Karuk Ku</i></p>  | <p><b>society of India</b><br/>         iv. Know about the position of women in the Vedic Age<br/>         v. Know about the basic rights and law related to women in the Indian Constitution<br/>         vi. Know about the issue of empowerment and issue of identity<br/>         vii. Develop the thinking power for relating the past and present scenario of women in Indian society<br/>         viii. Trace the women education for developing the society<br/>         ix. Relate the theory of feminism in the particular texts</p> |
| <p>GE 4T<br/>         Gender and Human Rights</p> | <p>Poetry<br/>         Meera Kandaswamy: <i>Aggression</i><br/>         Tamsula: <i>Laburnum for My Head</i><br/>         Drama<br/>         Manjula Padmanabhan: <i>Lights Out</i><br/>         Essay<br/>         Virginia Woolf: <i>Professions for Women</i><br/> <br/>         The Human Rights Framework in Practice<br/>         Novel<br/>         Tehmina Durrani: <i>Blasphemy</i></p> | <p>After the completion of the course, the students will learn<br/>         i. the gender awareness—a general understanding of gender-related challenges, for instance, violence against woman and the gender pay-gap<br/>         ii. women's rights—right to live free from violence, slavery and discrimination, to be educated, to own property, to vote and to earn a fair and equal wage<br/> <br/>         iii. to be sensitive about the gender issues</p>   |

Programme outcome/Course outcome (Department of English) ENGG

| Paper                                       | Course Contents  | Course Outcomes   |
|---|--|---|
| <p>DSC 1<br/>Poetry &amp; short Story</p>   | <p>1. a) William Shakespeare: Sonnet 116<br/>b) William Wordsworth: "A Slumber did my Spirit Seal"<br/>2. a) John Keats – "Bright Star"<br/>b) Wilfred Owen – "Strange Meeting"<br/>3. Charles Lamb – "Dream Children"<br/>4. H. E. Bates – "The Ox"</p>   | <p>After completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>i. Gain an understanding of the poetic genres of lyric and sonnet</li> <li>ii. Gain an understanding of the war poetry of the first World War</li> <li>iii. Gain an understanding of the nuances of personal essay</li> <li>iv. Gain an understanding of the short story as it has developed in the hands of modern masters</li> </ul>  |
| <p>DSC 2<br/>(Essay, Drama &amp; Novel)</p> | <ul style="list-style-type: none"> <li>I. George Orwell: <i>Shooting at Elephant</i></li> <li>II. R.K. Narayan: <i>A Library without Books</i></li> <li>III. G.B. Shaw: <i>Arms and the Man</i></li> <li>IV. J.B. Priestley: <i>An Inspector Calls</i></li> <li>V. Ernest Hemingway: <i>The Old Man and the Sea</i></li> </ul> | <p>After completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>i. Know about the literary genres and subgenres like essay, drama, novella etc</li> <li>ii. Know about socio-political principles of Victorian and Edwardian English society</li> <li>iii. Know about the issue of colonialism</li> <li>iv. Know about the concept of New Woman</li> <li>v. Know about various techniques related to the texts</li> <li>vi. Know about the issue of Indianness</li> <li>vii. Understand the relation between</li> </ul> |

Programme outcome/Course outcome (Department of English) ENGG

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|  |   | <p>literature and media</p> <p>viii. Develop the process of stage performances and adaptations</p>   |
| <p>DSC 3<br/>Contemporary India: Women and Empowerment</p> | <p>Menon --- Sexualities: Issues in Contemporary Indian Feminisms<br/>Gender and Politics in India<br/>Satyendranath Tagore's Letters to a Wife<br/>Murshed—The Reluctant Debutante<br/>Butalia—The Other Side of Silence<br/>Jasodhara Bagchi &amp; Subharanjan Dasgupta—The Trauma and the Triumph<br/>Agnes—Enslaved Daughters<br/>Sudhir Chandra—Hindu Women and Marriage Law<br/>Manomayee Basu—Law and Gender Inequality<br/>Rokeya Hussain—Sultana's Dream<br/>Bama Faustina-- Karukku</p> | <p>After the completion of the course, the students will be able to learn</p> <ol style="list-style-type: none"> <li>i. the conventional societal concepts as well as the new emerging concepts of the terms 'masculinity', 'femininity'</li> <li>ii. the gender-related issues and the challenges in society</li> <li>iii. the history of women's movements in pre and post independence of India with special reference to the Bengal and Punjab Partition</li> <li>iv. about the various Indian women writers and the reasons behind their research and writing on the sensitive issues related with the survival of women</li> <li>v. various laws and their amendments in the constitution in order to protect the rights of women</li> </ol> <p>Above all, this course will make the students sensitive and sympathetic to the gender - related issues which were hitherto not given so much importance by them.</p> |
| <p>DSC 4<br/>ACADEMIC</p>                                  | <p>Introduction to the writing process<br/>Introduction to the conventions of</p>   | <p>After completion of this course students will be able:</p>  |

Programme outcome/Course outcome (Department of English) ENGG

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| <p>WRITING AND COMPOSITION</p>                                      | <p>academic writing<br/>                 Writing in one's own words:<br/>                 Summarizing and Paraphrasing<br/>                 Critical thinking: Syntheses, Analyses, and Evaluation<br/>                 Structuring an argument: Introduction, Interjection, and Conclusion<br/>                 Citing resources; Editing, Book and Media Review</p> | <p>i. To identify and evaluate appropriate research sources.<br/>                 ii. To incorporate the sources into documented academic writing.<br/>                 iii. To formulate original arguments in response to those sources.<br/>                 iv. To apply appropriate research methodologies to specific problems.<br/>                 v. To be able to cite the resources properly.</p>  |
| <p>DSE 1T<br/>                 INDIAN LITERATURE IN TRANSLATION</p> | <p>Rabindranath Tagore: 'The Wife's Letter'<br/>                 Vijay Tendulkar : 'Silence : The Court is in Session'<br/>                 Mahasweta Devi : 'Draupadi'</p>   | <p>The course being over , the learners will<br/>                 i. find how rich is Indian literature with its diverse linguistic and cultural traditions.<br/>                 ii. get to know the names of the eminent literary craftsmen of India from various states<br/>                 iii. become aware of the contemporary socio-political history of the land<br/>                 iv. be able to comprehend the gender-issues<br/>                 v. learn the importance of the translation into the English language from the vernacular one i.e the demolition of the linguistic barriers which helps to reach to greater number of readers.</p> |
| <p>DSE 2T</p>   | <p>Short Story</p>  | <p>After completion of this course students</p>   |



Programme outcome/Course outcome (Department of English) ENGG

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| <p>Partition Literature</p>        | <p>Saadat Hasan Manto, 'Toba Tek Singh'<br/>Poetry<br/>Jibanananda Das, 'I Shall Return to This Bengal'</p>  | <p>will be able to:</p> <ol style="list-style-type: none"> <li>i. Relate Partition to the contemporary socio cultural reality of the subcontinent.</li> <li>ii. Balance Partition narratives from India with Partition narratives from Pakistan.</li> <li>iii. Comprehend the tropes of maps and memory in Partition literary historiography.</li> <li>iv. Relate theories of space, place and identity in a postcolonial perspective.</li> </ol>   |
| <p>SEC 1T<br/>SOFT SKILLS</p>      | <p>What is soft skill?<br/>1. Teamwork<br/>2. Emotional Intelligence<br/>3. Adaptability<br/>4. Leadership<br/>5. Problem solving</p>                      | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>i. Develop employable skills necessary in a professional environment</li> <li>ii. Understand the importance of emotional quotient in addition to intelligence quotient in a workplace environment</li> <li>iii. Actively participate in pair work, group discussions and other such teamwork activities</li> <li>iv. Exude confidence and belief attending interviews for jobs</li> </ol> |
| <p>SEC 2T<br/>Creative Writing</p> | <ul style="list-style-type: none"> <li>• What is creative writing?</li> <li>• The art and craft of writing</li> <li>• Modes of creative writing</li> </ul> | <p>After the completion of the course, the students will be able to</p> <ol style="list-style-type: none"> <li>i. unleash their creative side</li> </ol>  |

Programme outcome/Course outcome (Department of English) ENGG

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|                                     | <ul style="list-style-type: none"> <li>• Writing for the media</li> <li>• Preparing for the publication</li> </ul>  | <ul style="list-style-type: none"> <li>ii. feel more confident while writing for the non-official purpose</li> <li>iii. acquire the proficiency in the foreign language</li> <li>iv. realize the development of his power of thinking</li> <li>v. discover the new vista to the unconventional careers such as media professional, writer etc.</li> </ul>  |
| SEC 3T<br>English Language Teaching | <p>1. Knowing the Learner<br/>Or</p> <ol style="list-style-type: none"> <li>1. Structures of the English Language</li> <li>2. Methods of teaching English Language</li> <li>3. Assessing Language Skills</li> <li>4. Materials for Language Teaching</li> </ol> <p>Or</p> <ol style="list-style-type: none"> <li>4.Using Technology in Language Teaching</li> </ol> | <p>After completion of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>i. Learn different aspects of the English Language and understand how English as a language is organized and how it functions.</li> <li>ii. Understand the theoretical principles of language and the techniques and methods of English language Teaching.</li> <li>iii. Have a fair idea about the developments of different approaches to ELT.</li> <li>iv. Form an idea of the pedagogical issues concerning the teaching of English as a second/foreign language.</li> </ul> |
| SEC 4T<br>Business Communications   | <ol style="list-style-type: none"> <li>1.Introduction to the Essentials of Business Communication: Theory and Practice</li> <li>2.Writing a project report</li> <li>3.Citing References, using</li> </ol>   | <p>After completion of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>i. Write functional English that will serve official purposes</li> <li>ii. Effectively use bibliographical and</li> </ul>  |

Programme outcome/Course outcome (Department of English) ENGG

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|  | <p>bibliographical and research tools<br/>4. Writing minutes of meetings<br/>5. E-Correspondence<br/>6. Making oral presentations (Viva for internal assessment)<br/>7. Spoken English for Business Communication (Viva for internal assessment)</p> | <p>research tools<br/>iii. Achieve a fairly high level of competency in e-mode of communication like writing of mails<br/>iv. Know the minutiae regarding writing minutes of meeting, Project Reports and other such official documents<br/>v. Achieve confidence in making oral presentations</p> |
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Programme outcome/Course outcome (Department of English) Compulsories

| Paper                                 | Course Contents   | Course Outcomes   |
|---------------------------------------|---|---|
| AECC (CORE) L-1                       | <ol style="list-style-type: none"> <li>1. Shakespeare: <i>Shall I Compare Thee to a Summer's Day</i>,<br/>John Donne – <i>Batter my Heart</i><br/>Milton: <i>On His Blindness</i><br/>Pope: <i>Ode on Solitude</i></li> <li>2. William Blake: <i>A Poison Tree</i><br/>Wordsworth: <i>To the Skylark</i><br/>Shelley: <i>To a Skylark</i><br/>Keats: <i>Ode to Autumn</i></li> <li>3. Rhetoric and Prosody</li> </ol> | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>i. Know about poetry and types of poetry like sonnet, ode etc</li> <li>ii. Know the history of English Literature particularly from The Renaissance to the Romantic Age</li> <li>iii. Know the society of England from The Renaissance to the Romantic Age</li> <li>iv. Know what is rhetoric and prosody and also know how to apply it in writing poetry</li> <li>v. Identify the rhetoric used in particular texts</li> <li>vi. Identify the rhyme scheme and meter used in poetry</li> </ol> |
| AECC (CORE)-L-2<br>(British Poetry-2) | <p><b>Poetry:</b></p> <ol style="list-style-type: none"> <li>1. Lord Alfred Tennyson: <i>Break, Break, Break</i></li> <li>2. Robert Browning: <i>Porphyria's Lover</i></li> <li>3. T.S. Eliot: <i>Preludes</i></li> <li>4. W.B. Yeats: <i>The Lake Isle of Innisfree</i></li> </ol>   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>i. Know about the history of Victorian era and early Modern era of England</li> <li>ii. know about the various literary techniques and movements like dramatic monologue, modernism, symbolism, realism etc</li> <li>iii. Know about the poets</li> <li>iv. Relate the similarities between the Early Modern Era and Present era of globalization</li> </ol>  |

Programme outcome/Course outcome (Department of English) Compulsories

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| <p>AECC (ELECTIVE)</p> | <p>I. Communication skills: Types of Communication, Verbal and Non-verbal; Barriers and Strategies; Workplace communication</p> <p>II. Speaking Skills: Inter-personal communication; Group Discussion</p> <p>III. Reading Skills: Comprehension, Summary, Paraphrasing</p> <p>IV. Writing Skills: Report writing, Letter writing</p> | <p>i. After completion of this course students will be able to:</p> <p>ii. Know about how to communicate to others effectively</p> <p>iii. observe reaction to the information and the communication process</p> <p>iv. develop the relationships between the team members, which leads to improve morale and work experiences</p> <p>v. improve leadership skills</p> <p>vi. develop listening, speaking, reading and writing skills</p> <p>vii. understand bodily language</p> <p>viii. develop confidence during communication</p> <p>ix. understand the meaning of the language</p> <p>x. learn to express one's self accurately</p> <p>xi. develop vocabulary skills</p> |
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**VIVEKANANDA MISSION MAHAVIDYALAYA**  
**DEPARTMENT OF HISTORY**

**Programme Outcome (PO) & Programme Specific Outcome (PSO) -**

**Programme Outcome (PO)-** It is expected that on completion of the **History Honours Programme** the learner would:

1. Get a broad knowledge about Indian history of chronologically fitted into the syllabus, which starts from the early historic period to colonial period.
2. Have a well-acquainted knowledge of historiography of Greek and Roman historians and European history in a very broad manner. Apart from this history of China, Japan, South-East Asia, Gender issues, Colonial Science and Women history studies will have a good impact on them.
3. The DSE, SEC and GE Courses will help them to develop an interdisciplinary approach because very interesting and touchy issues are there which will attract students for getting further education.
4. Our institution has also MA course, so that students have the opportunity of passing out from Honours courses to get chance for the MA.
5. Successfully face the prestigious competitive exams since history plays a big role in these types of exams such as WBCS, IAS, IPS, IFS and even School Service Examinations.

It is expected that on completion of the **History General Programme** the learner would:

1. Have the knowledge of Indian history as a whole starting from ancient to modern India. They will also know about the Indian nationalism, which played a vital role against the British rule.
2. Have the knowledge of modern Europe, Colonial Science in India, Literature and history, different theories of modern state and Women Rights in India.
3. Enter for further education and could successfully face the prestigious competitive exams like TET and other civil services.

In **History MA Programme** :

The department conducts a variety of courses with inputs on social and economic history, environmental history, history of science, history of gender, regional history and general political, diplomatic and military history. This pedagogy equips students with knowledge and ability to teach these subjects in schools, colleges and universities, to handle responsibilities as administrators and to work in NGOs and the media. The courses also impart citizenship education, a general skill which enables individuals to understand social and economic systems, functioning of public institutions and political and social culture.

## Programme Specific Outcome (PSO) -

Graduate & PG students of History of the College should possess the capability to

| Semester                 | Paper   | Course Contents  | Course Outcome  |
|--------------------------|---|--|---|
| <b>B. A HONOURS CBCS</b> |   |  |   |
| <b>FIRST</b>             | <b>CC-1: Greek and Roman Historians</b>   | <p><b>Unit – I Greek Historiography</b></p> <p>Logographers in ancient Greece., Hecataeus of Miletus, the most important predecessor of Herodotus, Charon of Lampsacus, Xanthus of Lydia, A traveller’s romance? Herodotus’ method of history writing – his catholic inclusiveness, Herodotus’ originality as a historian – focus on the struggle between the East and the West, A historiography on Thucydides, History of the Peloponnesian War - a product of rigorous inquiry and examination, Thucydides’ interpretive ability – his ideas of morality, Athenian imperialism, culture and democratic institutions, Description of plague in a symbolic way – assessment of the demagogues, A comparative study of the two greatest Greek historians, Xenophon and his History of Greece (<i>Hellenica</i>) – a description of events 410 BCE – 362 BCE -- writing in the style of a high-class journalist – lack of analytical skill, Polybius and the “pragmatic” history, Diodorus Siculus and his <i>Library of History</i> – the Stoic doctrine of the brotherhood of man</p> <p><b>Unit II- Roman Historiography</b></p> <p>Development of Roman historiographical tradition, Quintus Fabius Pictor of late third century BCE and the “Graeci annals” – Rome’s early history in Greek. Marcus Porcius Cato (234 – 149 BCE) and the first Roman history in Latin – influence of Greek historiography, Marcus Tullius Cicero and the speculation on the theory of history – distinguishing history from poetry – the genre of moral historiography at Rome, Livy and the History of Rome – a work on enormous scale - Livy’s style of writing: honest but uncritical - Livy’s comprehensive treatment: details of Roman religion and Roman law, Tacitus’ history of the Roman empire - the greatest achievement of Roman historiography? His moral and political judgements on the past -- a “philosophical historian”? Research and accuracy, Literary artistry, The use of dramatic elements</p> | <p>This course enhances the knowledge of the students regarding the historiography of Greece and Roman history. Through this the ‘Father of History’ will broadly be known to the students with his work. It is really true by saying without studying those historians, the history of Greece and Rome will be unknown. Learners will be able to know Thucydides and his works. Several other Greeco-Roman historians like Polybius, Livy, Tacitus etc. will be familiar to the students and the works of these historians will make them very much interested for further study by their own attempt.</p> |
|                          | <b>CC-2: Early Historic India (proto history to 6<sup>th</sup> century B.C)</b> | <p><b>Unit I</b>-Historical theories and interpretations about the Indian past, The idea of Bharatavarsha: Indian subcontinent with all its diversity and cultural traditions, An overview of literary and archaeological sources, The earliest village farming community in India—transition from pastoral life to the practice of agriculture: Mehrgarh and its various cultural phases, The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography, The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade. End/transformation of the Indus civilization: different theories. The Aryans in India: Vedic Age, The historiography of the concept Aryan, The spread of Aryan settlements in India, The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations, Political development, culture and rituals, Establishment of kingdoms, oligarchies and chiefdoms: sixteen Mahajanapadas, The autonomous clans. Rise of Magadhan imperialism</p> <p><b>Unit II</b> -Varna and Jati: the issue of upward mobility among the Shudras, Slavery: ancient forms and modern debates, Untouchables, Women Forms of marriage, The religion of the Vedas, The unorthodox sects – Buddhism, Jainism and the doctrine of the Ajivikas, Scepticism and materialism Economic changes:</p>   | <p>After completion of this course students will be able to gain the knowledge of our glorious ancient past. All these are known from the sources available through literary and archaeological. The first urbanization, Aryans invasion, the second urbanization etc. could be known through this course. Ancient Indian society, religion, economy, Science and technology will be well known to the students.</p>  |

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|               |  | use iron, rural economy, trade and crafts, guilds, Taxation, The second urbanization, Education, Language and literature, Science and technology   |  |
| <b>SECOND</b> | <b>CC-3: Mauryan and Gupta Empire</b>                                      | <ol style="list-style-type: none"> <li>Empire Building in India- Mahajanapadas to Kingdom</li> <li>Formation of Mauryan Empire – Polity, Economy, Socio-Cultural Aspects, Downfall</li> <li>Post Mauryan Empire – Sungas &amp; Kanvas, the Indo Greeks, Kushanas &amp; Satavahanas</li> <li>Imperial Guptas – Classical Age, Polity, Economy, Socio-Cultural Aspects, Downfall</li> </ol>  | This course is specially dealt with the two great empires in ancient India i.e. Mauryan and Gupta. The growth and development of the empire begins with Magadha. The socio-economic, political and cultural conditions of both the empires made understandable the condition during those times. Apart from this we could see the Post-Mauryan period with the presence of several powers. But ultimately all empires mentioned collapsed in a very historical way.  |
|               | <b>CC-4: Political History of Early Medieval India (600 AD to 1200 AD)</b> | <p><b>Unit I</b> - Different perceptions on the early medieval situations, Literary and archaeological sources, Development of regional cultures: an overview, Gauda under Sasanka: the most formidable power in eastern India, The Gauda-Kanyakubja struggle and the emergence of Harshavardhana, Military and political supremacy of Kanauj, The Chalukyas of Badami, Chalukya-Pallava struggle, Rashtrakuta- Pratihara rivalry, Rise of the Cholas as the premier power of the south, The Palas and the tripartite struggle, Expansion of Pala power towards paramountcy, The Senas of Bengal, The Ghaznavid raids, The Ghurids, Qutb-ud-din Aibak's conquests</p> <p><b>Unit II</b> - Absence of vast territorial empires -- a 'dark period'? Emergence of feudal polity -- nature and structure of Indian feudalism, Zenith of political feudalism: 1000 - 1200 CE, The concept of segmentary state and the Indian experience, Debates on the decay of urban centres, A third phase of urbanization? The Chola experiment -- a centralised state? Land revenue system, Military organisation and administration of justice, Conditions in India during the pre-Sultanate period, An overview of the cultural scenario</p> | From this course students will be able to understand the 'early medieval' phase in Indian history. The sources available to know this period is valuable. Shifting of political power from Pataliputra to Kanauj also seen. They could gather knowledge of the third phase of urban development in India. They could achieve knowledge of the emergence of Indian feudalism and evolution of the political structures of early-medieval North and South India. The students will be able to identify the classical age in India and its characteristics.   |
| <b>THIRD</b>  | <b>CC-5: Delhi Sultanate</b>   | <ol style="list-style-type: none"> <li>Interpreting the Delhi Sultanate – A Survey of Sources: literary and archaeological.</li> <li>Foundation, Consolidation and Challenges to the Delhi Sultanate <ol style="list-style-type: none"> <li>The State in the Thirteenth &amp; Fourteenth Century – The Mameluks, Khaljis and Tughlaqs – Theories of Kingship – Ruling Elites, Ulama &amp; the Political Authority</li> <li>Mongol Threat – Timur's Invasion</li> <li>Revival and Disintegration – Foundation of the Mughal Rule</li> </ol> </li> <li>Emergence of Regional States: Vijayanagara, Bahmani Kingdom, Bengal</li> <li>Society and Economy, Iqta, System, Agricultural Production, Technology, Monetization, market, growth of urban centres; trade and commerce; Indian Ocean trade</li> <li>Religion, Society and Culture <ol style="list-style-type: none"> <li>Sufism – silsilas, doctrines and practice – Socio-cultural impact</li> <li>Bhakti movements in south and north India – Kabir, Nanak and Sant tradition</li> <li>Art, architecture and literature – Consolidation of regional identities.</li> </ol> </li> </ol>  | After completion of this course, students will be able to know the historiography of Delhi Sultanate. Be familiar with several literary and archaeological sources of the medieval period specially Sultanate period. They could see the gradual expansion of Sultanate in the time of several dynasties. The Mongol threat collapsed the Sultanate. After the disintegration, some regional states flourished. Above all the religion, society, culture of Sultanate age gave them enough knowledge of the period as stated. So the learners could find a chronological order of Delhi Sultanate. |
|               | <b>CC-6: The Feudal Society</b>  | <ol style="list-style-type: none"> <li><b>Muhammad and Charlemagne:</b> Islam and the Holy Roman Empire—coronation of Charlemagne—Frankish institutions—the Carolingian Renaissance—treaty of Verdun—dissolution of the Carolingian Empire—the Saxon Empire.</li> <li><b>Europe besieged:</b> invasions of Norsemen, Magyars, Arabs and Saracens.</li> <li><b>Feudal Society and Economy (c.800—c.1100):</b> Feudalism—origin and features; manorialism—chivalry and romanticism—</li> </ol>   | By studying the course, students would gather much information in medieval Europe starting from Charlemagne as a most important king of the period. Different invaders invasions are discussed.  |



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|               |   | <p>emergence of towns—trade and commerce—guilds.</p> <p>4. <b>Emergence of National Kingship:</b> Germany and Hohenstaufens—France under Valois.</p> <p>5. <b>Religion and Culture:</b> Cluniac Reforms—Investiture Contest—Monasticism— popular religion and heresy—Crusades—the order of ‘Warrior Monks’: the Knights Templar, the Knights Hospitallers and the Teutonic Knights— Schoolmen— Universities—Twelfth-century Renaissance.</p>  | <p>Flourishing feudalism, towns, trade etc. have a great impact on the students. Crusades and twelfth century renaissance etc. had a great influence on the society and culture of the medieval Europe.</p>   |
|               | <b>CC-7: Akbar and the Making of Mughal India</b>           | <p>I. Sources and Historiography- Persian chronicles and tradition of history writing</p> <p>II. Establishment of Mughal Rule in India</p> <p>III. Formation of Imperial authority &amp; Consolidation under Akbar- Campaigns and Conquests: tactics and technology-Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash- Revolts and resistance</p> <p>IV. Expansion and integration- Incorporation of Rajputs and other indigenous groups in Mughal nobility- North-West frontier, Gujarat, Deccan and Bengal</p> <p>V. Rural Society and Economy- Land rights and land revenue, zamindars and peasants- Agricultural production; crop patterns- Trade routes, overseas trade; Rise of Surat</p> <p>VI. Religion and Culture- Religious tolerance and Sulh-i-kul, Din-i-ilahi, Sufi mystical and intellectual interventions-Development of Mughal painting and architecture</p>   | <p>After the completion of this course, students will be able to get knowledge about the different historians’ writings as valuable documents of the Mughal Age. The foundation of the Mughal period in India played a great role in the formation of imperial authority, evolution of Mansabdari system, Jagirdari system, land revenue system, Zamindari system, different trade routes etc. Students will learn the relations of Mughals with the Rajput, Sikhs and Marathas Apart from this the religious toleration and cultural assimilation had played an important role in this period.</p> |
| <b>FOURTH</b> | <b>CC-8: Renaissance and Reformation</b>                    | <p>1. Political and social background – political system in early modern Europe – collapse of feudalism – and the changing economic life in the 15<sup>th</sup> and 16<sup>th</sup> century – commerce and navigation – monarchies and city states – features of the early modern state – the printing revolution.</p> <p>2. Italian city states, the merchants, the church and the social context of the renaissance – origins of humanism – rediscovery of the classes – the impact of humanism on art, education and political thought – Machiavelli and the idea of a modern state.</p> <p>3. The background to the reformation – intellectual and popular anti-clericalism – Martin Luther and the reformation – reformation in the national context: France, Switzerland and England – the distinctiveness of the English reformation – Radical reformation – the Anabaptists, etc. - counter reformation.</p> <p>4. Renaissance science and the emergence of a secular culture</p> | <p>From the course students would enable to know the rise of modern west, transition from feudal society to capital society in the world, renaissance and reformation in Europe, printing revolution, mercantilism etc. during the time of renaissance the growth of science and secular culture is very much interesting to the learners of the period of our study.</p>   |
|               | <b>CC-9: The French Revolution &amp; Napoleon Bonaparte</b> | <p>I. Historiography of the French Revolution</p> <p>II. Crisis of the Ancient Regime</p> <p>III. Intellectual impetus</p> <p>IV. Socio-economic background</p> <p>V. Phases of the French Revolution – 1788-99</p> <p>VI. Rise of Napoleon – Empire building &amp; consolidation</p> <p>VII. Impact of the French Revolution and Napoleon Bonaparte outside France</p> <p>VIII. Fall of Napoleon &amp; Restoration of old order – Vienna Congress (1815)&amp; Metternich</p>   | <p>This course mostly deals with the French Revolution, its different aspects such as causes; the role of intelligence has been discussed. The rise of Napoleon consolidated France. With the fall of Napoleon, the old order of monarchism had come in Europe. So the learners could evaluate the political, social and cultural legacies of the revolutionary and Napoleonic periods for France, Europe and the world as a whole.</p>   |
|               | <b>CC-10: 19th Century Revolutions in Europe</b>            | <p>I. The Greek War of Independence, the Revolutions of 1830, the Revolutions of 1848 – A possible turning point?</p> <p>II. The Age of Nationalism: The Second Empire in France and Louis Napoleon; Unification of Italy and Germany; The Third Republic and the Paris Commune;</p> <p>III. Russia—Tsarist autocracy and reforms, the emergence of the revolutionary movement; the Eastern Question—the Crimean War, the Treaty of Paris, Balkan nationalism.</p> <p>IV. Society and Economy in Nineteenth Century Europe: industrial transformation in Britain; difference in industrialisation process between England and the Continental powers – France, Germany and Russia – the emergence of the working class and its movements – The impact of ideology: Louis Blanc,</p> <p>V. Nationalism in Eastern and South Western Europe: Czech, Hungarian and Serbian.</p>  | <p>This course covers the areas of different countries revolutions that is why the emergence of nationalism played a vital role on it. Students have the knowledge of that. Industrial Revolution made the world a changing scenario. This is very astonishing to the learners as well.</p>   |

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|                     | <p><b>CC-11: Select Themes in the Colonial Impact on Indian Economy and Society</b></p>            | <ol style="list-style-type: none"> <li>1. Colonial State institutions and ideologies: Colonial Economic interests, Company’s Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.</li> <li>2. Land Settlements and agricultural change— Commercialisation of Agriculture.</li> <li>3. Modern Industrialisation — Long term Constraints</li> <li>4. Census and Caste — Colonial ethnology — Sanskritisation, Westernisation and Social reform— Brahma Samaj &amp; Parthana Samaj</li> <li>5. ReformismaAryadharm and Ramkrishna Vivekanada Movement</li> <li>6. Islamic reform in India: The Reformers and the Orthodox</li> </ol>   | <p>This course will give a light on the colonial economic impact on India through the implementation of different policies by the British like commercialization of agriculture, land settlements, trading policies, modern industrialization etc. In consequence of the exploitations of British, India had experience of deindustrialization and drain of wealth, which put forward the nationalistic approach by the Indians. Social reform movements were taken by the Indian reformers to reform our society. So the learner would have better impact by studying the course.</p> |
| <p><b>FIFTH</b></p> | <p><b>CC-12: Peasant and Tribal Uprisings in Colonial India in the 19<sup>th</sup> Century</b></p> | <p><b>The Early 19<sup>th</sup> century</b></p> <ol style="list-style-type: none"> <li>1. The early colonial rule and revenue operations, revenue demands and settlements – “restorative rebellions” – peasant –landlord combination against colonial rule in north and south India;</li> <li>2. Peasant movements in Bengal and Malabar – religious appeal for the liberation of a region or an ethnic group under a new form of government. .</li> <li>3. Tribal movements in pre-1857 western and eastern India – Ho, Tamar, (1820-1832), Kol and Bhumij (1825-1835) revolts , Kherwar movement of the Santals (1833), Santhal Revolt (1855), Bhil revolt (1819-1840), Kolis (1824-1848), Khasis (1829-30), Koyas (1840-1858), Konds (1846-1855)</li> </ol> <p><b>The Late 19<sup>th</sup> century</b></p> <ol style="list-style-type: none"> <li>4. Tribal movements – Nalkdas of Panch Mahal (1858-59), (Bokta risings of 1858-95, millenarian movement of the Mundas (1895-1900), Kuch Nagas of Kachhar (1882),</li> <li>5. Peasant movements in late 19<sup>th</sup> century – conflict between landlords and tenants – resistance to taxation – emergence of substantial peasantry – the role of moneylenders and struggle against them.</li> <li>6. The revolutionary potential of Indian peasantry – Barrington Moore Jr. and Eric Stokes - Classification of types of revolt and movements – Kathleen Gough, AR Desai, DN Dhanagare and Ranajit Guha.</li> </ol> | <p>From this course, students would enable to know the emergence of the British power in India in colonial period with their economic exploitation, which insists tribals like Ho, Tamar, Santhals etc. to get rid from the exploitation. Peasant movements have occurred in the late 19<sup>th</sup> century for the resistance of tax. Different historians arguments on the types and revolts of the movement make the courses enlightened one for the learners.</p>  |
|                     | <p><b>CC-13: International Relations After the Second World War</b></p>                            | <p><b>Unit I:</b><br/> <b>Nurnberg Trials, Germany 1945 – 46</b><br/> Ruins of Europe and Japan; Charter of the United Nations at San Francisco Conference, 1945; Peace Settlement after the Second World War; Beginning of the Cold War: 1947</p> <p><b>Unit II</b><br/> <b>Conflict between Superpowers</b><br/> USA and Soviet Union; Soviet Communism and the Russian leader Joseph Stalin; Soviet Union and Europe in Cold War 1945 – 1953; Military and Defense Alliances and Peace Pacts –Berlin after 1945- Fall of the Berlin Wall &amp; German Re-Unification---- European Coal and Steel Community (ECSC); European Economic Community &amp; European Atomic Energy Committee (Euratom)</p> <p><b>Unit III</b><br/> <b>Decolonization and the emergence of the Third world</b><br/> National Movements in Asia &amp; Africa---Third World Organizations-OPEC, ASEAN, SAARC; West Asian Crisis--- Palestine Problem; Suez Crisis, Iran-Iraq conflicts, Gulf War ; Arab- Israel wars- activities of the PLO, Afghan Problem</p> <p><b>Unit IV</b><br/> <b>Disintegration and Decline of the Soviet Union</b></p>   | <p>After completion of this course students will be able toUnderstand the world politics after the second world war. Could trace the cold war situation, which make different alliances with two super powers i.e. USA and Soviet Russia. Would also know the emergence of third world and be familiar with the fall of Soviet Union, a new political scenario has emerged.</p>  |

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| <b>SIXTH</b> |  | Glasnost and Perestroika – Crisis of Socialist regimes in other East European Countries: Poland, Germany, Czechoslovakia, Hungary – Response of the USA; Rise of a Unipolar World system, Globalization ---: Progress and development in science and technology--- Civil Rights Movement; Apartheid in South Africa— Terrorism   |  |
|              | <b>CC- 14: Modern Nationalism in India</b>               | <ol style="list-style-type: none"> <li>1. Emergence of Nationalism in India and its historiography.</li> <li>2. Anti-partition movement in 1905.</li> <li>3. Gandhian Mass Movements— Non- cooperation, Civil Disobedience, Quit India, Movement.</li> <li>4. Roots of Communalism and Communal Award</li> <li>5. Demand for Pakistan: Pakistan Movement from Cripps Mission to Cabinet Mission Plan.</li> <li>6. Partition and its Aftermath.</li> </ol>  | This course clearly states the growth of nationalism in India with the various mass movements under the leadership of Mahatma Gandhi. Communalism enhances the demand for Pakistan and British involvement make it easy and ultimately partition takes place. The learner would be able to understand the whole thing and they could know the modern Indian history in such a way.   |
|              | <b>DSE 1: Modern Transformation of China (1839-1949)</b> | <ol style="list-style-type: none"> <li>1. <b>Pre-colonial China:</b> Structure of the traditional Chinese society; Taoism, Confucius, the peasantry and the gentry; State and bureaucracy, economic structure.</li> <li>2. <b>Foreign Contact and Anglo-Chinese Relations:</b> The Tribute System; the Canton Trade and its collapse; Background and Impact of First and Second Anglo-Chinese Wars (Opium Wars), ‘Open Door’ policy.</li> <li>3. <b>Rebellion and Restoration:</b> Taiping rebellion—background and causes, nature, failure; Tung-chih Restoration and the Self-strengthening Movement – causes, feature and impact.</li> <li>4. <b>Movements, Reform and Restoration in China:</b> The Reform Movement of 1898; Boxer Rebellion—causes, nature and failure; Chinese Revolution of 1911—role of Dr. Sun Yat-sen; Yuan Shih-Kai and Warlordism; May 4th Movement; the rise of the Kuo- Min Tang Party; the First United Front; Chiang Kai-shek; financial imperialism in China.</li> <li>5. <b>Formation of Communist Republics in China:</b> Foundation of the Communist Party; Mao Tse-Tung and the making of the Red Army; the Second United Front; Long March and the Yen-an experiment; the Chinese Revolution (1949)—ideology, causes and significance; the establishment of the People’s Republic of China.</li> </ol> | In order to know the history of south-east Asia and specially the history of our neighboring country like China, students will be well acquainted with its history starting chronologically from pre-colonial, foreign involvement, several movements and reforms as a reaction to till the formation of People’s Republics of China. Dr. Sun Yat Sen and the role of Mao Tse Tung made China a new way of thinking which is inspirational to the learners.  |
| <b>FIFTH</b> | <b>DSE 2: Modern Transformation of Japan</b>             | <ol style="list-style-type: none"> <li>1. <b>Pre-Meiji Japan:</b> Tokugawa Shogunate—the feudal society and the government, economic condition; encounter with the West; the Perry Mission; the opening up of Japan to the West; the crisis and fall of the Shogunate.</li> <li>2. <b>Meiji Restoration:</b> Causes, Nature; Process of modernization—social, economic, political and military reforms; Meiji Constitution; rise of political parties.</li> <li>3. <b>Popular and Democratic Movements:</b> Satsuma Rebellion and Popular Rights Movement.</li> <li>4. <b>Emergence of Japan as an Imperial Power:</b> Sino-Japanese War (1894-’95); Anglo- Japanese Alliance; the Russo-Japanese War.</li> <li>5. <b>Japan through the two World Wars:</b> Japan and World War I; Twenty-One Demands; Washington Conference; Manchurian Crisis—the role of the League of Nations; the failure of the democratic system; the rise of militarism in the 1930s and 1940s; Japan and World War II – from Pearl Harbour to Hiroshima-Nagasaki.</li> </ol>  | The history of Japan in pre-Meiji and Meiji age make an ample interest to the students. They could learn from the course different war of Japan with the big and powerful countries, but the determination and inner developmental aspects make Japan very strong, for that every war has been winning by this country. The growing imperialistic attitude made Japan’s participation in two World wars which ultimately restrained through American intervention with bombing in Hiroshima and Nagasaki. The lesson could not be forgotten in the human civilization anymore. |
|              | <b>DSE 3: War and Diplomacy, 1914-1945</b>               | <p><b>Unit – I</b></p> <p><b>Through war to peace 1914 – 1920-</b>The condition of Europe in 1914, The First World War: issues and stakes - appraisals and reappraisals, The dynamics of the war: Wilson’s Fourteen Points, The Versailles Settlement of 1919:</p>   | The students will be able to understand the events led towards the warfare on the western front. They will identify the broader political and economic causes of   |

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|              |  | <p>context, provisions and evaluation, Other treaties, Aftermath of the war</p> <p><b>Revolution and transformation in Russia</b>-War- time politics in Russia, The provisional government under Kerensky, The Bolshevik Revolution: Lenin and Trotsky, The new Soviet Order, From Lenin to Stalin, Soviet foreign policy 1917-1939 <b>The inter-war period:</b> The new balance of power, League of Nations, Draft Treaty of Mutual Assistance, 1923, Geneva Protocol, 1924, Locarno Treaties, 1925, Pact of Paris, 1928</p> <p><b>Unit – II</b></p> <p><b>Road to another global war</b>-Economic depression, 1929-32: prelude to the Second World War, Rise of dictatorship in Germany and Italy - a study in tyranny, Spain on fire: the Civil War, 1936-39, Diplomatic moves: the Nazi-Soviet Nonaggression Pact and the Rome-Berlin-Tokyo Axis <b>The gathering storm</b>-A historiography of the Second World War, Hitler's foreign policy and origins of the war, With the Old Breed: from the Pacific Theatre to the Eastern and Western fronts, Reappraisal of the concept of appeasement <b>Wartime politics in Europe</b>- Coming of the Grand Alliance and conferences at Tehran, Yalta and Potsdam, The Lend-Lease policy of the United States, The allied victory and the collapse of wartime alliance</p>   | <p>the First and Second world war. The endeavor to make peace throughout the world through League of Nations and UNO after two great wars also known to them. How appeasement policy played a role to the extreme rise of Hitler's aggression? Conflict in Asia and the Pacific , Japanese surrender in 1945 are included to the course. Students will have immense knowledge of the world from 1914 onwards.</p>  |
| <b>SIXTH</b> | <b>DSE 4 : Pre-Colonial South East Asia</b>                    | <ol style="list-style-type: none"> <li>1. The state system – mainland SE Asia in the ancient period – early kingdoms and cultural diversity – Indian influence and the Hindu-Khmer of Cambodia, Mons of Burma and Buddhism, Indianised kingdom of Champa in Vietnam, the Chinese in Malaya and Vietnam, Srivijaya kingdom of Sumatra, the Majapahits of Java, Chola- Srivijaya struggle; the intervention of the Cholas (11<sup>th</sup> century)</li> <li>2. Economy – wet rice cultivation, upland shifting and cultivation in the plains and seafaring – sawah agriculture and household based production; trade and markets; structural changes in SE Asian economy between 1<sup>st</sup> century CE to 1500 CE- Funan (Cambodia), Srivijaya maritime empire, Java. SE Asian maritime economy, international trade and commercial expansion in the mainland, Arabs and Chinese (1100-1300)</li> <li>3. Religion: Theravada and Mahayana Buddhism in mainland SE Asia – Mon kingdoms and dissemination of Theravada Buddhism; links with Sri Lanka (12<sup>th</sup> century onwards); Islam in the 9<sup>th</sup> century in Malayan and Indonesian archipelago – Sufi mystical influence – Indonesian <i>tarekat</i> - toleration of non-Muslim practices and beliefs.</li> <li>4. Europeans – Portuguese in the 16<sup>th</sup> century; Dutch and English in the 17<sup>th</sup> century.</li> </ol> | <p>Students will be able to get the general knowledge of our neighboring countries past history. Even will have the idea of the various types of economic fields of this region. To enrich the conception of some complications related to religion. know the transformative process of history from pre-colonial to colonial period.</p>  |
| <b>THIRD</b> | <b>SEC- 1: Archaeology and Museum Making in Colonial India</b> | <ol style="list-style-type: none"> <li>1. The development of archaeological knowledge – early archaeological explorations: Establishment of the Archaeological Survey of India: the archaeological mapping by Alexander Cunningham –Curzon and the new impetus for archaeological conservation: Sir John Marshall and the development of Indian archaeology in the early twentieth century</li> <li>2. Archaeology as the new foundation for an authentic history of India – Archaeological explorations, excavations and conservation and the creation of heritage sites - A few major sites of archaeological excavations: Public archaeology and popularization of archaeological sites – Archaeology in travel writings – Competing cultural visions around a few major heritage sites.</li> <li>3. Archaeology and culture – Local historians and archaeological knowledge – the culture of collection and valorization of artifacts-----Collecting and museum making the profiles of a few prominent collectors and museummakers</li> <li>4. Archaeology and the Museum Movement in India-----the Indian Museum the</li> </ol>  | <p>From this course, students will gather knowledge about definition and components of archaeology. They will acquire knowledge from this paper how to write historiography and research methodology in history. They will learn how to identify archaeological sites and explorations of ancient history. Students of this paper will acquire a huge knowledge towards the documentation, codification, classification, analysis of findings through fieldwork. Side by side, they would get the knowledge about the Museum Movements in India.</p> |

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|               |   | Provincial museums and the local museums Background to the formation of the National Museum  |  |
| <b>FOURTH</b> | <b>SEC- 2 : The Making of Indian Foreign Policy</b>       | <ol style="list-style-type: none"> <li>1. Historical Factors in India's foreign policy priorities – pan Asianism</li> <li>2. The State India and the Third World – Non-alignment – Regional Cooperation</li> <li>3. India and South Asia: Relationship with the Neighbours</li> <li>4. India and the Great Powers – (a) United States (b) Soviet Union (c) China</li> <li>5. India and Globalisation – Economic Diplomacy – The Look East Policy and the European Union</li> <li>6. India's Nuclear Policy</li> </ol>  | After completion of this course students will be able to be knowledgeable with the determinants of India's foreign policy after independence. Be aware of the important characteristics of the Third World Country especially non-alignment movement and Nehru's role on it. Understand India's foreign policy with other countries. Learn the economic diplomacy of India and for this, they could know about the Look East Policy in a very broad manner. Analyze the nuclear policy of India starting from the very beginning to till date. |
| <b>FIRST</b>  | <b>GE 1 : Theories of the Modern State</b>                | <ol style="list-style-type: none"> <li>1. The State Definitions and Elementary Concepts – Sovereignty and autonomy – state and the community – the nation state</li> <li>2. The Absolutist State: Bodin, Hobbes and Hegel: the state, class and civil society</li> <li>3. The Liberal State – the state, individualism and citizenship – the constitutional and the contractual state: John Locke – liberalism and the democratic order: Rousseau and the General Will</li> <li>4. The Liberal State – the utilitarian version: Bentham and John Stuart Mill – John Mill and democracy: the tyranny of the majority</li> <li>5. The state and class Marxist perspective – the problem of Bonapartism – Max Weber and the bureaucratic order</li> <li>6. The ideological basis of the Welfare State and its comparison with Communism – John Rawls and the theory of justice</li> </ol> | From this course, students would enable to know history of the formation of different types of modern state. They will also learn about the emergence of absolutist states in European countries and their formation patterns. They will acquire knowledge about the political situation of the 15 <sup>th</sup> to 18 <sup>th</sup> century Europe that gave impetus to form the modern European society. This course mostly deals with the theoretical aspects of states as has been depicted by the great thinkers.                         |
| <b>SECOND</b> | <b>GE- 2: Science and Empire</b>                          | <ol style="list-style-type: none"> <li>1. History and Development of Science under the Colonial Empire-Perspectives and Recent Historical Debates/ Discourse/ Trajectories.</li> <li>2. Science and Colonial Empire: Concepts and Contours-Different Colonial Experiments in India-Fundamental Research in Science in India.</li> <li>3. Colonial Science: Indian and Western Interaction-Role of Institutions in Promoting Scientific Knowledge (Botanical Garden, Medical Colleges, Calcutta School of Tropical Medicine, Bose Institute, Indian Institute of Science etc.)</li> <li>4. Science and Empire-Indian Responses and Resistance-Ideas of Mahatma Gandhi and Jawaharlal Nehru.</li> <li>5. Scientific Activities under the Empire-Social, Political and Cultural Implication and Historical Debates.</li> </ol>  | After the completion of this course students will be able to know the actual formative root of science study. They will be able to cite the resources properly. The course is useful to identify and evaluate the thinking of two great nation builders like Gandhiji and Nehruji.   |
| <b>THIRD</b>  | <b>GE-3: Some Perspectives on Women's Rights in India</b> | <p><b>I. Definition of Human Rights-</b>Human Rights and Women, a survey of the Charter, Interrogating Human Rights vis-à-vis personal laws in India, UN Convention and Indian Context</p> <p><b>II. Indian Constitution and Women's Rights-</b> Fundamental Rights and Women, Directive Principles and Women, Major legal cases defending women's rights vis-à-vis the Constitution</p> <p><b>III. Preventive Acts-</b> Minimum Wage Act 1948, Family Courts Act 1986, PNDT Act 1994, Latest Measures</p> <p><b>IV. Issues of Violence against Women and Remedial Measures-</b> Domestic Violence Act, Prevention of Sexual Harassment at Workplace, Practical application and problems, Remedial Measures</p> <p><b>V. Role of Non-Government Institutions-</b> Non-Government Organizations and Human Rights, Women and Non-Government Organizations - Participations</p>           | The course will help to understand the different Acts related with women. They will be able to summarize the important provisions of Wage Legislations, in reference to Payment Wages Act 1936 etc. A kind of societal consciousness could be secured by studying the course. Student will be able to summarize the important provisions of Social Security Legislations, in reference to Employees State Insurance Act 1948, Employees Provident Fund Act 1952 etc.   |

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|               |  | <b>VI. Present Status-</b> Issues of enabling and empowering modalities<br>– Debate on uniform civil code   |  |
| <b>FOURTH</b> | <b>GE-4:<br/>Gender &amp;<br/>Education in<br/>India</b> | <b>I. Historiographical Trends</b><br>a. Pre-colonial historiographical trends in women’s education<br>b. colonial historiographical trends in women’s education<br>c. Post-colonial historiographical trends in women’s education<br><b>II. Education in Early and Medieval Times</b><br>a. Women’s Education in Medieval times<br>b. Regional trends of Women’s education in pre-colonial India<br>c. Instances of women’s education, obstacles<br><b>III. Colonial Period</b><br>a. Socio-religious reforms<br>b. Role of Christian missionaries in spreading female education, recent debates<br>c. Indigenous initiatives at women’s education<br><b>IV. Role of Schools and Colleges in colonial and post-colonial period</b><br>a. Girls School and Colleges, development towards co-education<br>b. Expansion of infrastructural facilities in education<br>c. Technical and vocational education for women<br><b>V. Contours of female literacy since 1950</b><br>a. Interrogating literacy for women<br>b. Government policies and Schemes<br>c. Disparities in Literacy: Region, Community, Social and Eco-factors<br><b>VI. Present Scenario</b><br>a. Education as a tool of Empowerment | The course deals with the women empowerment through education. Historiographical trends through the ages in India will give a critical analysis. The students will be able to know the role of Government for the development of women education. Different types of women education are associated with course. |

## B.A General CBCS

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| <b>FIRST</b>  | <b>DSC-1A:<br/>(CC-1):<br/>Ancient<br/>India</b> | 1. Harappan Civilisation: Features & Town Planning, Decline<br>2. Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period<br>3. State Formation in Early India: Mahajanapadas<br>4. Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline<br>5. Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall<br>6. India after the Guptas   | After completion of this course students will be able to gain the knowledge of our glorious ancient past. All these are known from the sources available through literary and archaeological. The first urbanization, Aryans invasion etc. could be known through this course. Ancient Indian society, religion, economy , politics will be well known to the students.   |
| <b>SECOND</b> | <b>DSC-1B (CC-2) : Medieval India</b>            | 1. Arab Conquest of Sindh: Nature and Impact<br>2. Causes and Consequences of Early Turkish invasion<br>3. MahmudofGhazni and Shihab-ud-din of Ghur<br>4. Establishment and consolidation of the Sultanate: Qutb-ud-din AibaktoFiruz Shah Tughluqs, polity, economy, culture<br>5. Emergence of regional powers: Vijaynagar and Bahamani Kingdoms, HussainShahi and IlliyasShahi Dynasties.<br>6. Mughal Imperialism: Establishment and consolidation - Greater Mughals; Polity, economy, culture<br>7. Socio-cultural syncretism, Bhakti & Sufi movements. | After completion of this course,students will be able to know the history of Delhi Sultanate. Be familiar with several literary and archaeological sources of the medieval period specially Sultanate period. They could see the gradual expansion of Sultanate in the time of several dynasties. The Mongol threat collapsed the Sultanate. After the disintegration, some regional states flourished. Above all the religion, |

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|               |  |   | society, culture of Sultanate age gave them enough knowledge of the period as stated.   |
| <b>THIRD</b>  | <b>DSC1C (CC-3) : Select themes in the Colonial impact on Indian Economy and Society</b> | <ol style="list-style-type: none"> <li>1. Colonial State institutions and ideologies: Colonial Economic interests, Company's Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.</li> <li>2. Land Settlements and agricultural change— Commercialization of Agriculture.</li> <li>3. Modern Industrialisation — Long term Constraints</li> <li>4. Census and Caste — Colonial ethnology — Sanskritisation, Westernisation and Social Reform - Young Bengal, Brahma Samaj&amp;PrarthanaSamaj</li> <li>5. Reformism and Revivalism: The Aryadharm and Ramkrishna Vivekananda Movement.</li> <li>6. Islamic reform in India : The Reformers and the Orthodox.</li> </ol>  | This course will give a light on the colonial economic impact on India through the implementation of different policies by the British like commercialization of agriculture, land settlements, trading policies, modern industrialization etc. In consequence of the exploitations of British, India had experience of deindustrialization and drain of wealth, which put forward the nationalistic approach by the Indians. Social reform movements were taken by the Indian reformers to reform our society. So the learner would have better impact by studying the course. |
| <b>FOURTH</b> | <b>DSC-1D (CC-4): Modern Nationalism in India</b>  | <ol style="list-style-type: none"> <li>1. Emergence of Nationalism in India and its historiography.</li> <li>2. Economic Nationalism and Cultural Nationalism</li> <li>3. Rise of the Indian National Congress</li> <li>4. Anti-partition movement in 1905- Concept of Swadeshi and atmashakti</li> <li>5. Gandh's Rise to power; Gandhian Mass Movements- Non-cooperation Civil Disobedience, Quit India Movement</li> <li>6. Roots of Communalism and Communal Award</li> <li>7. Demand for Pakistan : Pakistan Movement from Cripps Mission to Cabinet Mission Plan.</li> <li>8. Partition and its Aftermath</li> </ol>  | This course clearly states the growth of nationalism in India with the various mass movements under the leadership of Mahatma Gandhi. Communalism enhances the demand for Pakistan and British involvement make it easy and ultimately partition takes place. The learner would be able to understand the whole thing and they could know the modern Indian history in such a way.  |
| <b>FIFTH</b>  | <b>DSE-1A: Renaissance and Reformation</b>   | <ol style="list-style-type: none"> <li>1) Political and social background – political system in early modern Europe – collapse of feudalism – and the changing economic life in the 15<sup>th</sup> and 16<sup>th</sup> century – commerce and navigation – monarchies and city states –features of the early modern state –the printing revolution.</li> <li>2) Italian city states, the merchants, the church and the social context of the renaissance – origins of humanism – rediscovery of the classes – the impact of humanism on art, education and political thought – Machiavelli and the idea of a modern state.</li> <li>3) The background to the reformation –intellectual and popular anti-clericalism – Martin Luther and the reformation –reformation in the national context: France, Switzerland and England – the distinctiveness of the English reformation –Radical reformation – the Anabaptists, etc. - counter reformation.</li> <li>4) Renaissance science and the emergence of a secular culture</li> </ol> | From the course students would enable to know the rise of modern west, transition from feudal society to capital society in the world, renaissance and reformation in Europe, printing revolution, mercantilism etc. during the time of renaissance the growth of science and secular culture is very much interesting to the learners of the period of our study.  |
| <b>SIXTH</b>  | <b>DSE1B: Modern Europe</b>  | <ol style="list-style-type: none"> <li>1. French Revolution and Napoleon: Crisis of Ancient Regime: Socio-Political and Economic Condition, Intellectual Impetus: The Revolution in the making, Phases of the French Revolution: the Aristocratic Revolution, The rise of Napoleon Bonaparte: Napoleonic Empire and Europe, Fall of Napoleon: Continental System, Impact of Napoleon in Europe</li> <li>2. Restoration and reaction in Europe: Vienna Congress, Metternich Era.</li> <li>3. Movements of National Aspirations: Unification of Italy, Unification of Germany, the Third Republic and the Paris Commune, The Eastern Question.</li> <li>4. Causes of the two World Wars</li> </ol>  | This course deals with the French Revolution, its different aspects such as causes; the role of intelligence has been discussed. The rise of Napoleon consolidated France. With the fall of Napoleon the old order of monarchism had come in Europe. Learners would be able, through the unification of Italy and Germany, a kind of national aspirations. The discussion on two World Wars have a great impact on the learners.  |

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| <p><b>THIRD</b></p>  | <p><b>SEC- 1 : The Making of Indian Foreign Policy</b></p>                  | <ol style="list-style-type: none"> <li>1. Historical Factors in India's foreign policy priorities –pan Asianism</li> <li>2. The State India and the Third World –Non-alignment –Regional Cooperation</li> <li>3. India and South Asia: Relationship with the Neighbours</li> <li>4. India and the Great Powers –(a) United States (b) Soviet Union (c) China</li> <li>5. India and Globalisation–Economic Diplomacy –The Look East Policy and the European Union</li> <li>6. India's Nuclear Policy</li> </ol>  | <p>After completion of this course students will be able to be knowledgeable with the determinants of India's foreign policy after independence. Be aware of the important characteristics of the Third World Country especially non-alignment movement and Nehru's role on it. Understand India's foreign policy with other countries. Learn the economic diplomacy of India and for this, they could know about the Look East Policy in a very broad manner. Analyze the nuclear policy of India starting from the very beginning to till date.</p> |
| <p><b>FOURTH</b></p> | <p><b>SEC- 2 : Literature and History: Bengal</b></p>                       | <ol style="list-style-type: none"> <li>1. History and Literature: An Overview</li> <li>2. Dichotomy between Itihasa and History- sense of itihasa in pre-colonial period as part of literature. Concept of 'mythic time' and 'historical time'. Beginning of history-writing in Bengal. Elements of literature in it.</li> <li>3. Novel as a new literary genre –looking at past through literature. Ramesh Chandra Majumdar, Akshay Kumar Maitreya, Raman Pillai, Chandu Menon, Phakirmohan Senapati.</li> <li>4. Power and Patriotism: Bankim's Nationalism: Bande Mataram, Anandamath Tagore's Nationalism and Universalism: His Novels: Ghare Baire and Char Adhyay</li> <li>5. Sarat Chandra Chattopadhyay and the Indian Women of Early 20th Century: Some reflections in the novels- Charitrahin and Pother Dabi; Difference of Perspective between Bankim and Tagore .</li> <li>6. Narratives of Suffering - Economic and Caste discrimination: Tarashankar and the Social milieu in the pre Independent Bengal with special reference to Ganadevata and Hansuli Banker Uakatha</li> <li>7. Satinath Bhaduri &amp; the Gandhian Movement: Dhorai Charit Manas.</li> </ol> | <p>After the completion of the course, students will be able to differentiate between history and literature and also interdisciplinary aspects. They would know the different novels of the great litterateurs, whose narratives has a great societal impact in order to enhance patriotism.</p>   |
| <p><b>FIFTH</b></p>  | <p><b>SEC- 3: Colonial Science in India: Institutions and Practices</b></p> | <ol style="list-style-type: none"> <li>1. Science in Colonial India: Problems and Perspectives</li> <li>2. Science and Colonial Explorations: Science and Orientalism- Early European Scientists: Surveyors, Botanists, Doctors under the East India Company Service</li> <li>3. Science in Practice: Botanical Garden, Geological Survey of India, Medical College, and Indian Association for the Cultivation of Science.</li> <li>4. Science and Indigenous Personality: Prafulla Chandra Ray, Jagadish Bose, Mahendra Lal Sarkar, Maghnad Saha, C.V. Raman- Emergence of National Science</li> <li>5. Colonial Science in India: Science and Indian Nationalism- Response and Resistance- Ideas of Mahatma Gandhi and other Indian Nationalists</li> </ol>  | <p>The learners would have the idea on the development of science in colonial period. Several scientific institutions in this period shows the colonial explorations. Indigenous personalities made a kind of nationalism in case of science.</p>   |
| <p><b>SIXTH</b></p>  | <p><b>SEC- 4: Art appreciation and Introduction to Indian Art</b></p>       | <p><b>I. Prehistoric and proto historic art: Rock art; Harappan arts and crafts</b></p> <p><b>II. Indian art (c.600 BCE-600 CE):</b><br/>World Heritage Site Managers, UNESCO World Heritage Notions of art and craft - Canons of Indian paintings - Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography - Numismatic art</p> <p><b>III. Indian Art (c.600 CE-1200 CE)</b><br/>Temple forms and their architectural features - Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography - Indian bronzes or metal icons</p> <p><b>IV. Indian Art and Architecture (c.1200 CE-1800 CE):</b><br/>Sultanate and Mughal architecture - Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and Haveli architecture</p> <p><b>V. Modern and Contemporary Indian Art and Architecture:</b><br/>The Colonial Period - Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their art works - Popular art forms (folk art traditions)</p>  | <p>The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.</p>   |



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| <b>FIFTH</b> | <b>GE-1 :<br/>Science and<br/>Empire</b>   | <p><b>1:</b> History and Development of Science under the Colonial Empire- Perspectives and Recent Historical Debates/ Discourse/ Trajectories.</p> <p><b>2:</b> Science and Colonial Empire: Concepts and Contours-Different Colonial Experiments in India-Fundamental Research in Science in India.</p> <p><b>3:</b> Colonial Science: Indian and Western Interaction-Role of Institutions in Promoting Scientific Knowledge (Botanical Garden, Medical Colleges, Calcutta School of Tropical Medicine, Bose Institute, Indian Institute of Science etc.)</p> <p><b>4:</b> Science and Empire-Indian Responses and Resistance-Ideas of Mahatma Gandhi and Jawaharlal Nehru.</p>  | After the completion of this course students will be able to know the actual formative root of science study. They will be able to cite the resources properly. The course is useful to identify and evaluate the thinking of two great nation builders like Gandhiji and Nehruji.   |
| <b>SIXTH</b> | <b>GE- 2:<br/>Some<br/>Perspectives<br/>on<br/>Women's<br/>Rights in<br/>India</b> | <p><b>I. Definition of Human Rights-</b>Human Rights and Women, a survey of the Charter, Interrogating Human Rights vis-à-vis personal laws in India, UN Convention and Indian Context</p> <p><b>II. Indian Constitution and Women's Rights-</b> Fundamental Rights and Women, Directive Principles and Women, Major legal cases defending women's rights vis-à-vis the Constitution</p> <p><b>III. Preventive Acts-</b> Minimum Wage Act 1948, Family Courts Act 1986, PNDT Act 1994, Latest Measures</p> <p><b>IV. Issues of Violence against Women and Remedial Measures-</b> Domestic Violence Act, Prevention of Sexual Harassment at Workplace, Practical application and problems, Remedial Measures</p> <p><b>V. Role of Non-Government Institutions-</b> Non-Government Organizations and Human Rights, Women and Non-Government Organizations - Participations</p> <p><b>VI. Present Status-</b> Issues of enabling and empowering modalities – Debate on uniform civil code</p> | The course will help to understand the different Acts related with women. They will be able to summarize the important provisions of Wage Legislations, in reference to Payment Wages Act 1936 etc. A kind of societal consciousness could be secured by studying the course. Student will be able to summarize the important provisions of Social Security Legislations, in reference to Employees State Insurance Act 1948, Employees Provident Fund Act 1952 etc. |

## MA CBCS

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| <b>1<sup>st</sup> Semester</b> | <b>HIS 101:<br/>STATE<br/>FORMATION<br/>IN ANCIENT<br/>INDIA</b> | <p><b>UNIT I:</b> Introduction to political organization till the Vedic period – Kingship in the ancient period – Gopati to Bhupati – meaning of the term <i>Rajan-Vispati</i> as chief – post-Vedic terms for the King.</p> <p><b>UNIT II:</b> Local autonomy and imperial unity – <i>janapadas</i> and <i>mahajanapadas</i> – conditions for the rise of large territorial states – treasury and coercion in the state – regular collection of land revenue – advent of taxation and emergence of the state.</p> <p><b>UNIT III:</b> Structure of polity in early medieval India – chieftaincies and feudatories – political and economic changes and the bases of the early medieval state system.</p> <p><b>UNIT IV:</b> State and imperial ideology in South India – the Cholas and their successors – Vijayanagara.</p>   | The course intends to impart knowledge to students about how states are formed and how they evolve into large territorial entities like kingdoms or empires. These processes are explained in the context of the ancient period of history in India, and one of the emphases is to focus on the analysis of states in terms of their origin – i.e. whether there could be alternatives to state like lineage, and, whether states originate sui generis or whether they originate from the remnants of earlier formations. Students are expected to have knowledge of state origins, statelessness and sovereignty. |
|                                | <b>HIS-102<br/>HISTORY<br/>AND<br/>HISTORIOGRAPHY</b>            | <p>What is History? Events and interpretations. Philosophy of History – Enlightenment Historiography – Empiricism – Positivism – Idealist view of history.</p> <p>History writing and different versions of the Idea of Progress – T. B. Macaulay and the Idea of Liberty – Karl Marx and the principle of equality – G. M. Trevelyan and the Literacy and Social history. Development of economic and social history in the early twentieth century – Maurice Dobb and the Rise of Capitalism – R. H. Tawney and the Gentry Thesis – G. Lefebvre and A. Soboul and the French Revolution. Social History as History of Movements – Seventeenth century crisis, English Revolution and Christopher Hill. Social History as history of classes – Eric J. Hobsbawm and the Age of Capital, E. P. Thompson and the working class, Raphael Samuel and the History of the People. Emergence of new social history. Debates in Indian History – Historiography of feudalism in India, Eighteenth century crisis in India, Indian Awakening in Nineteenth century, Indian nationalism, Partition of India.</p> | This course enables students to improve the skills needed to become successful professional historians. It enlightens students to the various ways in which historians understand the development of the academic discipline of history and enrich them with the forms of writings that have been most prevalent in recent past. This course familiarizes students with recent historiographic trends and practices.  |

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|  |   | Modern Indian History with socio-economic perspective – peasantry and working classes, caste, tribe, gender, environment, science and technology.   |  |
|  | <b>HIS 103:<br/>HISTORY OF EUROPE: FROM REVOLUTION TO WORLD WAR (1789-1914)</b> | <p><b>UNIT I:</b> French Revolution: crisis of the ancient regime, intellectual currents, participation of social classes - Emergence of Napoleon Bonaparte: domestic policy of Napoleon, foreign policy of Napoleon - Congress of Vienna, 1815 - Social and Political developments, 1815-1848: Metternich- forces of conservatism and restoration of old hierarchies - Social, political and intellectual currents, revolutionary movements of 1830 and 1848.</p> <p><b>UNIT II:</b> Growth of Democracy in Britain: Parliamentary Reforms Acts of 1832, Liberalism in England, Irish problem– its socio-economic and political aspects - The extension of franchise and expansion of socialism - Labour movement in Britain and the rise of Labour Party Nationalism- Italian Risorgimento- Socio-economic milieu and stages of Italian unification: role of Mazzini, Garibaldi, Cavour and Victor Emmanuel - Foundation of the German Empire: Prussian spirit, Role of Bismarck in the Unification of Germany, Foreign Policy of Bismarck, the age of Bismarck(1870-1890), Foreign Policy of Kaiser William II and his world politics.</p> <p><b>UNIT III:</b> Russia under the Czars: Czar Alexander I- domestic and foreign policy, Czar Nicholas I- foreign policy, Czar Alexander II- reform policy, foreign policy, his failures and achievements, The reign of Czar Alexander III, Czar Nicholas II- the Russo-Japanese war, the revolution of 1905.</p> <p><b>UNIT IV:</b> The eastern crisis: nature of the crisis, the War of Greek Independence, the problem of Turkey- the treaty of London and the treaty of Sanstefano, the Crimean war, the Congress of Berlin - the first Balkan War (1912), the second Balkan War (1913), the formation of Triple Entente- the age of armed peace (1904-1914).</p> | This course will cover such themes as industrialization, state- and nationbuilding, social upheavals and transformation, and the emergence of liberalism, conservatism, and socialism as the predominant political ideologies. Through taking this course, students will have an understanding of the basic chronology and themes of nineteenth-century European history. They will demonstrate the ability to understand and analyze difficult primary sources within their historical context. This Course will prepare the students for UPSC and other Competitive Examinations.  |
|  | <b>HIS 104:<br/>SOCIO RELIGIOUS REFORM MOVEMENTS IN COLONIAL INDIA</b>          | <p><b>UNIT I:</b> Orientalists, Utilitarians and the Bengal Renaissance – debates on ‘Renaissance’, reform and social Change – evolution of socio-religious reform movements – the difference between social and religious movements – debate over strategies – Vidyasagar and Rammohan Roy.</p> <p><b>UNIT II:</b> Reform or Revival – definitions and debates – Hindu shastras and social reform – religion as the basis of social reform – Hindu-Brahmo relations – Prarthana Samaj and Arya Samaj - Vedanta and revitalization of Indian life: Ramkrishna, Vivekananda and the Ramkrishna Mission - response to the movement in press and literature: a review of the work of Bhudeb Mukhopadhyay, Bankim Chandra Chattopadhyay, Nabin Chandra Sen, and Akshay Chandra Sarkar.</p> <p><b>UNIT III:</b> Nationalism, modernity, and Muslim identity in India before 1947: Islamic reformers and their movements in India - educational movements, faith, and revival movements – Syed Ahmed Khan and the Aligarh Movement, Wahabi Movement, Deoband Movement.</p> <p><b>UNIT IV:</b> Muslim women, reform and patronage: a study of Nawab Sultan Jahan Begam of Bhopal – issues on caste and education: Begam Rokeya Sakhawat Hossein and Sarala Debi – issues on widow remarriage and Sati – orthodox Hinduism and the Age of Consent Bill.</p>   | This Course studies the background, causes, and emergence of different types of social and religious reform movements in India from the early nineteenth to the mid twentieth centuries. It discusses the existence of different religions, issues related to caste, and class in colonial India. On one hand, it studies the revivalist and reformist outlooks among the Indian reformers, while on the other, it looks at the colonial intervention in issues of reforms. An important aspect of this Course is that it traces the path of some of the significant social and religious reforms of the time from its inception to the Act. |
|  | <b>HIS 105B:<br/>INDIA AND THE WORLD: THE MAKING OF A FOREIGN POLICY</b>        | <p><b>Unit I:</b> An Introduction to India’s Foreign Policy</p> <ul style="list-style-type: none"> <li>□□ Historical origins and Determinants – Continuity and Change: From Idealism to Realism</li> <li>□□ Non-Alignment and India’s role</li> <li>□□ India and the Nuclear Question: Changing Perceptions and Policy.</li> </ul> <p><b>Unit II:</b> India and her Neighbours</p> <ul style="list-style-type: none"> <li>□□ India in SAARC: Towards a Co-operation in South Asia</li> <li>□□ India’s Policy towards its Neighbours</li> </ul> <p><b>Unit III:</b> India’s Options in a Changing Asia</p> <ul style="list-style-type: none"> <li>□□ Relations with -Southeast Asia, Central Asia and West Asia</li> </ul> <p><b>Unit IV:</b> India and Major Powers</p> <ul style="list-style-type: none"> <li>□□ Relations with – U. S., Russia, Europe, China and Japan</li> </ul>  | The purpose of this course is to generate knowledge among the students about continuity and changes in India’s foreign policy since independence. This course studies India’s foreign policy within the context of history and tries to understand and analyze its behavior. Through taking this course, students will gain an understanding of the history and India’s policy with regard to our relations with important world powers as well as regional powers.  |

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|  | <p><b>HIS-201<br/>STATE AND<br/>ECONOMY<br/>IN<br/>COLONIAL<br/>INDIA</b></p>                      | <p><b>UNIT I:</b> The colonial state: Brief overview of British expansion in India – British Parliament and the East India Company – Structure of administration: police, judiciary, bureaucracy, army.<br/> <b>UNIT II:</b> The colonial ideology: Orientalist and Utilitarian phases; paternalist attitude – White racism – Divide and rule policy – Social-cultural policies and their impact (education, tribe, caste etc.).<br/> <b>UNIT III:</b> The colonial economy and its impact (1): Changing pattern of English trade – Land revenue settlements – Commercialisation of agriculture.<br/> <b>UNIT IV:</b> The colonial economy and its impact (2): Decline of traditional handicrafts – Emergence of modern industries and colonial industrial policy – impact of railways.</p>  | <p>This course deals with the structure and policies of British colonial rule in India; it especially focuses upon colonial polity and economy which replaced traditional Indian polity and economy in a relatively short span of time. The British tended to overlook society on the subcontinent, but they certainly meant to bring about crucial changes in the political and economic spheres to extract the maximum advantage of their rule in India. A reading of the course ought to enable students to gain a comprehensive knowledge of British colonial rule and economy; this is important because post-independence, India decided to continue with the structure of polity and economy introduced by the British, though the new policies taken were divested of the harmful intent of colonialism.</p>  |
|  | <p><b>HIS 202:<br/>ANTI-<br/>COLONIAL<br/>RESISTANCE<br/>DECOLONIZ<br/>ATION AND<br/>AFTER</b></p> | <p><b>UNIT I:</b> Economic context of anti-colonial resistance – Tribal and Agrarian protests – The 1857 Revolt and foundation of Congress.<br/> <b>UNIT II:</b> Organized politics and anti-colonial resistance – Congress and the educated social groups – Mass movements since 1905 and up to 1940s.<br/> <b>UNIT III:</b> The aftermath of Partition – evolution of the constitution – integration of the princely states– linguistic reorganization of the states multiculturalism and plurilingual traditions as reflected in literature theatre, art and cinema – sports : the making of a nation.<br/> <b>UNIT IV:</b> Post–independence nation building – Multicultural nature of Indian polity – Planning and development policy.</p>  | <p>As a historical event anticolonial movements in India is the struggle against the British imperial rule which led to the independence in 1947. The course discusses in detail the problems, predicaments and possibilities envisaged in this struggle. De colonisation in India stimulated further movements in other countries of Asia and also in the princely states of India The approach of teaching this course is politico economic with emphasis on post partition refugee problems, planning and development.</p>   |
|  | <p><b>HIS 203:<br/>HISTORY OF<br/>MODERN<br/>WORLD:<br/>SELECT<br/>THEMES</b></p>                  | <p><b>UNIT I:</b> The First World War: historical background; factors that precipitated; nature and impact – Peace Settlement: Fourteen Points of Woodrow Wilson and Paris Peace Conference – some Issues arising out of the War: quest for security; problem of disarmament; problem of reparation – the Great Depression: causes and consequences.<br/> <b>UNIT II:</b> Italy and Germany between the Wars; domestic and foreign affairs – politics and ideologies of Fascism &amp; Nazism – France and Great Britain between the Wars – emergence of America &amp; Soviet Russia as world powers – Civil War in Spain – The Munich Crisis – origin and nature of World War II.<br/> <b>UNIT III:</b> Impact of the Peace Pact of 1919 on West Asia; Mandate system in Middle East – rise of Mustafa Kamal Pasha &amp; the modernization of Turkey – Arab nationalism after World War I; role of Saudi Arab – rise of nationalism in Egypt: Anglo-Egyptian relations.<br/> <b>UNIT IV:</b> Far East: Japan’s Supremacy in East Asia; China after the World War I – Southeast Asia: Colonial rule, growth of Nationalism and Modernization.</p> | <p>This course introduces key themes in the history of modern world and also critically analyzes the nature of the changing political relations among the different nations since the pre World War I period. The emphasis is laid on the study of rise of totalitarian ideologies such as Nazism, Fascism and Militarism and also the transformation of West Asia and Southeast Asia. Through this course, students will examine the political, diplomatic, intellectual, social and economic themes within world history.</p>   |
|  | <p><b>HIS 204:<br/>CONTEMPOR<br/>ARY WORLD<br/>(CBCS)</b></p>                                      | <p><b>UNIT I:</b> Black American History: Abolition of slavery – the Harlem Resistance – the Lexicon and History of Prohibition – the Civil Rights Movement; Martin Luther King to Malcolm X.<br/> <b>UNIT II:</b> Third World: Historical context of the emergence of the Third World – Developmental issues of the Third World – Changing face of the Third World; politics, society, economy, culture.<br/> <b>UNIT III:</b> India Engaging with the World – Look East Policy – India and South Asian – India and Super Powers<br/> <b>UNIT IV:</b> Major Conflicts since The Dissolution of USSR: - Europe: Chechan Crisis, Yugoslav Crisis, Georgian Crisis, Ukraine Crisis; South, East and South East Asia: Kargil War 1999, Rise and fall of Taliban in Afghanistan, Post 9/11 Global war on terror in Afghanistan- Pak region, Srilankan Tamil Crisis, Senkaku islands Dispute, South China Sea dispute; West Asia: US invasion of Iraq 2003, ISIS in Syria and Iraq, Yemen Crisis, Israel-Gaza conflict; Africa: Congo Crisis, Nigerian Civil War, Somalian Crisis, Libyan Crisis, Egyptian Crisis, Sudan Crisis.</p>                  | <p>This course revolves around major subject areas like geo-politics, strategic studies, peace and conflict studies which helps the students to have a diverse range of knowledge on popular and critical international events which will make them updated too. It tries to analyse in critical way about the role of UNO in maintaining peace and harmony across the world. This will be helpful to pursue future courses on international law. The portion of black history in USA is to provide the students a survey of the time and incidents from the Civil War to Civil rights movement. It covers abolition of slavery and the process of internalization of black citizens of USA. The Harlem Renaissance and the Civil rights movement, Black feminist movements are also taught here. This course also intends to familiarize the students with the concept, development and evolution of the Third World. It discusses India's (approach) engagement with the outside world and tries to analyse the nature of the foreign policy within the context of history. This course will help the students prepare for UPSC and any other Competitive Examinations.</p> |
|  | <p><b>HIS 205D:<br/>SOUTH WEST</b></p>   | <p><b>UNIT-I:</b> Midnapur, Bishnupur and Pachet in the 17th century-resistance to entry and consolidation of Mughal power- expansion of Burdwan zamindari and its consequences.</p>   | <p>The course intends to prepare students for studying the region – home to</p>   |

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|  | <b>BENGAL (17TH AND 18TH CENTURIES)</b>  | <p><b>UNIT-II:</b> South-West Bengal during the Nazamat period – Murshid Quil Khan and resistances from Orissa – Alivardi Khan and his engagement with Marathas – importance of the southwest frontier.</p> <p><b>UNIT-III:</b> East India Company’s administration in Midnapur – 1760-1767; military campaign in Jungle Mahal, 1767-71; continuing resistance by Dhalbhumgarh zamindar; disturbances in Bagri, 1783.</p> <p><b>UNIT-IV:</b> Economic history of the region – agrarian economy of eastern Midnapur – Hijli – and Bishnupur – the forested regions and their commercial potentials – centers of internal trade and industry.</p>  | many of them – where the University is located. An in-depth study is deemed necessary for students who wish to devote themselves to research in future. It is also necessary for those who wish to orient themselves with local knowledge and culture for future application in creative work as well as professional life.   |
|  | <b>HIS 301: INDUSTRIAL REVOLUTION –I: The Nature of the Industrial Revolution &amp; the English Experience</b> | <p><b>UNIT I:</b> Defining the Industrial Revolution – validity of the concept of ‘Industrial Revolution’ – why did the Industrial Revolution first occur in England? – Chronology of the British Industrial Revolution.</p> <p><b>UNIT II:</b> Demographic Revolution – Agricultural Revolution; Enclosures in Britain – Commercial Revolution - Transport Revolution.</p> <p><b>UNIT III:</b> England: The 18th century background – the adoption of Free Trade – role played by labour, capital, banks, government – role of technology and science in the Industrial Revolution – the concept of a leading sector – Cotton Industry &amp; Iron Industry.</p> <p><b>UNIT IV:</b> Legislations and human dimensions – changes in the occupational structure – conditions of work – social attitude – women and child labour – Factory Acts – labour organizations – standards of living.</p>   | This course details the nature of the First Industrial Revolution. It provides a strong knowledge of the historical debates relating to the revolution and evaluates the changes in the fields of socio-economic life, technology and government institutions. A reading of the Industrial Revolution is essential for students of world history, as well as for those seeking to know more about the global implications of the socio-economic events of modern times.   |
|  | <b>HIS 302: STATE AND ECONOMY IN EARLY MODERN INDIA</b>  | <p><b>UNIT I:</b> State and economy in early modern India: the establishment of a centralized state under the Mughals; emphasis on military and revenue administration – extension of the core Mughal model into other areas viz. Gujarat, Ahmadnagar, Bengal.</p> <p><b>UNIT II:</b> Impact on agrarian society, especially in terms of the high revenue demand – relationship between the state and the landed elites viz. social and administrative – expansion and integration of the agrarian base during the Mughal period; drive for revenue and the new agrarian frontiers.</p> <p><b>UNIT III:</b> Indian economy and the Indian Ocean: trade network and commerce; transformations since the 15th century – maritime merchants in the Indian Ocean region – Indian merchants and their participation in the Indian Ocean and hinterland or internal trade.</p> <p><b>UNIT IV:</b> Trade and the Indian Economy: flow of precious metals and currency – the state and the need for monetization – mint administration and towns – internal and overseas markets – inland trade networks.</p>  | One of the objectives is to demonstrate how state and economy interacts and whether centralisation of power is a necessary part of development of state. This is explained through a thorough study of four aspects of the economy and society – state as a fiscal machine, relation between the state and the social components of rural economy, trade and the economy of early modern period, and, institutions of the economy. Two aspects of administration are also studied – organization of central and provincial administration, and, the organization of the military. Students are expected to learn about pre-history of economic and social institutions without being deterministic. |
|  | <b>HIS 303: HISTORY OF CONSTITUTIONAL DEVELOPMENT IN MODERN INDIA</b>  | <p><b>UNIT I:</b> Brief Outline of the East India Company - East India Company and the Dual System in Bengal - Constitutional development during Company’s Rule: era of Centralization of Power - The Regulation Act of 1773, Pitts Acts of 1784 and the Charter Acts of 1793, 1813, and 1833.</p> <p><b>UNIT II:</b> Evolution of representative Governance: Queen’s Proclamation - Government of India Act of 1858 - Indian Council Act of 1861- Local Self Government: proposal of Mayo and Ripon and Introduction of Local Self-Government (1864-1882) - Indian Council Act of 1892 - Administrative policy under Lord Curzon - The Indian Council Act of 1909.</p> <p><b>UNIT III:</b> Making responsive Governance: Montague Declaration (1917) and Montford Reforms (1919)- main provisions, working of diarchy in Provinces - Simon Commission - Nehru Report its salient features - Jinnah’s fourteen Points - The round table conference - Communal Award - Poona Pact - the white paper - The Government of India Act of 1935- its main Provisions - Elections in 1937.</p> <p><b>UNIT IV:</b> Towards freedom: August Offer of 1940, Cripps Mission of 1942, C. R. Formula, Wavell’s Plan of 1945, Cabinet Mission Plan of 1946 - Formation of the Constituent Assembly-its debates and deliberations - Attlee’s declaration of 1947 - Mountbatten’s Plan, mechanisms on the Partition and debates on federation States - The Indian Independence Act of 1947 - Promulgation of the Constitution - Public services in India (1858-1947) - Growth of Central Legislature in India - Growth of Provincial Legislature in India - Framing of the new Constitution of the Republic of India - Nature of the Indian Constitution - Salient features of Indian Constitution.</p> | The course will teach the evolution of the Indian constitution through the enactment of various acts. This course bears the tune ‘Unity in Diversity’, as promulgated by Indian Constitution. Through taking this course, the Students will understand the philosophy of Indian constitutions. They will also have the conviction of the various Government of Indian acts, their provision and reforms. This course will be helpful to pursue future Courses on Law. This course will prepare the students for UPSC and other Competitive Examinations too.  |
|  | <b>HIS 304: CONTEMPORARY INDIA:</b>  | <p><b>UNIT I:</b> History of Overseas Indian Trade: Introduction to the history of trade; general nature of the study – Western Indian Ocean: Merchants and Merchandise from ancient to early medieval period; Maritime trade in Gujarat</p>   | The purpose of this Course is to give an overview on some of the significant issues in history to students who belong to various disciplines from arts and humanities, other than   |

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|                     | <b>HISTORICAL UNDERPINNINGS (CBCS)</b>   | and Malabar in early modern period; commodities; transition in trade, 1750-1818 – Eastern Indian Ocean: Trade in early medieval Bengal; ports of Coromandel and Bengal in the medieval and early period; merchant communities, trade networks in Bay of Bengal littoral – the European companies since 17th century; Company trade and private trade.<br><b>UNIT II:</b> History of Indian Sport: Social significance of sport in traditional India – Colonial India: ‘sport ethic’ in colonial policy, football, cricket, and nationalism and communalism – Sport in post-colonial India: promotion of sport by the Indian state, proliferation and popularization of sport, and increasing of, and professionalism in, sport in recent times – Sport and gender in post-colonial Indian society.<br><b>UNIT III:</b> History of Indian Media: Media History – Definition and forms of media – All India Radio, Television, Newspapers and the Internet – Role of media in diffusion of culture: media, culture and the public sphere – Gender, sexuality and media.<br><b>UNIT IV:</b> History of Indian Culture: Music; Film, Theatre  | history. It does not provide an analytical framework of the subject instead it intends to provide an overview of the subject. The purpose of this Course is to create an interest in history among students by introducing them to new researches and debates in history and history writings. It will help students from other discipline to understand what are the different aspects and issues in history which are dealt with in higher studies and researches.   |
| <b>3rd Semester</b> | <b>HIS 305A: SOUTH WEST BENGAL - 19TH AND 20TH CENTURIES</b>                                 | <b>UNIT I:</b> South-West Bengal in Colonial period: impact of western education and ideas – growth of western educated local intelligentsia – new educational institutions and response of indigenous elites – emergence of modern professions – social consequences of westernization – newspapers and periodical journals.<br><b>UNIT II:</b> Emergence of modern politics – rise of local leadership – Swadeshi militant nationalism – Non Cooperation mobilization – Civil Disobedience Movement – second phase of the revolutionary politics – Quit India movement.<br><b>UNIT III:</b> Emergence of left wing politics – condition of the working class and peasants; their mobilization – students’ response to radicalism.<br><b>UNIT IV:</b> Condition of women, tribes and castes – Utkal Brahmins of Midnapur – ecology and environment; natural disasters; the Famine of 1943 and its impact on local society.   | The course provides a basic understanding of regional history of South-West Bengal during the colonial period, especially of 19th and 20th centuries. Crucial aspects of this region with detail analysis are dealt with. It aims at developing comprehensive knowledge of regional political, economic, social, cultural and environmental aspects with varied local dimensions. Emphasis is laid on promoting critical approach among the students to the study of South-West Bengal, which also enables them to proceed towards further research works on this particular region.   |
| <b>4th Semester</b> | <b>HIS 401: SOCIAL HISTORY OF SCIENCE, TECHNOLOGY AND MEDICINE IN INDIA: COLONIAL PERIOD</b> | <b>UNIT I:</b> Colonial Science – considerations of the colonial power underpinning scientific and technological initiatives of British India – British surveys in India as colonial forms of knowledge – technology and the colonial project of India’s development – Departments of Irrigation, Agriculture, Public Works, Railways – role of Asiatic Society of Bengal.<br><b>UNIT II:</b> Western medicine in an Indian environment – colonial government, public health and state medicine – emergence of the study of tropical diseases – underpinnings of colonial power in epidemiology in colonial India – role of scientific education and technical institutions – government and private colleges – engineering and medical colleges – involvement of women in science education.<br><b>UNIT III:</b> Nationalist science as a counter-discourse of colonial science; claim of an ancient ‘national’ scientific tradition for India; the search for ‘scientific’ texts from ‘antiquity’ – Nationalist medicine: Ayurveda, Unani, nationalist adoption of Homeopathy.<br><b>UNIT IV:</b> Nationalism and the founding of institutions and associations for scientific research – Swadeshi technology: in theory and practice – response to western science: failures and successes – modern scientific outlook and the ‘women question’. | This course intends to emphasize on the spread of western science in colonial India with multi-dimensional aspects and endeavours. It enables the students to understand the nature of science-related explorations, science studies and research activities by government and non-government initiatives, which were going on in varied forms during this period. It ought to enable students to study the introduction of western medicine in colonial India and also about the indigenous system of medicine, which prevailed here since long before colonial period. New technological aspects and applications in colonial India are also dealt with special attention. This course wants to make the students realize the nature and evolution of science, technology and medicine in colonial India, which inspires them to further study and research on these new emerging fields of history. |
|                     | <b>HIS 402: ENVIRONMENTAL HISTORY OF MODERN INDIA</b>  | <b>UNIT I:</b> Historiography: Ecology – colonialism as a watershed – Nationalism and the environmental discourse.<br><b>UNIT II:</b> Communities on the margin – indigenous societies – changing patterns of lively hood, land use, forest management – colonial and post-colonial experiences.<br><b>UNIT III:</b> Water and social structure: the sociology of resource use and abuse – technology and ecological change in colonial times – the history of climate change – drought, flood, earthquake – dislocation and migration – consequences.<br><b>UNIT IV:</b> Independent India – technology choice – public policy – developmental discourse – distress and protest discourse – the growth of environmental concern in India.  | Teaching Environmental history of India is to introduce to the students the rich research literature on varying works on forest and forest policies, wildlife conservation and conflicts, tribal right and sustenance, the binary discourse of displacement and protests on one hand and development on the other, as also the debates on ecology and equity.  |
|                     | <b>HIS 403: INDUSTRIAL REVOLUTION-II: The Continental Experience</b>                         | <b>UNIT I:</b> Concepts of the Industrial Revolution: theories of revolution, evolution, economic growth; 19th century industrial crises – Proto-industrialisation – Agricultural Revolution – ‘Substitution Process’ theory – Technology and the ‘latecomers’.<br><b>UNIT II:</b> France: Conditions in the ancient regime – prospects and problems in the Revolutionary-Napoleonic Period – Restoration and the return to   | This course deals with the momentous phenomenon called the Industrial Revolution; while it occurred in the West, it could not but send out shockwaves to, and transform beyond recognition, all corners of the globe. India experienced a new phase with the coming of European trading companies and ensuing resultant colonial rule, both which were largely the outcome of the Industrial Revolution in Europe. Industrialisation has proved to be a lasting phenomenon, something  |

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|  |  | <p>Protectionism – Napoleon III and his ‘booster’ policies – decline in the post-1870 period?<br/> <b>UNIT III:</b> Germany: Backwardness in the German states in 1815 – Prussian imperatives; Zollverin and the railways – growth in the period 1850-1870 – Bismarck’s policies – situation up to 1914.<br/> <b>UNIT IV:</b> Russia: Backwardness in the mid-19th century – Emancipation Edict and its effects – trends in the period 1860s-1870s – initiatives of Vishnegradsky and Witte – Stolypin reforms – situation up to 1914.</p>  | <p>that underpins contemporary politics, economy, and society in India and elsewhere. A reading of the course ought to enable students to know about this impactful phenomenon, its many aspects, how the ‘classic’ case of England was both replicated and replaced in the European continent, and the lessons that this holds out for us.</p> |
|  | <p><b>HIS 404:<br/>WOMEN AND<br/>SOCIETY IN<br/>INDIAN<br/>HISTORY</b></p>   | <p><b>UNIT I:</b> Understanding Women’s History, Feminism and Gender History: Concepts, Theories and Issues; Gender: Social construction of Sexuality, Understanding Gender through Class, Caste, Race, and Community; Masculinity, Femininity, Patriarchy: Ideologies and Practices.<br/> <b>UNIT II:</b> Women in pre-colonial India: Archaeology and pre-historic society; Women in the Indus Valley Civilisation; Women’s Position in Vedic Society; Buddhism and Jainism; Status of Women in Medieval India: Purdah and Seclusion; Concubinage and Slavery; Gender Division of Labour in Mughal India; Engels and the Origin of Women Oppression.<br/> <b>UNIT III:</b> Women in Colonial India: Social Reform Movements and Women’s Issues; Women’s Education; Women in Indian National Movement; Gandhian Nationalism and Women; Women’s Organisations.<br/> <b>UNIT IV:</b> Women in post-colonial India: Tribal and Dalit Issues; Contemporary Issues and Problems: Divorce, Dowry, Violence, Rape; Women’s Movement in India; Women and Rural Development; Policy on Gender Equality and Women’s Empowerment; Issues on Women’s Health.</p> | <p>This Course briefly discusses on how women and issues related to women has been addressed in pre-colonial, colonial, and in post-colonial India. It studies the different theories on women and gender in history. It questions the relevance of studying women as a separate ‘category’.</p>  |
|  | <p><i>Optional Course:</i><br/> <b>COURSE NO:<br/>HIS 405A:<br/>IDEAS AND<br/>THOUGHTS<br/>IN MODERN<br/>INDIA:<br/>SELECT<br/>THEMES &amp;<br/>PERSONALIT<br/>IES</b></p> | <p><b>UNIT I:</b> Early Nationalist Responses: thoughts of Rammohan Roy – Bankimchandra Chattopadhyay’s ideas in shaping Nationalism – Moderate ideology of M. G. Ranade – Extremist Ideology of B. G. Tilak, Bipin Chandra Pal – Revolutionary Ideology of Vasudev Balwant Phadke - Hinduism: Swami Vivekananda and Sri Aurobindo Ghosh.<br/> <b>UNIT II:</b> Hindutva: Dayanand Saraswati; VD Savarkar; MS Golwalkar – Muslim thought: Sir Syed Ahmed Khan; Mohammed Iqbal; Mohammed Ali Jinnah – Communist thought: MN Roy; EMS Namboodiripad – Socialist thought: Rammanohar Lohia; Jayaprakash Narayan.<br/> <b>UNIT III:</b> Nation &amp; Identity Concern: Jyotiba Phule; Sree Narayan Guru; E. V. Ramaswamy Naicker; Jaipal Singh; Pandita Ramabai – Ideas &amp; views on education: Pandit Ishwarchandra Vidyasagar; Sir Asutosh Mukherjee; Acharya Satishchandra Mukhopadhyay.<br/> <b>UNIT IV:</b> Makers of Modern India: thoughts and ideas of M. K. Gandhi – Rabindranath Tagore – Subhaschandra Bose – B. R. Ambedkar – Vallabhbbhai Patel - Maulana Abul Kalam Azad – Jawaharlal Nehru.</p>   | <p>The course studies various intellectual personalities – as well as their contributions to make modern India. Through taking this course, students will understand the social, political, and the spiritual ideas and thoughts in the modern Indian imaginary.</p>  |

**Vivekananda Mission Mahavidyalaya**

**Department of Political Science**

**B.A. Honours**

**Programme Specific Outcomes**

1. Introducing learners to theoretical discourses and in-depth understanding of practical politics and political science as a subject.
2. To acquaint the Students with knowledge about the world around us to make them understand the impact of global Changes and, politics on our Nations.
3. To enable the learners to have an understanding of the State, Government, political institution and the importance of rights, duties and proportionate representation as a Citizen.
4. Assess the links between politics and other Social and economic aspects of life to help them better understand the variations taking place at the economic Societal and political levels and how one impact the other.
5. To acquaint the Students with skills like critical and analytical thinking and thereby follow innovations taking place in Science as well as other Social Sciences and develop multi-disciplinary knowledge.
6. To acquaint the Students with knowledge of their Country, Society and it's specific issues and suggest approaches and measures as remedy to such issues.
7. Students learn about theories, concepts and research skills useful for carrying out research works essential for Society.
8. Encourage students to engage in lifelong learning process and develop leadership qualities that would be useful to provide new guidance and direction for the Society.

**Vivekananda Mission Mahavidyalaya**

**Department of Political Science**

**B.A General**

**Programme Specific Outcome**

- 1.To acquaint the Students with the knowledge of theories so that they are able to follow the change in political behaviours, opinions and structures.
- 2.They learn to develop interdisciplinary approaches while suggesting practical solutions to socio – political, economic and ethical issues.
- 3.Make the students capable to ask questions, debate and critically analyse about the relation and functioning of National, state and local Governments.
- 4.To acquaint the students with knowledge to make them able to relate the social and National issues with the political.
- 5.Develop the ability to work in multi-disciplinary fields and research works.



### B.A Honours in Political Science

| Course Code | Course Name                                      | Course Outcome  |
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| PLSHCC01    | Understanding Political Theory                   | understand key term and principals of Marxism , Liberalism  |
|             |  | Understand of the basic concepts enables the student to understand in the depth of the discipline.  |
| PLSHCC02    | Constitutional Government and Democracy in India | After completion on this course students able   |
|             |  | To know the Indian Constitution with focus on the role of the Constitution Assembly and examining the essence of the preamble.  |
|             |  | To know how laws are made, policies are developed, programmes implemented and what influences and constraints are placed upon the process.  |
| PLSHCC03    | Political Theory-concept and debates             | Students will be able to learn about liberty, positive freedom etc. And it also helps to increase their knowledge on the significance of equality, indispensability of justice and the universality of Rights. In this course students come to know about procedural justice distributive justice, global justice and also capital punishment .They will get more information on the topics on girl child rights, three generations of human rights. Apart from these they will come to know about the human rights, issues of cultural relativism, multiculturalism, and also toleration. That is how the course becomes meaningful to them. |

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| PLSHCC04 | Political Process in India                          | Students are get more information on the topics on the Political parties and party system. Determinants of voting behaviour, regional aspirations affirmative action policy and also the changing nature of the Indian state. By this course students will acquire knowledge on the multiparty coalitions, from the Congress system and they will get more information on the trends in party system in India. In this course they come to know about the details on the caste system, class system, gender and the religion. They also able to gather more information on caste in politics and also politicization of caste, caste and class etc. That is why the course is found to be useful to them by which they will get more information on the development, welfare and coercive dimensions. |
| PLSHCC05 | Introduction to Comparative Government and Politics | Students will be able to know on the concept of modern government, comparative studies between comparative Politics and comparative government. In this course they come to know about the concept of globalization, socialism and details on development. They will acquire knowledge on colonialism and decolonization, and the different Constitutions such as Britain, Brazil, Nigeria, and also China.   |

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| PLSHCC06  | Perspectives on Public Administration                     | By this course students will be acquire knowledge on public administration as discipline, theoretical perspectives on public policy ,and the major approaches related with public administration. They will get more information about the meaning and dimension of the discipline and also evolution of public administration. In this they are come to know about the scientific management theory by F.W Taylor, administrative management theory by Gullick, Urwick and Fayol and also Max Weber's concept of bureaucracy. Students will be able to learn about the Mayo Elton concept of Human Relations theory and also the theory of Herbert Simon on rational decision making. They will acquire knowledge about the Ecological approach by Fred Riggs and the theory of innovation and entrepreneurship by Peter Prucker. They will come to know about the concept of new public administration new public management, good government and also feminist perspectives on public administration. In this way the course becomes relevant to the under graduate students of Political Science. |
| PLSHCC07  | Perspectives on International Relations and World History | In this course students come to know about International relations. Students will be able to learn about the concept of classical realism, neo realism, liberalism, Neo- liberalism, Marxist and feminist perspective etc. They will enrich by the knowledge of the overview of the 20th century International Relations. They will get more information about the 1st world war, 2nd world war, cold war and post cold war .students will be able to learn about the rise of fascism or Nazism, emergence of third world etc. That is how the course becomes meaningful to them.   |
| PLSHSEC01 | Public opinion and survey research                        | Acquaint the students with analytical and research skills to enable them to carry out research projects and surveys essential for the society   |

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| PLSHCC08 | Political Processes and Institutions in Comparative Perspective | Students will be able to know about the approaches to the study of comparative politics. They will come to know about the electoral system, party system, democratization, federalism and the nation state. In this course they will get more information on political culture, definition of electoral system, types of electoral system, emergence of the party system. They will acquire knowledge about the debates on nation state also the process of democratization and federalism. That is why the course is found to be useful to them. |
| PLSHCC09 | Public Policy and Administration in India                       | Students will learn about the government institutions and its policy formulation processes. Students will acquire knowledge about the administrative system and the way it works in the country. They will be able to understand the issues faced by our administrative system and can suggest better remedies.   |
| PLSHCC10 | Global Politics   | To acquaint the students with knowledge about the changes taking place globally and its socio-political impact on India ,to better understand relation of our Nation with the global institutions   |
| PLSHSEC2 | legislative Practices and Procedures                            | To acquaint the students with knowledge of Legislative processes and to understand the working of various committees associated with such processes. They will gain knowledge about different types of budget their role and processes. Students will also be acquainted with the fact that how media is used by the legislators as a means of effective communication.   |
| PLSHCC11 | Classical Political Philosophy                                  | To acquaint the students with the knowledge of theories and concept so that they will gain insight understanding of the subject   |
| PLSHCC12 | Modern Indian Political Thought                                 | Students will learn about contemporary thinkers, their idea and world of politics. They will have sufficient knowledge to debate in issues related to Indian Politics.  |

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| PLSHDSE1 | India's Foreign Policy in a Globalizing World | India's Foreign policy in a Globalizing World After Completion on this Course Students able to-<br>Understand the major theories of IR, and identify the Determinants of Indian Foreign policy.<br>Know detailed idea on the Different phases and Dynamic nature of Indian Foreign policy as well as India's relation with USA and China. |
| PLSHDSE2 | United Nations and Global Conflicts           | After Completion on this Course Students able to-<br>Know detailed idea on the relationship between India and her neighbour, UNO.<br>Understand about Evaluating the working of UN and its organs, peacekeeping function.   |
| PLSHCC13 | Modern Political Philosophy                   | Having understanding of modern political philosophy enables the students to delve into the depth of the discipline and they learn to better understand the dynamics of operation of the contemporary political system around the world.   |
| PLSHCC14 | Indian Political Thought                      | Students will understand the major concepts by thinkers of India. They could be able to make a comparison between ancient ,medieval and modern political ideas and concepts.  |
| PLSHDSE3 | Women power and Politics                      | This is a highly informative Course that mentions some very crucial issues related to women.  |
| PLSHDSE4 | Human Rights in a Comparative Perspective     | After Completion on this Course Students able to-<br>Understand the concepts of Human Rights Assessing the availability of Human Rights in the Constitution of India, Studying the state Human Right Commission   |

B.A. General in Political Science

| Course code | Course Name                          | Course Outcome   |
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| PLSHGE1     | Nationalism In India                 | Students will help to understand the different approaches of Nationalism. The course will help the students to understand about Indian National Movement. It will also help to know about different social movements in India. |
| PLSHGE2     | Contemporary Political Economy.      | The course will be very helpful to know about the different approaches of political economy. The course aims at giving students a holistic idea about different issues of Development.   |
| PLSHGE3     | Gandhi and its Contemporary World.   | This course will help the students to have an understanding of Gandhian thought and find its relevance to the contemporary issues and debates.   |
| PLSHGE4     | United Nations and Global Conflicts. | This course will make the students acquaint  |

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|            |                                  | With knowledge of various organs of United Nations and their different mechanisms in dealing with world conflicts.  |
| PLSGDSC-1A | Introduction to political theory | This course will enhance the basic knowledge of politics. Students will get informed about the relevance of political theory. The debatable portion of this course will also enhance the practical knowledge of the students. |
| PLSGDSC-1B | Indian Government and Politics   | Students will understand the structure and procedure of the political   |

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| <p>PLSGDSC-1C</p> | <p>Comparative Government and Politics</p> | <p>system of their own country<br/> So that they become responsible citizen. It enhances the knowledge of the students to know about the fundamental rights and duties of the citizen of India. This course will help to understand the basic knowledge of communalism and secularism.</p> <p>The learners are trained to become consciousness about the comparative political institutions of far neighbouring countries like UK and USA, so that they can familiarize themselves with the political institutions and process of these countries. The various issues related to the contemporary debates on the nature of state centric security, the</p> |
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| <p>PLSGDSC-1D</p> | <p>Introduction to International Relations</p> | <p>changing notion of nation state etc together helps to widen the cognitive frame navigating gradually towards more matured understanding of the points of strength and values of a system.</p> <p>The Paper is designed to introduce the students to the major theme and approaches to International Relations. The students will learn the important theories and approaches to International Relations as well as the basis traits of Indian Foreign policy.</p> |
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| <p>PLSGDSE-1A</p> | <p>Themes in Comparative Political Theory</p>                   | <p>The course will enhance the knowledge of the students on the Indian and Western Political Thought. The present study covers different thinkers of western political thought and Indian political thought. The course introduces the differences and characteristics of Western political thought and Indian political thought.</p> |
| <p>PLSGDSE-1B</p> | <p>Administration and Public Policy: Concepts and Theories.</p> | <p>Students will be able to understand the major theories of Public Administration. This course will help the students to understand the basic themes of Public Administration. It will highlight the formulation</p>   |

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| <p>PLSGGE-2T</p> | <p>United Nations and global conflicts.</p> | <p>and implementation of public policies. This course will enhance the students why public policy is important and how it is connected with administration.</p> <p>The students will get acquainted of the Understanding of various mechanisms used by United Nation as an International Organisation and the significance of its role in solving the world issues and conflicts.</p> |
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| PLSGSEC01 | Legislative Support                      | The course aims at giving students a holistic idea about legislative procedure in India. They should be aware about the budgetary processes and their implementation.  |
| PLSGSEC02 | Public Opinion and Survey Research       | It will be very helpful for the students the basic concepts of research. they come to know about sampling, questionnaire etc.  |
| PLSGSEC03 | Democratic Awareness and Legal Literacy. | Students shall have the idea regarding the evolution of the legal system of India from colonial to present times. Introductiong the students to Indian constitution with a focus on the role of the constituent assembly and |

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| <p>PLSGSEC04</p> | <p>Conflict and Peace building.</p> | <p>examining the essence of the preamble.</p> <p>After the completion of this course students are able to know new informative technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts.</p> |
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**PSO and CO of BA Honours Course  
Department of Philosophy**

|  | <p style="text-align: center;"><b>Programme specific outcome</b></p>   | <p style="text-align: center;"><b>Course Outcome</b></p> |
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|  | <p>a) After completion of the programme, students will generally be able to get the sense of philosophizing and he can go to the root of any problem. Students will be able to acquire argumentative knowledge while learning different theories and criticisms in the field of Indian Philosophy, Western Philosophy, Philosophy of mind, metaphysics, epistemology, logic, Philosophy of religion, social and political philosophy. Only the students of Philosophy can relate the entire world of existence to his own self. They can understand that almost all sort of problem related to their social life. They can acquire the knowledge of the real world learning the different views of Indian as well as Western thinkers.</p> <p>b) Students will acquire smooth thinking ability, critical ability; and also will be able to form sound argument in both of their speech and writing after completion of learning logic.</p> <p>c) Students will acquire knowledge of the nature of human mind and they will develop knowledge about learning, personality, memory, sensation, perception, attention of mind as well as levels of consciousness.</p> <p>d) Students will attain knowledge of the nature of Ethics and develop their knowledge about different theories and criticisms of Hedonism, Punishment etc. They will be able to learn and enrich themselves with different ethical values and they will also be able to practice and apply</p> |  |

those values in practical life.

- e) Students will be able to acquire knowledge about the views on environment, culture, values from Indian Philosophical perspective. Students will be able to acquire argumentative knowledge of metaphysics, epistemology as well.
- f) In Western Philosophy, Students will get a clear Idea regarding the distinction between Rationalism and Empiricism. They will gain knowledge of the nature of appearance and reality, they will gain a holistic knowledge of man and world and their curious minds will try to acquire knowledge of scepticism, substance, mind, soul from western Philosophical perspective.
- g) Students will be able to get idea of politics and to acquire knowledge about the origin, nature, classification of state. They will develop knowledge about the different views on democracy, socialism, secularism etc. from philosophical perspective and such types of knowledge help in practical life.
- h) In Philosophy of religion, students will be able to get idea of religion which is very important aspect their social life and acquire knowledge about origin of religion, different views on origin of religion, universal religions. Also their curiosity will venture into the knowledge of world beyond the arena of sense experience.
- i) They will be able to analyse any sort of social event without hesitation by learning analytical Philosophy. Students will be able to find out causal relations among events. Students will have knowledge about

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|  | <p>Problem of Induction, better comprehension about word meaning, sentence meaning and the terms like concept, truth etc</p> <p>j) So the development of this power of knowledge in students is the fundamental outcome of learning Philosophy.</p>  |   |
| <p>CCH -01<br/>INDIAN<br/>PHILOSOPHY</p> | <p><b>Indian Philosophy:</b></p> <p>The Four noble Truths introduced by the Lord Buddha explained elaborately.</p> <p>Discussed theory of Dependent Origination or theory of causality.</p> <p>In the Doctrine of Momentariness the lord thought that duration of all the object of the world exist for a moment only.</p> <p>In explanation of the theory of no-soul it is said that Buddha does not believe in the existence of soul as it is a metaphysical object.</p> <p>Four Schools of Buddhism After passing away of Buddha, intimate followers of the Buddhism divided into four major schools.</p> <p>Introduction of Jainism and in this Philosophy <i>Dravya</i> or substance is defined as '<i>anantadharmakam vastu</i>' i.e, substance must consist of infinite number of attributes.</p> <p>Jainas assert that no one can know all attributes of substance only one attribute is known to us.</p> <p><i>Saptabhanginaya</i> means seven forms of judgement or propositions and Jaina logic is interpreted through this theory.</p> | <p><b>After completion of this course students will be able to:</b></p> <p>a) Develop their concept of Buddhism, get ideas about two major sects as theist and atheist of Indian Philosophy. Also understand that if one refrains from inhuman elements like desires, violence, selfishness etc. may get freedom (<i>nirvāṇa</i>) from bondage.</p> <p>b) Express their idea about origin of the world through the principle of cause and effect.</p> <p>c) Conceive the idea of impermanence of worldly object and understand the nature of soul.</p> <p>d) Trace a clear distinction among various Buddha schools of Philosophy and understand the philosophical views of said four schools.</p> <p>e) Conceive that the Jaina Philosophy preached the message of peace and non-violence in the world.</p> <p>f) Understand the notion of substance and its attributes.</p> <p>g) Understand that no man is perfect due to have limited knowledge and all sorts of their knowledge is relative but we do not admit our ignorance, our limitations resulting various difficulties arise.</p> <p>h) Learn how to make various judgments applying various rules of Jaina logic.</p> <p>i) Understand metaphysics of Cārvāka, Nyāya, Vaiśeṣika Philosophy</p> |
|  | <p><b>Rationalism:</b></p> <p>Explained elaborately the notion of monads and its classifications, Innate idea, truth of reason, truth of facts etc. which help the students to get knowledge</p>   | <p><b>After completion of this course students will be able to:</b></p> <p>a) Understand to make clear distinctions between Rationalism and Empiricism and also understand that Rationalism is a valid source of knowledge as well.</p>   |



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| <p>CCH -02<br/>HISTORY OF<br/>WESTERN<br/>PHILOSOPHY</p> | <p>about the said Philosophical matters.<br/>Discussed elaborately the metaphysical principles of Leibniz as law of identity of indiscernible and law sufficient reason.<br/>Leibniz expounded the theory of Pre established harmony which help the students to get ideas about the relation between body and mind.</p>  | <p>b) Conceive concrete ideas about monads and its stratifications and also understand what actually fact is.<br/>c) Conceive Leibniz's metaphysical principles showing similarities and dissimilarities other principles of Philosophy.<br/>d) Understand the nature of mind-body problem and try to solve it.<br/>e) Understand the nature of substance of Descartes and Spinoza.</p>  |
| <p>CCH -03<br/>INDIAN<br/>PHILOSOPHY</p>                 | <p><b>Indian Philosophy:</b><br/><i>Sāṃkhya</i>s admit causal relation thinking that effect implicitly rests in the cause before its production.<br/>Two realities as <i>puruṣa</i> and <i>prakṛti</i> admitted in the <i>Sāṃkhya</i>s Philosophy explained in detail. Three <i>guṇas prakṛti</i> also discussed.<br/><i>Sāṃkhya</i>s prove the existence of both <i>puruṣa</i> and <i>prakṛti</i> with sound arguments and they also prove the existence of plurality of <i>puruṣa</i></p>  | <p><b>After completion of this course students will be able to:</b><br/>a) Trace the <i>Sāṃkhya</i> theory of causality comparing with <i>Nyāya</i> theory of causality.<br/>b) Understand the nature of two realities and essential constituents of <i>sattva, tama</i> and <i>raja</i> of <i>prakṛti</i>.<br/>c) Understand clear differences between <i>puruṣa</i> and <i>prakṛti</i> d) Conceive an idea about the existence <i>puruṣa</i> and <i>prakṛti</i><br/>d) Develop elaborate and evaluative knowledge the schools of Vedanta, their key concepts ,beliefs, arguments and doctrines from both the standpoints of great Vaidantiks like Sankara and Ramanuja.</p>  |
| <p>CCH -04<br/>HISTORY OF<br/>WESTERN<br/>PHILOSOPHY</p> | <p><b>Empiricism:</b><br/>Locke, the father of materialistic Philosophy who explains definition, origin and classifications of ideas. Substance, nature of substance and classifications of substance explained in detail.<br/><br/>Locke's definition of knowledge, classifications of knowledge and which is the highest knowledge according to Locke also discussed in detail.<br/><br/>Explained Locke's view on quality and its classifications.<br/><br/>Locke's refutation of innate idea discussed fully.<br/><br/>Berkeley the father of Idealism who refuted the existence of abstract ideas and strongly criticized<br/><br/>Locke's distinctions between primary quality and</p> | <p><b>After completion of this course students will be able to:</b><br/>a) Get knowledge about the empiricist Philosophy and also know the method of getting valid knowledge.<br/>b) Understand that sensation and perception as the source of valid knowledge.<br/>c) Know what actually substance is and also raise a question why does Locke admit the existence of non-cognitive substance?<br/>d) Get the notion of knowledge and also identify the highest knowledge as Locke mentioned.<br/>e) Understand the distinctions between primary quality and secondary quality.<br/>e) Understand Locke's refutation of innate idea.<br/>f) Understand Berkeley's view on Idealism realizing differences with Materialism.<br/>g) Trace Berkeley's explanation of abstract ideas and why he refuted it.<br/>h) Understand that there is not so difference of both the</p> |

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|  | <p>secondary quality.</p> <p>Explained Berkeley's dictum 'Esse-east-percipi' from this principle various problems raised. Berkeley believed the existence of God to avoid serious problems.</p> <p>Origin of idea and impression from perception comparative discussion between idea and impression</p> <p>Hume introduced causal theory in western Philosophy.</p> <p>Views on substance and self</p> <p>Hume's thoughts on Scepticism</p> <p>Conception of critical Philosophy, distinction between a priori and a posteriori judgements, distinction between analytic and synthetic judgements and Copernican Revolution in Philosophy are discussed in details</p> <p>Discussed on metaphysical &amp; transcendental expositions of the ideas of space &amp; time.</p>   | <p>qualities as mentioned.</p> <p>i) Understand the significance and importance of Berkeley's dictum 'Esse-east-percipi'</p> <p>j) Point out regarding Berkeley's love of God.</p> <p>k) Define both the concept of idea and impression.</p> <p>l) Understand the distinctions between idea and impression</p> <p>m) Explain that there is no necessary relation between cause and effect.</p> <p>n) Conceive what actually critical Philosophy is.</p> <p>o) Make clear distinction among various judgements.</p> <p>p) Acquire knowledge about Copernican revolution.</p> <p>q) Understand the idea space &amp; time.</p>   |
| <p>CCH -05<br/>PHILOSOPHY OF<br/>MIND<br/>(PSYCHOLOGY)</p> | <p><b>Psychology:</b></p> <p>Definition of psychology, its nature and subject matter discussed clearly,</p> <p>Different methods of psychology as introspection, observation and experimental explained in detail.</p> <p>Definition and nature of sensation and perception and their relation discussed fully.</p> <p>Gestalt theory of perception and its critical estimate discussed elaborately.</p> <p>Definition and nature of illusion and hallucination and their relation discussed with example.</p> <p>Different theories on learning as Thondike's Trial and Error theory of learning, Pavlov's Conditions Response theory discussed with illustration.</p> <p>Consciousness and the definition, nature of different level mind as conscious, subconscious and unconscious explained elaborately.</p> <p>Discussed proofs for the existence of unconscious</p> | <p><b>After completion of this course students will be able to:</b></p> <p>a) Conceive the scope of discussion of Psychology and also distinct it from other social sciences.</p> <p>b) Understand that Psychology invents universal principles for the welfare of the society by applying different methods of its own.</p> <p>c) Understand that sensation origins a primary concept and no chance of getting distinct knowledge about an object whereas perception happens just after sensation and in perception, the nature of an object is distinctly expressed.</p> <p>d) Explain briefly the Gestalt theory of learning saying that an object of perception is perceived as a whole.</p> <p>e) Understand that the theories of learning are very much useful, significant and important in pre sent system of education.</p> <p>f) Explain that object of knowledge in conscious level of mind is known quite distinctly.</p> |

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|   | <p>level of mind following Freud's view.</p> <p>Definition and nature of personality, different constituent factors and their impacts on personality elaborately discussed.</p>  | <p>g) Explain that if harmful desires are repressed in the unconscious level of mind, sometimes outbreak different mental disease like hysteria, schizophrenia, Touch mania, Melancholia etc.</p> <p>h) Show argument that constitution of personality depends neither heredity nor environment; rather it is constituted with both the factors of heredity and environment.</p>                                   |
| <p>CCH -06</p> <p>SOCIAL AND POLITICAL PHILOSOPHY</p> | <p>Social-Political Philosophy:</p> <p>Philosophy Nature, scope and relation between social and Political Philosophy discussed thoroughly.</p> <p>Discussed some primary concepts like Society, community, association, institution, family: nature, different forms of family, role of family in the society.</p> <p>Principles of class and caste, Marxist conception of class, Varṇaśrama dharma are discussed in details.</p> <p>Explained fully the nature of Democracy and its different forms, direct and indirect democracy, liberal democracy, democracy as a political ideal, Socialism: Utopian and Scientific, Anarchism</p> | <p><b>After completion of this course students will be able to:</b></p> <p>a) Conceive the subject matter and the relation between social-Political Philosophy.</p> <p>b) Understand some important concept of society, community, association, institution, family etc</p> <p>.c) Understand Marxist conception of class .</p> <p>d) Understand the nature of Democracy and its different forms.</p>              |
| <p>CCH- 07</p> <p>PHILOSOPHY RELIGION</p>             | <p><b>Religion:</b></p> <p>Explained the nature and scope of Philosophy of Religion and some doctrines of karma and rebirth, doctrine of liberation.</p> <p>Explained the Philosophical teachings of the Holy Quran: God the ultimate Reality.</p> <p>Discussed in detail some basic tenets of Christianity, religious Pluralism, Universal Religion.</p> <p>Arguments for the existence of and discussed different theories.</p>  | <p><b>After completion of this course students will be able to:</b></p> <p>a) Understand what actually religion is and also understand principle of <i>karma</i> and rebirth, doctrine of liberation.</p> <p>b) Understand the different religions like Christianity, Islamism, Hinduism, Buddhism as universal religion.</p> <p>c) Conceive the idea of God comprehending arguments for the existence of God.</p> |

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| <p>CCH- 08<br/>WESTERN LOGIC1</p>        | <p><b>Western Logic:</b><br/>Introductory discussion on logic, arguments and classifications of arguments: Deductive and Inductive:<br/>Detail discussion on truth and validity, categorical propositions and the concept of class.<br/>Discussed quality, quantity of propositions, distributions of terms, translating categorical propositions into standard forms.<br/>Introduced Immediate inference and its classifications as Conversion, Obversion and Cotraposition, Rules of immediate inferences<br/>Discussed traditional square of oppositions comparing with modern thoughts, division of opposition of propositions<br/>Existential import of propositions, symbolization and diagrams for four categorical propositions discussed in detail.<br/>Discussion of nature of Categorical Syllogism and its standard forms, discussed different rules of Syllogism for testing validity and invalidity of arguments Venn Diagram. Discussed rules for solving problems and proving theorems concerning Syllogism.<br/>Discussed the rules for testing validity and invalidity of Hypothetical, Disjunctive Syllogism and the techniques for forming Enthymeme and Dilemma.</p> | <p><b>After completion of this course students will be able to:</b><br/>a) Understand why logic is necessary in every sphere of life.<br/>b) Learn how to form arguments applying rules of logic.<br/>c) Learn how to form various propositions using quality, quantity and copula.<br/>d) Translate into standard form of categorical propositions from assertive sentences.<br/>e) Learn how to form immediate arguments applying the rules of that inferences.<br/>f) Symbolize propositions and represent them through diagrams.<br/>f) Learn how to form standard syllogistic arguments.<br/>g) Test validity and invalidity of syllogistic arguments applying the rules of syllogism.<br/>i) Learn how to verify validity and invalidity of arguments through three circle Venn Diagrams.<br/>j) Learn the techniques to prove validity and invalidity of arguments like Hypothetical, Disjunctive, Enthymeme and Dilemma.</p> |
| <p>CC-09<br/>WESTERN LOGIC(Symbolic)</p> | <p><b>Symbolic Logic:</b><br/>Tried to explain the value of some special symbols like negation, conjunction, disjunction, conditional statements etc.<br/>Discussed with illustration how to test validity and invalidity of arguments and arguments form following the method of truth table.<br/>Explained the rules of Formal Proof of Validity and how to apply.<br/>Discussed the uses and needs of quantification.</p>  | <p><b>After completion of this course students will be able to:</b><br/>a) Learn how to use different symbols in arguments.<br/>b) Learn to differ from valid arguments to invalid arguments.<br/>c) Prove validity and invalidity of arguments by applying various rules.<br/>d) Learn the use of quantifier and how to symbolize</p>   |

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| <p>CC-10<br/>EPISTEMOLOGY<br/>AND<br/>METAPHYSICS</p>    | <p><b>Epistemology and Metaphysics:</b><br/>Explained some principles of using the verb 'know' and convinced them strong and weak senses of the word know.<br/>Discussed with illustration the problem of induction and causal principles.<br/>Discussed Realism, Idealism, substance, universal etc.</p>  | <p><b>After completion of this course students will be able to:</b><br/>a) Understand how to use the word know in different meaning<br/>.b) Apply causal principles on every day event and the problem of induction understand.<br/>c) Conceive Realism, Idealism, substance, universal and their classifications.</p>  |
| <p>CC-11<br/>NYĀYA LOGIC<br/>AND<br/>EPISTEMOLOGY-I</p>  | <p><b>Nyāya Logic</b><br/>Definition of buddhi or <i>jñāna</i> and kinds, definition of <i>smṛti</i>; Two kinds of <i>smṛti</i> are discussed elaborately as clarified by Annambhatta in Tarkasaṃgraha Dīpikā.<br/>Discussed elaborately four-fold division of <i>pramā</i> and <i>pramāṇa</i>.<br/>Explain with example the definition of <i>kārya</i> (effect) and kinds of cause<br/>Pratyakṣa and its two-fold division: <i>nirvikalpaka</i> and <i>savikalpaka jñāna</i>, <i>sannikarsa</i> and its six varieties are discussed in detail</p>   | <p><b>After completion of this course students will be able to:</b><br/>a) know the process of <i>jñāna</i> and <i>smṛti</i> and their classifications according to Annambhatta.<br/>b) Understand the distinction between <i>pramā</i> and <i>pramāṇa</i> and their classifications as explained in Tarkasaṃgraha.<br/>c) Understand the distinction between <i>kārya</i> and <i>kāraṇa</i> and trace the different types of <i>kāraṇa</i> as explained by Annambhatta.<br/>d) Understand the nature of <i>pratyakṣa</i> distinction between <i>nirvikalpaka</i> and <i>savikalpaka jñāna</i>.</p> |
| <p>CC-12<br/>ETHICS (INDIAN)</p>                         | <p><b>Indian Ethics:</b><br/>Detail discussion on the concept Eastern ethics, its scope, <i>karmayoga</i> of the <i>Gīta</i>, <i>puruṣārthas</i> and their inter-relations.<br/>According to eastern thinkers explained elaborately the nature of <i>dharma</i>, classification of <i>dharma</i>, <i>vidhi</i> and <i>niṣedha</i>.<br/><i>Pancaśīla</i>, <i>Brahma vihārabhāvanā</i> (Bauddha) <i>Anubrata</i>, <i>Mahābrata</i>, <i>Ahimsā</i> etc. discussed clearly as explained in the Buddhist ethics.<br/>Nitya naimittika karma and kāmya karma, the imperative in kāmya karmas and in kāmya <i>karmas</i> involving <i>hiṃsā</i> discussed clearly as explained in the Mimāṃsa Ethics.</p> | <p><b>After completion of this course students will be able to:</b><br/>a) Understand the highest goal of human being and also understand the ideals of <i>karmayoga</i> of the <i>Bhagavadgīta</i>.<br/>b) Develop their knowledge on <i>dharma</i>, <i>vidhi</i> and <i>niṣedha</i>.<br/>c) Understand easily the ideals of Buddhist ethics.<br/>d) learn thoroughly the varieties of duties prescribed by Mimāṃsakas in their moral scheme.</p>  |
| <p>CC-13<br/>NYĀYA LOGIC<br/>AND<br/>EPISTEMOLOGY-II</p> | <p><b>Nyāya Logic-II</b><br/>According to <i>Naiyāyikas anumāna</i>, <i>hetvābhāsa upamāna pramāṇa</i>, <i>śaktigraha</i>, <i>lakṣaṇā</i>, <i>arthāpatti</i> and their nature, significance, classifications discussed elaborately</p>   | <p><b>After completion of this course students will be able to:</b><br/>a) Understand inferential knowledge as discussed by Annambhatta .<br/>b) Get knowledge about similarities and dissimilarities of objects.</p>   |

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|   |   | <p>c) Understand the use of different meanings of a word.</p> <p>d) Know a particular way of getting valid knowledge following Mimāṃsakas view.</p>  |
| CC-14<br>ETHICS<br>(WESTERN)                                    | <p><b>Western ethics:</b><br/>Discussed fully nature and scope of ethics, classification of ethics.<br/>Different types of actions as moral, non-moral etc. explained in detail.<br/>Discussed elaborately the significance of moral standards as hedonism with different views.<br/>Explained the concept of punishment with its different theories.</p> | <p><b>After completion of this course students will be able to:</b></p> <p>a) Get the sense of ethics able to apply the in their practical life.<br/>b) Understand the distinctions among different actions and their moral significance.<br/>c) Get the sense of pleasure, pain and they able to understand that pleasure is only desirable object of human being.<br/>d) Get the sense of praise, award for good action and reward, punishment for offensive action.</p> |
| DSE-01<br>PHILOSOPHY OF<br>LANGUAGE<br>(INDIAN)                 | <p>Indian Language:<br/>Nature and different theories of language discussed in detail.</p>  | <p><b>After completion of this course students will be able to:</b><br/>Acquire knowledge about structure, parts, use of Indian language.</p>  |
| DSE-02<br>APPLIED ETHICS  | <p>Western Ethics:<br/>Introduced nature, subject matter of applied ethics and various interesting topics like euthanasia, animal killing, poverty, human rights etc. from western point of view.</p>   | <p><b>After completion of this course students will be able to:</b><br/>Acquire knowledge about values of life of both man and animal and moral significance of keeping healthy environment.</p>   |
| DSE- 03A: AN<br>ENQUIRY<br>CONCERNING<br>HUMAN<br>UNDERSTANDING | <p>An Enquiry Concerning Human Understanding-<br/>D.Hume<br/>Discussed elaborately the different aspect of this book.</p>   | <p><b>After completion of this course students will be able to:</b><br/>Enrich with the detailed knowledge about the thoughts , beliefs, opinions and views of Sir David Hume, a modern Western Empiricist, from both epistemological, metaphysical and ethical perspectives through his book An Enquiry Concerning Human Understanding.</p>   |
| DSE- 04A<br>CONTEMPORARY<br>INDIAN THOUGHT                      | <p>Swami Vivekananda:<br/>According to Swami Vivekananda real nature of man, Nature of Religion, Universal Religion, Concept of Practical Vedanta discussed thoroughly.</p>   | <p><b>After completion of this course students will be able to:</b><br/>Enrich with the detailed knowledge about the Philosophical thoughts of Swami Vivekananda.</p>  |
| GE-02<br>WESTERN LOGIC  | <p><b>Western Logic:</b><br/>Introductory discussion on logic, arguments and classifications of arguments: Deductive and Inductive:</p>   | <p><b>After completion of this course students will be able to:</b></p> <p>a) Understand why logic is necessary in every sphere of life.<br/>b) Learn how to form arguments applying rules of logic.</p>   |

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|  | <p>Detail discussion on truth and validity, categorical propositions and the concept of class.</p> <p>Discussed quality, quantity of propositions, distributions of terms, translating categorical propositions into standard forms.</p>  | <p>c) Learn how to form various propositions using quality, quantity and copula.</p> <p>d) Translate into standard form of categorical propositions from assertive sentences.</p> <p>e) Learn how to form immediate arguments applying the rules of that inferences.</p> <p>f) Symbolize propositions and represent them through diagrams.</p>   |
| <p>GE-02<br/>PHILOSOPHY OF<br/>MIND<br/>(PSYCHOLOGY)</p> | <p><b>Psychology:</b></p> <p>Discussed definition and nature of sensation , Attributes of sensation.</p> <p>Definition and nature of sensation and perception and their relation discussed fully.</p> <p>Gestalt theory of perception and its critical estimate discussed elaborately.</p> <p>Definition and nature of illusion and hallucination and their relation discussed with example.</p> <p>Consciousness and the definition, nature of different level mind as conscious, subconscious and unconscious explained elaborately.</p> <p>Discussed proofs for the existence of unconscious level of mind following Freud's view.</p> | <p><b>After completion of this course students will be able to:</b></p> <p>a) Understand that sensation origins a primary concept and no chance of getting distinct knowledge about an object whereas perception happens just after sensation and in perception, the nature of an object is distinctly expressed.</p> <p>b) Explain briefly the Gestalt theory of learning saying that an object of perception is perceived as a whole.</p> <p>c) Understand that the theories of learning are very much useful, significant and important in pre sent system of education.</p> <p>d) Explain that object of knowledge in conscious level of mind is known quite distinctly.</p> <p>e) Explain that if harmful desires are repressed in the unconscious level of mind, sometimes outbreak different mental disease like hysteria, schizophrenia, Touch mania, Melancholia etc.</p> |
| <p>GE-03<br/>THEORY OF<br/>INFERENCE<br/>IN NYAYA</p>    | <p><b>Inference:</b></p> <p>Discussed elaborately the nature, significance &amp; classification of inference and Importance of Pañcabayabinyāya.</p>  | <p><b>After completion of this course students will be able to:</b></p> <p>a) Understand inferential knowledge and importance of it.</p>   |
| <p>GE- 04<br/>ENVIRONMENTAL<br/>ETHICS</p>               | <p><b>Environmental Ethics:</b></p> <p>Environmental thinking in Indian Perspective etc. and can apply their philosophical knowledge in practical applications &amp; future study of environment .</p>  | <p><b>After completion of this course students will be able to:</b></p> <p>Develop elaborate and detailed knowledge regarding environmental philosophical doctrines like Anthropocentrism</p>  |
| <p>SEC-01<br/>PHILOSOPHY OF<br/>HUMAN RIGHTS</p>         | <p><b>Human rights:</b></p> <p>Discussed about the Idea of human rights, Its origins and historical developments during ancient period, modern period and contemporary period</p>   | <p><b>After completion of this course students will be able to:</b></p> <p>Develop elaborate and detailed knowledge regarding human rights, its origins and historical developments.</p>   |
| <p>SEC-02<br/>VALUE</p>                                  | <p><b>Value education:</b></p> <p>Discussed about significance and objectives of</p>  | <p><b>After completion of this course students will be able to:</b></p> <p>Acquire over all knowledge about value education.</p>   |

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| EDUCATION | value education from global perspective. |  |
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PO, PSO & CO of BA General Courses

Dept of Philosophy

|  | <b>Programme Specific Outcome</b>   | <b>Course outcome</b> |
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|  | <p>a) Students will be able to get detailed knowledge about the basic features including the main two different schools as Theist (<i>Āstika</i>) Atheist (<i>Nāstika</i>) of Indian Philosophy after completion of the programme.</p> <p>b) BA General students of Philosophy will acquire elaborate knowledge about the various theories, beliefs, opinions debates of <i>Cārvāka</i>, <i>Buddhism</i>, <i>Jainism</i>, <i>Naiyāyikas</i> and <i>Vaiśeṣikas</i> with critical understanding from both epistemological and metaphysical point of view.</p> <p>c) Students will be able to develop their rational and cognitive aspect after understanding the historical development of western philosophy. They will be able to develop critical understanding of the doctrines Rationalism, Idealism, Realism, Empiricism of some renowned western philosophers like Descartes, Spinoza, Leibnitz, Kant, Locke the pioneers of Modern Empiricist as well as Rationalist school.</p> <p>d) They will be able to develop their rational and cognitive aspect after comprehending logic problems and they will also be able to grow inferential ability which is necessary for accomplishing their daily life.</p> <p>e) They will be able to analyse any sort of social event without hesitation by learning analytical Philosophy. Students</p> |                       |

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|  | <p>will be able to find out causal relations among events. Students will have knowledge about Problem of Induction, better comprehension about word meaning, sentence meaning and the terms like concept, truth etc.</p> <p>f) Students will acquire knowledge of the nature of human Psychology and they will develop knowledge about learning, personality, memory, sensation, perception, attention of mind as well as levels of consciousness and they will be able to apply that knowledge in their personal and social life.</p> <p>g) Students will be able to acquire knowledge of religion, different views on origin of religion, universal religions. Also their curiosity will venture into the knowledge of world beyond the arena of sense experience.</p> <p>h) They will be able to learn and enrich themselves with different ethical values and they will also be able to practice and apply those values in practical life.</p> |  |
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| <p>DSC-1A INDIAN PHILOSOPHY</p>  | <p><b>Indian Philosophy:</b></p> <p>The Four noble Truths introduced by the Lord Buddha explained elaborately.</p> <p>Discussed theory of Dependent Origination or theory of causality.</p> <p>In the Doctrine of Momentariness the lord thought that duration of all the object of the world exist for a moment only.</p> <p>Introduction of Jainism and in this Philosophy <i>Dravya</i> or substance is defined as '<i>anantadharmakam vastu</i>' i.e, substance must consist of infinite number of attributes.</p> <p>Jainas assert that no one can know all attributes of substance only one attribute is known to us. <i>Saptabhanginaya</i> means seven forms of judgement or propositions and Jaina logic is interpreted through this theory.</p> | <p><b>After completion of this course students will be able to:</b></p> <p>a) Develop their concept of Buddhism, get ideas about two major sects as theist and atheist of Indian Philosophy. Also understand that if one refrains from inhuman elements like desires, violence, selfishness etc. may get freedom (<i>nirvāṇa</i>) from bondage.</p> <p>b) Express their idea about origin of the world through the principle of cause and effect.</p> <p>c) Conceive that the Jaina Philosophy preached the message of peace and non-violence in the world.</p> <p>d) Understand the notion of substance and its attributes.</p> <p>e) Understand that no man is perfect due to have limited knowledge and all sorts of their knowledge is relative but we do not admit our ignorance, our limitations resulting various difficulties arise.</p> <p>f) Learn how to make various judgments applying various rules of Jaina logic.</p> <p>g) Understand metaphysics of Cārvāka, Nyāya, Vaiśeṣika Philosoph.</p> |
| <p>DSC 1B WESTERN PHILOSOPHY</p> | <p><b>Western Philosophy:</b></p> <p>Discussed definition and nature of Metaphysics<br/>Elimination of Metaphysics.</p> <p>Discussed fully the nature , classification of Realism, Idealism.</p>  | <p><b>After completion of this course students will be able to:</b></p> <p>a) Understand that it deals with transcendental entity.</p> <p>b) Show distinctions between Metaphysics and Materialism.</p> <p>c) Understand that someone refuses the existence of Metaphysics.</p> <p>d) Learn that, according to Hume it is a false belief.</p> <p>e) Understand critical Philosophy of Kant.</p>  |
| <p>DSC-1C WESTERN LOGIC</p>      | <p><b>Western Logic:</b></p> <p>Introductory discussion on logic, arguments and classifications of arguments: Deductive and Inductive:</p> <p>Detail discussion on truth and validity, categorical propositions and the concept of class.</p> <p>Discussed quality, quantity of propositions, distributions of terms, translating categorical propositions into standard forms.</p>   | <p><b>After completion of this course students will be able to:</b></p> <p>a) Understand why logic is necessary in every sphere of life.</p> <p>b) Learn how to form arguments applying rules of logic.</p> <p>c) Learn how to form various propositions using quality, quantity and copula.</p> <p>d) Translate into standard form of categorical propositions from assertive sentences.</p> <p>e) Learn how to form immediate arguments applying the rules of that inferences.</p> <p>f) Symbolize propositions and represent them through diagrams.</p>   |

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| <p>DSC-1D<br/>CONTEMPO-RARY<br/>INDIAN<br/>PHILOSOPHY</p> | <p><b>Contemporary philosophy:</b><br/>Practical Vedānta, Universal Religion<br/>Yoga etc. explained elaborately.<br/>Iqbal explained the nature of the Self, World and God in detail.<br/>Philosophy of R.N.Tagore discussed in detail</p>   | <p><b>After completion of this course students will be able to:</b><br/>a) Learn that the Vedanta has a scientific approach.<br/>b) Understand that Swamiji considers worship of man is a universal religion.<br/>c) Learn that <i>yoga</i> means <i>karmayoga</i> and which is to be performed without self-interest.<br/>d) Understand Iqbal's Philosophical views.</p>   |
| <p>DSE-01<br/>PHILOSOPHY<br/>RELIGION</p>                 | <p><b>Religion:</b><br/>Explained the nature and scope of Philosophy of Religion and some doctrines of <i>karma</i> and rebirth, doctrine of liberation.<br/><br/>Explained the Philosophical teachings of the Holy Quran: God the ultimate Reality.<br/><br/>Discussed in detail some basic tenets of Christianity, religious Pluralism, Universal Religion.<br/><br/>Arguments for the existence of and discussed different theories.</p> | <p><b>After completion of this course students will be able to:</b><br/>a) Understand what actually religion is and also understand principle of <i>karma</i> and rebirth, doctrine of liberation.<br/><br/>b) Understand the different religions like Christianity, Islamism, Hinduism, Buddhism as universal religion.<br/><br/>c) Conceive the idea of God comprehending arguments for the existence of God.</p> |
| <p>DSE-02<br/>TARKASAMGRAHA<br/>WITH DIPIKA</p>           | <p><b>Tarkasamgraha:</b><br/>Discussed in detail Saptapadārtha as <i>dravya, guṇa, karma, sāmānya, viśeṣa, samavāya</i> and <i>avāba</i> as explained in Tarkasamgraha of Annambhatta.</p>  | <p><b>After completion of this course students will be able to:</b><br/>a) Understand various categories and their nature, inter-relation and able to distinguish among the categories.</p>   |
| <p>GE 01 WESTERN<br/>PHILOSOPHY</p>                       | <p>Definition and nature of Realism classifications of Realism:<br/>Central idea of the Naïve Realism discussed in detail.<br/>Discussed with example the Central idea of the Scientific Realism<br/>Explained the Central idea of the Representative Realism and its characteristics</p>   | <p><b>After completion of this course students will be able to:</b><br/>a) Understand that there is independent existence of object.<br/>b) Show distinctions between Idealism and Realism. c) Explain that an object exists without depending on human mind.<br/>d) Understand that, according to Locke, only symbols or ideas are known directly while object is known indirectly through symbols or ideas.</p>   |
| <p>GE 02<br/>PHILOSOPHY OF<br/>MIND<br/>(PSYCHOLOGY)</p>  | <p><b>Psychology:</b><br/>Discussed definition and nature of sensation, Attributes of sensation.<br/>Definition and nature of sensation and perception and their relation discussed fully.<br/>Gestalt theory of perception and its critical</p>  | <p><b>After completion of this course students will be able to:</b><br/>a) Understand that sensation origins a primary concept and no chance of getting distinct knowledge about an object whereas perception happens just after sensation and in perception, the nature of an object is distinctly expressed.</p>  |

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|   | <p>estimate discussed elaborately.</p> <p>Definition and nature of illusion and hallucination and their relation discussed with example.</p> <p>Consciousness and the definition, nature of different level mind as conscious, subconscious and unconscious explained elaborately.</p> <p>Discussed proofs for the existence of unconscious level of mind following Freud's view.</p> | <p>b) Explain briefly the Gestalt theory of learning saying that an object of perception is perceived as a whole.</p> <p>c) Understand that the theories of learning are very much useful, significant and important in pre sent system of education.</p> <p>d) Explain that object of knowledge in conscious level of mind is known quite distinctly.</p> <p>e) Explain that if harmful desires are repressed in the unconscious level of mind, sometimes outbreak different mental disease like hysteria, schizophrenia, Touch mania, Melancholia etc.</p>  |
| SEC-01<br>PHILOSOPHY OF<br>HUMAN RIGHTS | <p><b>Human Rights:</b></p> <p>Discussed about the Idea of human rights, Its origins and historical developments during ancient period, modern period and contemporary period</p>   | <p><b>After completion of this course students will be able to:</b></p> <p>Develop elaborate and detailed knowledge regarding human rights, its origins and historical developments.</p>  |
| SEC-02<br>MAN AND<br>ENVIRONMENT        | <p><b>Classical Indian Attitude to Environment:</b></p> <p>The Upanisadic world-view</p> <p>Tagore's understanding of nature,</p> <p>The post-Upanisadic view of nature</p>   | <p><b>After completion of this course students will be able to:</b></p> <p>a) Learn the Upanisadic thoughts on environment.</p> <p>b) Understand that Tagore's love of nature.</p> <p>c) Learn that Tagore gives important to plantation.</p> <p>d) Learn that conservation of environment is a primary duty of man to protect human civilization.</p>  |
| SEC-03<br>VALUE<br>EDUCATION            | <p><b>Value Education:</b></p> <p>Discussed about significance and objectives of value education from global perspective.</p>   | <p><b>After completion of this course students will be able to:</b></p> <p>Acquire over all knowledge about value education.</p>  |
| SEC-04<br>LOGICAL<br>REASONING          | <p><b>Lgical Reasoning:</b></p> <p>Discussed thoroughly on the nature, different aspect, purpose, application of logical reasoning as explained Tarkasamgraha of Sri Annambhatta.</p>   | <p><b>After completion of this course students will be able to:</b></p> <p>a) Be familiar with Indian Logical reasoning and its applications through the classical Indian text - Tarkasamgraha , written by Navya Naiyayika Sri Annambhatta.</p> <p>b) Students will get detailed knowledge of concept of Paksata with Sa-paksa &amp; Vipaksa ,marks of Sat- hetu, Hetvabhasa and its classification and functional applications of ordinary operative relations between sense –organs and respective objects.</p> <p>c) Come to know about main objectives of logical reasoning.</p> <p>d) Comprehend the relation between Logic and Law. They will study the identification and application of rules of law in Deductive Reasoning in law</p> |

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|  |  | .e) Learn fallacies of Induction like fallacies of relevance, ambiguity, etc and also Inductive reasoning in Law. |
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**Programme Outcomes,  
Programme Specific Outcomes and Course Outcomes For PG  
Programmes**

**Programme Name: MA IN PHILOSOPHY**

**Number of Semesters:4**

**Department of Philosophy  
Vivekananda Mission Mhavidyalaya  
Chaitanyapur ,PurbaMedinipur  
West Bengal, INDIA**

## Programme Outcomes

- Inculcate critical thinking to carry out philosophical investigation objectively without being biased with preconceived notions.
- Equip the student with skills to analyse problems, formulation of hypothesis, validate the reasoning and draw a suggestive/acceptable conclusion.
- Prepare students for pursuing research or careers in any area of philosophy and allied fields
- Imbibe effective linguistic and critical communication in both oral and writing.
- Continue to acquire relevant knowledge and skills appropriate to professional activities and demonstrate highest standards of moral/ethical issues in human society.
- Create awareness to become an enlightened citizen with commitment to deliver one's responsibilities and values within the scope of bestowed rights and privileges.

## Programme Specific Outcomes

Understanding of the fundamental principles in Philosophy and methods in logic and capability of developing ideas based on them.

Inculcate philosophical/logical reasoning.

Prepare and motivate students for research studies in Western and Indian Philosophy and related fields.

Provide knowledge of a wide range of Philosophical methods and application of philosophical reasoning tools in other disciplines.

Provide advanced knowledge on topics in Philosophy, applied philosophy and human values empowering the students to pursue higher degrees at reputed academic institutions.

Strong foundation on critical thinking and representation of philosophical theories which have strong links and application in day to day life particularly practical ethics, tradition / culture and cognitive science.

Nurture problem solving skills, thinking, creativity through assignments, field work, seminar presentations and project work. Assist students in preparing (personal guidance, research papers, and books) for competitive exams e.g. NET, SLET, GATE, etc.

| SEMESTER I  |              |   |
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| Course Code | Course Name  | Course Outcome  |
| PHI-101     | INDIAN LOGIC | <b>Knowledge gained:</b> <ul style="list-style-type: none"><li>• Anumanakhanda section of Bhasaparinched with Siddhanta Muktabali , Nyayabindu of Dharmakirti and Tarka-Bhāṣā of Keśava Miśra</li></ul> |



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|         |                     | <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Technical logical and epistemological discussions on sources of knowledge</li> <li>• Establish Buddhist religious doctrines, like the Four Noble Truths, the proofs of the Buddha being an authoritative/reliable person.</li> <li>• How Dharmakīrti proceeds to a detailed attack on the authority of the Vedas</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Understanding the debate of Brahmanical schools on specific doctrinal questions</li> <li>• Key Features of Dharmakīrti's Apoha Theory</li> <li>• Viewing critical arguments from Bhasapāricched with Siddhanta Muktabali, Nyayabindu and Tarka-Bhāṣā as analytic tools.</li> </ul>   |
| PHI-102 | WESTERN LOGIC       | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• The Method of Conditional Proof.</li> <li>• Indirect Proof</li> <li>• Translating Everyday Language. Venn Diagrams, testing validity.</li> <li>• Relations, classification of relations, etc</li> <li>• Truth –Functional Inference and Truth Trees.</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• The Language of Predicate Logic.</li> <li>• The Rule of Conditional Rule (C. P.).</li> <li>• The Rule of Indirect Proof (I. P.).</li> <li>• Reduction Ad Absurdum Method.</li> <li>• Truth- Functional Equivalence and Conditionals.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Proposition and classification of proposition.</li> <li>• Preliminary Quantification Rules and Techniques of Symbolization.</li> <li>• Multiply General Propositions and Quantification Rules.</li> <li>• Proving validity by symbolizing propositions</li> </ul> |
| PHI-103 | INDIAN EPISTEMOLOGY | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Svatahpramanyavada and Paratahpramanyavada</li> <li>• Arthapatti and Anupalabdhi</li> <li>• Khyativada</li> <li>• Sabdapramana</li> <li>• Swapna and Smriti</li> <li>• Sceptical objections against Sabdapramana</li> </ul> <p><b>Skill Gained</b></p> <ul style="list-style-type: none"> <li>• Understanding Vedantaparibhasa</li> <li>• Understanding Bhasapāricched with SiddhantaMuktabali</li> <li>• Understanding Prasatapadbhasya with Nyayakandali</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Ability to understand Bhasapāriccheda with Siddhanta Muktabali by Viswanatha specially the Sabdakhandha portion.</li> </ul>   |

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| PHI-104 | WESTERN<br>EPISTEMOLOGY | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Scepticism and possibilities of knowledge</li> <li>• Nature and definition of knowledge;</li> <li>• Justification of knowledge-claims and epistemic decision: Foundationalism, Coherentism, Causal theory and Reliabilism</li> <li>• Theories of Perception</li> <li>• Problem of Memory: knowledge of the past</li> <li>• Theories of Truth: Self evidence, Correspondence, Coherence, Pragmatic and Semantic</li> <li>• A-priori knowledge, Analytic and synthetic, necessary and contingent, synthetic a-priori</li> <li>• Limits of knowledge</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Understanding of the relationship between belief and knowledge</li> <li>• Gettier problem and responses to it</li> <li>• Contemporary Theory of Knowledge</li> <li>• Knowledge of other mind</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>• Analytical Philosophy of Knowledge</li> <li>• Knowledge and Belief</li> <li>• Human Knowledge: its Scope and Limits</li> <li>• Coherence Theory of Truth</li> <li>• Knowledge and Justification</li> </ul> |
| PHI-105 | INDIAN<br>CLASSICS      | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. Samkhya-tattva-kaumudi ed.by Narayan Chandra Goswami</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>. This course will the student to understand how to Philosophical text should be interpreted.</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>. What is the reason of bonding of human being</li> <li>. Evaluation theory</li> <li>. Nature of Purusa and Prakriti</li> <li>. How to possible Liberation etc.</li> </ul>   |
| PHI-201 | INDIAN<br>METAPHYSICS   | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Theory of Causation</li> <li>• The debate between the Nyāya and the Buddha about Sāmānya Padārtha</li> <li>• God</li> <li>• Self as described in Mimamsa, Nyaya, Advaita Vedanta</li> <li>• Concept of Mind: in the Nyaya-Vaiśeṣika, Advaita Vedanta and Buddha</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Sarbadarsansamgraha of Madhabacharya</li> <li>• Understanding Bhasaparicched with SiddhantaMuktabali</li> <li>• Nyayakusumanjali and Nyaya Bhasya</li> <li>• Understanding the concept of self from Mimamsa, Nyaya, Advaita Vedanta</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to understand Indian Metaphysics as a whole.</li> </ul>   |

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|         |                          | <ul style="list-style-type: none"> <li>• Ability to understand the arguments in Mimamsa, Nyaya, and Advaita Vedanta</li> </ul>  |
| PHI-202 | WESTERN METAPHYSICS      | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Metaphysics and its Concerns</li> <li>• scope and possibility</li> <li>• Appearance and Reality</li> <li>• Substance and Properties</li> <li>• Universals and Particulars, Realism and Nominalism</li> <li>• Self and the mind-body problem</li> <li>• Causation</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to understand the core issues in Metaphysics like Space, time, God, Being and becoming</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>• Understanding the relationship between Appearance and Reality</li> <li>• Understanding the Dialectics of Nature</li> <li>• Understanding the Metaphysical Thinking</li> </ul>  |
| PHI-203 | MODERN INDIAN PHILOSOPHY | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Swami Vivekananda: Man; universal religion; practical Vedanta, Education</li> <li>• Rabindranath Tagore: Reality and God; Religion of Man; Nature of Man</li> <li>• Mahatma Gandhi: God and Truth Nature of world, Nature of Man, Non-Violence, Satyagraha, Philosophy of end and means, Swaraj</li> <li>• Sri Aurobindo: Reality as Saccidananda, Nature of Creation, Nature of Man, Super Mind, The Life Divine, Integral Yoga</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to understand Modern Indian Thought, from the light of Swami Vivekananda and Practical Vedanta, Rabindranath Tagore, M.K Gandhi, Sri Aurobindo</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Contemporary Indian Philosophy</li> </ul> |

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|---|-------------------------------|---|
| PHI-204                                   | PHILOSOPHICAL ISSUES          | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. Philosophy of Love of Rabindranath Tagore and Swami Vivekananda</li> <li>. Philosophy of Peace of Buddha and Gandhi</li> </ul> <p><b>Skill gained:</b></p> <ul style="list-style-type: none"> <li>. Ability to understand Philosophical Love and Peace</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Contemporary Indian Philosophical Thought</li> </ul>  |
| PHI-205                                   | WESTERN CLASSICS              | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. This course is to introduce a classic text from the Western philosophical tradition. Most important text which we introduced ---</li> <li>. Republic of Plato</li> <li>. Meditation of First Philosophy of Descartes</li> <li>. Tractatus Logico Philosophicus of Wittgenstein</li> <li>. Naming and Necessity</li> <li>. Beyond Good and Evil</li> <li>. Being and Time</li> </ul> <p><b>Skill gained:</b></p> <ul style="list-style-type: none"> <li>. Ability to understand Modern Philosophical thought, from the light of Plato, Descartes, Wittgenstein, Kripke, Nietzsche, Heidegger</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>. This course helps the student to learn how to argue within sceptical philosophical thought</li> <li>. Understanding the philosophy of Wittgenstein, Plato, Kripke, Nietzsche and Heidegger</li> </ul> |
| <p><b>Semester III</b></p> <p>PHI-301</p> | INDIAN PHILOSOPHY OF LANGUAGE | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• The meaning of a word</li> <li>• Conditions of knowing the meaning of a sentence</li> <li>• Anvitaḥhidānavāda and Abhīhitanvayavāda</li> <li>• Lakṣana or metaphor</li> <li>• Locus of śakti</li> <li>• Panini and the Grammarian tradition</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Generalization of concepts involved in the meaning of a word from the Śāstra/Texts</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Lakṣana or metaphor for further research in word meaning</li> <li>• Panini and the Grammarian theory of Sphoṭa</li> </ul>  |

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| <p>PHI-302</p>  | <p>WESTERN<br/>PHILOSOPHY<br/>OF LANGUAGE</p> | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. The Linguistic turn</li> <li>. Issues and Problems</li> <li>. Sense and Reference</li> <li>. Proper Names</li> <li>. Definite descriptions</li> <li>. Concepts and Objects</li> <li>. Wittgenstein: Philosophy of meaning, Language and Language game</li> <li>. Speech Act Theory</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>. This course is related to philosophical issues about meaning</li> <li>. Attempts to arrive at a general theory of meaning will be discussed in this course</li> <li>. Ability to understand philosophical language about Linguistic turn, Sense and Reference, Proper names, Language game, Speech act theory etc.</li> </ul> <p><b>Competency gained:</b></p> <p>This course helps the students to learn how to argue within the philosophical school of thought</p> |
| <p>PHI -303</p> | <p>ADVAITA<br/>VADANTA<br/>(Optional)</p>     | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. Sankara's Adhyāsa-Bhāṣya with Bhāmati</li> <li>. Sankara Bhāṣya on Brahma Sūtra, Adhyaya</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>. Utility of Adhyāsa</li> <li>. Opinion of Purba paksa and sidhanta paksa about Adhyāsa</li> <li>. Laksana of Adhyāsa</li> <li>. Brahma Sūtra pāda 1, Sūtra-1,2,&amp; 3</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>. Advaita school is one of the important school of thought in Indian philosophical tradition.</li> <li>. This course will planned to inspire our student to follow this particular traditional way of argumentation.</li> </ul>  |
| <p>PHI-303</p>  | <p>ADVANCED<br/>LOGIC<br/>(Optional)</p>      | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. The PM System: Primitive Ideas, The Syntactical Rules, Definition The Postulation</li> <li>. Rules for Deduction for Theorems, Proofs of Theorems, Consistency and Completeness</li> </ul> <p><b>Skills gained:</b> Understanding Hughes and Cresswell's book entitled: An Introduction to Modal Logic</p> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>•Applying the concept of PM System, rules for Deduction of Theorems</li> <li>•Basic Modal Notion System T</li> </ul>   |

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| PHI-304 | SOCIO-ETHICAL-PROBLEMS | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. Secular Philosophy and Philosophers of L.WBeek</li> <li>. Gender Justice with Special Emphasis on Third Gender</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>. Ability to understand about secular philosophy and philosopher from the light of L.W. Beek</li> <li>. Ability to understand about the social status of Third Gender</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>. Understanding the six Secular Philosopher and Philosophy</li> <li>. Feeling about Third Gender</li> </ul>  |  |
| PHI-305 | APPLIED PHILOSOPHY     | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. The Meaning and Basis of Equality, Racism and equality, Affirmative Action</li> <li>. The Death penalty</li> <li>. Media Ethics: Definition, Concerns, Freedom and Responsibility, Neutrality and Objectivity</li> <li>. Objectivity</li> <li>. Business Ethics</li> </ul> <p>Skills gained:</p> <ul style="list-style-type: none"> <li>• Ability to understand and validate Equal morality</li> <li>• Ability to understand and validate Capital punishment</li> <li>• Ability to understand and validate Media Ethics</li> <li>• Ability to understand and validate Business Ethics</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Ethical Theory in Classical and Contemporary periods</li> <li>• Understanding of Ethics History, Theory and Contemporary Issues</li> <li>• Understanding of Applying Ethics in to practice</li> </ul> |  |
| PHI-401 | INDIAN ETHICS          | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Special Features of Indian Ethics:Karmabada, Istaśādhanatā (Vidhi, nisedha, arthavāda ) The law of karma and ethical implications Sādharma dharma from the Aspect of HinduMorality of Saral Jhingram.</li> <li>•Some Ethecal Concepts:Ṛita,Ṛiṇa,Yama and Niyama,Triratna and Pancamahāvratā,Brahmabihar,Lokasaṁgraha</li> <li>. Buddhist Ethics:From the Dharmapada,Yamakavagga,Appamadavagga,Papavagga and Dandavagga. Echics of Niskāma karma from 2<sup>nd</sup>,3<sup>rd</sup> chapter of the Bhagavad Gita</li> <li>. Sociocentric Hindu Morality: Duties according to Varṇa and āśrama,Sex-morality and the treatment of Women,Social responsibility</li> </ul> <p>• <b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Solving problems using the powerful concept of critical</li> </ul>  |  |
|         |                        | <p>thinking in the Dharmashastras, Vedas, Puranas and Upanishads.</p> <ul style="list-style-type: none"> <li>• Facility in understanding the structure of an ethical problem where the problem involves a difficult situation in our regular life.</li> <li>• Ability to understand Indian culture and tradition by suitable arguments from Karmayoga, svadharma and lokasangraha of the Bhagavadgita .</li> <li>. Ability to understand Buddhist Ethics</li> </ul> <p>Dharmapada,Yamakavagga,Appamadavagga,Papavagga and Dandavagga.</p>  |  |

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|         |                                 | <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Applying the concept of values embedded in Indian culture and tradition from Upanisads, Bhagavadgita, Dhammapada, Tattvarththa Sutra, Tirukkural, Santiparva of Mahabharata and Arthsastra of Kautilya</li> <li>• Facility in handling complex ethical problems.</li> <li>• Facility in working with situations involving perplexing situation.</li> <li>• Facility in solving real life problems by thinking ethically and logically.</li> </ul>   |  |
| PHI-402 | WESTERN ETHICS                  | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Virtue Ethics and Meta Ethics, Fact/Value Distinction</li> <li>• Cognitivism: Naturalism of Moore</li> <li>• Non-Cognitivism: Emotivism of Stevenson, Prescriptivism of Hare</li> <li>• Theory of Justice: Theory of Rawls</li> <li>• Kantian Ethics</li> <li>• Utilitarianism, Rights and Justice and Virtue Ethics</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Generalization of concepts like categorical imperative of Kant</li> <li>• Generalizations of Metaethical theories and Justice.</li> <li>• Distinguishing nature of Utilitarianism, Rights and Justice and Virtue Ethics</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Normative Ethics, Justice Moral Scepticism and Meta Ethics</li> </ul> |  |
| PHI-403 | ADVAITA VEDANTA (special paper) | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Vedanta Paribhasa of Dharmarajadhvarindra:</li> <li>• Pratyakṣa Pariccheda (upto division of Nirvikalpaka and Savikalpaka Pratyakṣa)</li> <li>• Viśaya-Pariccheda (upto World-Creation)</li> <li>• Prayojana-Pariccheda</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to understand about reality of truth, prama, praman, antakaran etc.</li> <li>• Ability to understand about World Creation</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Advaita school is one of the important school of thought in Indian philosophical tradition.</li> <li>. This course will planned to inspire our student to follow this particular traditional way of argumentation.</li> </ul>  |  |
| PHI-403 | ADVANCED LOGIC (special paper)  | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>• Logic of Relations, classification of relations etc: I.M.Copi-Symbolic Logic(5<sup>th</sup> Ed,-Chapter-5.1,5.2,5.3 and 5.4) • Language of Philosophy of Logic: Proposition, Logic and Ordinary Language, Meaning and Reference, Many valued logic</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• The Language of Predicate Logic.</li> <li>• The Rule of Conditional Rule (C. P.).</li> <li>• The Rule of Indirect Proof (I. P.).</li> </ul>   |  |

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|         |                        | <ul style="list-style-type: none"> <li>• Reductio Ad Absurdum Method.</li> <li>• Relations (Binary). Truth- Functional Equivalence and Conditionals.</li> </ul> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Proposition and classification of proposition.</li> <li>• Preliminary Quantification Rules and Techniques of Symbolization.</li> <li>• Multiply General Propositions and Quantification Rules.</li> <li>• Proving validity by symbolizing propositions</li> </ul>   |  |
| PHI-404 | CONTINENTAL PHILOSOPHY | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. Definition of Phenomenology, Development of Husserl’s Thought, The Natural World Thesis, Reduction, Intentionality of Consciousness, The Life World</li> <li>. Special feature of Existentialism, The Nature of Being-Sartre and Heidegger, Freedom, Existential Humanism</li> <li>. Nature and features of Hermeneutic method of Philosophy</li> </ul> <p><b>Skills gained:</b></p> <ul style="list-style-type: none"> <li>• Ability to know the varieties and common ground as well as diversity among existentialism and freedom</li> </ul> <p><b>Competency gained:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Ideas of existentialist thinkers: Kierkegaard, Heidegger, Sartre, Marcel</li> <li>• Understanding of Existentialist Phenomenology of Husserl</li> </ul> |  |
| PHI-405 | APPLIED PHILOSOPHY     | <p><b>Knowledge gained:</b></p> <ul style="list-style-type: none"> <li>. Euthanasia</li> <li>. Genetic Engineering and Ethics</li> <li>. Organ donation</li> <li>. Environmental Ethics: Some Central Debates</li> <li>. Climate Ethics</li> <li>. Future generation</li> </ul> <p><b>Skills gained:</b> • Ability to understand and validate of Euthanasia, Genetic Engineering and Ethics, Organ donation, Environmental Ethics and Climate Ethics</p> <p><b>Competency developed:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Ethical Theory in Classical and Contemporary periods</li> <li>• Understanding of Ethics History, Theory and Contemporary Issues</li> <li>• Understanding of Applying Ethics in to practice</li> </ul>   |  |



## Programme Specific outcome (Department of Sanskrit)

### Programme Specific Outcome B.A. (Honours)

1. Sanskrit is the most ancient language of Gods. The students will be benefited mentally and physically by learning this language.
2. Through this language we can converse with each other. Nevertheless, this language can be used in computers to communicate with the whole world.
3. The students can through torch in their life by studying the ancient Vedic literatures, Sanskrit literatures, Ramayana, Mahabharata, Purans and many great epics. The modern Sanskrit literature has shown the way of life in the various aspects of sociology, culture, art, music, commerce, science and finance etc.
4. The students face the hurdles in their daily life struggle. Sanskrit always guides us to overcome the troubles with the help of mental power, present intellect and God's grace.
5. Food is required every day for sustaining our physique. Body is our temple, to keep it well and healthy, we need to know Ayurveda. The students are being benefited firstly by studying and applying Ayurveda in a modern way.. Ayurveda is spreading around the world even in the pandemic situation. Moreover, it plays excellent role in beatification.
6. The regular practice of Yoga powered physically to the students. So many ultra-modern yoga institutes have been built up for practicing yoga. Mental peace and satisfaction would come up by practicing yoga every day.
7. Moreover, Indian philosophy makes the ideology of life beautiful and smooth.
8. In the poetry rhythm, figure of speech, Aesthetics, Nature and quality conjugate the understanding in man.
09. The students may have researched in a scientific way on this very subject of Sanskrit in future. That could help a lot for better improvement of our sociological structure.
10. Sanskrit can be accessed through using computers from the E-library that would help them to gain new knowledge to prosper their life.

**Programme Specific Outcome B.A. (Pass)**

1. The Students by learning Sanskrit and Grammar could develop their skill to read and write. Using the skill in computers they could communicate to the World sites to the various curriculums held on. They will be enriched inside and outside.
2. Students can enhance the teachings of values by studying the history of Sanskrit and can develop inner knowledge also.
3. After the completion of B. A. students can find the right way out to endorse their life.
4. The students can empower their will power to stretch their helping hand for others and will come forward for the progress of the society.
5. They can introspect themselves especially in the aspect of Language, Culture, Economical and Political etc.

## B.A. HONOURS IN SANSKRIT

| Course Code | Name of the Subjects                         | Course Outcome   |
|-------------|--|--|
| SANHCC01    | Classical Sanskrit Literature (Poetry)       | By Raghuvamsam(Canto-1), students will know about the principles and ideals of Raghu kings. Nitishatakam will develop the morality of the students. Kiratarjuniyam(Canto-1) will creat political ideology among the students. By Kumarsambhabam(Canto-5) students will know that strict austerities are the only way to success. |
| SANHCC02    | Classical Sanskrit Literature (Prose)        | By Sukanasopadesha and Visrutacharitam students will know the rules of state management and Lakshmi's character.   |
| SANHCC03    | Critical Survey of Sanskrit Literature       | Students will gain knowledge of Vedic culture. Students will develop character and knowledge of ancient Indian culture through Ramayana, Mahabharata and Purana.   |
| SANHCC04    | Self Management in the Gita                  | The Holy Gita will help students to be self-controlled.It will create a sense of respect, generosity, etc. among the students. It will also motivate them to give up and take action.  |
| SANHCC05    | Classical Sanskrit Literature (Drama)        | Sanskrit Dramas are the bearers of Indian culture. Through these plays students will gain knowledge of Indian culture.   |
| SANHCC06    | Poetics and Literary criticism               | Students will be able to analyze the Kavyas by reading Alamkarshastra and and they will acquire the skill of composing Sanskrit Kavya.   |
| SANHCC07    | Indian Social Institutions and Polity        | By reading this paper, students will be able to know the ancient Indian caste system, ashram system and place of women. They will also be able to learn about Dharma, Artha, Kama, Moksha, social institution, governance etc.   |
| SANHCC08    | Indian Epigraphy, Paleography and Chronology | By gaining knowledge of Epigraphy, Paleography and Chronology , students will be able to read scripts, be able to publish unpublished scripts ,be able to determine the period of scripts and be interested in later script research.  |
| SANHCC09    | Modern Sanskrit Literature                   | Students will have a clear idea about modern Sanskrit practice and will also be interested in Sanskrit poetry.   |
| SANHCC10    | Sanskrit and World Literature                | Students will be aware of Sanskrit practice all over the world. Students will also be able to appreciate the importance of Gita, Upanishads, Fable Literature etc. written in Sanskrit.  |
| SANHCC11    | Vedic Literature                             | Students will acquire knowledge of Vedic deities like Indra, Agni, Usha etc. . By reading Vedic Grammar they will be able to analyze the Vedic language. By Mundakopanishad they will gain knowledge about the soul.   |
| SANHCC12    | Sanskrit Grammar                             | Students will be able to analyze the Sanskrit language by  |

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|              |  | Laghusiddhantakoumudi.  |
| SANHCC13     | Ontology and Epistemology                            | By ontology students will gain knowledge of Saptapadārtha. By epistemology students will gain knowledge of four types of Praman.  |
| SANHCC14     | Sanskrit Composition and Communication               | By reading this paper, students will be able to speak Sanskrit and write Sanskrit essays.   |
| SANHSEC01    | Acting and Script Writing                            | By reading this paper, students will acquire acting skills and composing Sanskrit Drishyakavyas.  |
| SANHSEC02    | Sanskrit Meter and Music                             | By reading this paper, students will gain knowledge of ancient Chhandashastra and ancient Music.  |
| SANHDSE01(B) | Art of Balanced Living                               | By studying Yoga Shastra, regular yoga habits will be developed among the students. At the same time, the study of Gita will improve the behavior of the students.                            |
| SANHDSE02(A) | Theatre and Dramaturgy in Sanskrit                   | After reading this paper, the students will have knowledge of ancient drama theory and knowledge of Rasatattva.   |
| SANHDSE03(A) | Sanskrit Linguistics                                 | By studying Linguistics, students will be able to gain knowledge about different languages of the world as well as they will be able to gain knowledge about the origin of Sanskrit language. |
| SANHDSE04(A) | Fundamentals of Ayurveda                             | By reading this paper, students will be able to know about the ancient Indian medical system.   |
| SANHGE01     | Basic Sanskrit                                       | After reading general grammar, students will learn to write, read and speak Sanskrit.   |
| SANHGE02     | Indian Culture and Social Issues                     | By reading this paper, students will be able to know about the culture of different states of India.  |
| SANHGE03     | Fundamentals of Indian Philosophy                    | By studying Indian philosophy, students will acquire philosophical knowledge and at the same time they will learn to be rational.   |
| SANHGE04     | Basic Principles of Indian Medical System (Ayurveda) | By studying Ayurveda, students will be able to know about the ancient Indian medical system. They will learn about the benefits of different medicinal plants.                                |

## B.A GENERAL IN SANSKRIT

| Course Code | Course Name  | Course Outcome  |
|-------------|--|---|
| DSC1A       | Sanskrit Poetry  | By Raghuvamsam(Canto-1), students will know about the principles and ideals of Raghu kings. Nitishatak will develop the morality of the students. By Sisipalabadham, the students will be politically prudent.  |
| DSC1B       | Sanskrit Prose   | By Sukanasopadesha students will know the rules of state management and Lakshmi's character. By Sivarajavijayam, students will develop the power of narration. By reading the history of prose literature, they will be able to know about the origin of prose literature and their prose writing skills will increase. |
| DSC1C       | Sanskrit Drama   | Sanskrit Dramas are the bearers of Indian culture. Through these plays students will gain knowledge of Indian culture. They will also appreciate the type of playwriting.   |
| DSC1D       | Sanskrit Grammar                                       | Students will be able to analyze the Sanskrit language by Laghusiddhantakoumudi.  |
| DSE1A       | Philosophy, Religion and Culture in Sanskrit Tradition | By studying philosophy, students will acquire philosophical knowledge and at the same time they will learn to be rational. By reading this paper, the students will have knowledge of Shorasha Sanskara, Swadharma and Purushartha Chatustaya.  |
| DSE1B       | Literary Criticism                                     | Students will be able to analyze the Kavyas by reading Kavya Prakasha and they will acquire the skill of composing Sanskrit Kavya. Students will also learn about Kavyakarana, Kavyaproyajana, Kavyaswarup etc..  |
| SEC1        | Computer Awareness for Sanskrit                        | After reading this paper students will be able to type in Sanskrit, create PowerPoint in Sanskrit etc.  |
| SEC2        | Basic Elements of Ayurveda                             | By reading this paper, students will be able to know about the ancient Indian medical system.   |
| SEC3        | Basic Elements of Jyotisha                             | By studying Jyotisha Shastra, students will be able to learn about ancient Indian astrology.  |
| SEC4        | Indian Theatre   | After reading this paper, the students will have knowledge of ancient drama theory and knowledge of Rasatattva. They will also acquire the ability to compose Sanskrit Drishyakavya.  |
| GE1         | Political Thoughts in Sanskrit                         | By reading this paper, students will gain knowledge of ancient Indian politics. Manusamhita, Arthashastra etc. will develop political attitude among the students.  |
| GE2         | Sanskrit Meter and Music                               | By reading this paper, students will gain knowledge of ancient Chhandashastra and ancient Music.  |

# VIVEKANANDA MISSION MAHAVIDYALAYA

## Department of Education

### Programme Specific Outcome (PSO) - Course Outcome (CO)

Programme Specific Outcome (PSO) – An Honours graduate of Education of the college should possess the capability to

1. *Develop awareness thinking Own and Other persons for health condition.*
2. *Education has been shown to increase economic growth and stability.*
3. *Education is improves personal lives and helps societies run smoothly.*
4. *A good education makes an individual develop personally, socially as well as economically.*
5. *Education helps us to do our daily life activities in best possible ways.*
6. *Education helps us to acquire new skills and knowledge that will impact our development in life.*
7. *Education can promote gender equality, reduce child marriage, and promote peace. Education is to grow children into productive citizens that use their knowledge, talents, and learned skills to sustain themselves and help others while pushing the human race forward in areas of equality, equity, and harmony.*
8. *Role of education is means of socializing individuals and to keep society smoothing and remain stable.*
9. *Education is one of the main factors that allow people to grow and develop as individuals. It teaches people important life values, and it opens their mind to a lot of interesting aspects of life and not only.*

| Semester     | Core Courses                                   | Content of VU Syllabus   | Course Outcomes (CO)   |
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|              |  |  | <i>Under mentioned Units introduces the learner learn about</i>  |
|              |  | <b>EDUCATION [HONOURS]</b>   |  |
| <b>SEM-I</b> | <b>CCH1.<br/>Introduction to<br/>Education</b> | <b>Unit- I : Concept of Education</b> <ol style="list-style-type: none"> <li>1. Narrow and broader concept of education</li> <li>2. Meaning, nature and scope of education.</li> <li>3. Aims of education – individual, social, vocational and democratic.</li> <li>4. Aims of modern education with special reference to Delor’s Commission.</li> </ol> <b>Unit- II : Factors of Education</b> <ol style="list-style-type: none"> <li>1. Child / learner: influence of heredity and environment on the learner</li> </ol> | <b>After completion of this course students will be able to:</b> <ol style="list-style-type: none"> <li>i) Know the meaning , concept and factors of Education</li> <li>ii) Nature and scope of Education.</li> <li>iii) The aims of modern education to Delors</li> </ol> |

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|  |   | <ol style="list-style-type: none"> <li>2. Teacher: qualities and duties of a good teacher.</li> <li>3. Curriculum- concept and types. Co-curricular activities: meaning, values and significance.</li> <li>4. Educational institutions: informal, formal and non-formal, their interrelation.</li> </ol> <p><b>Unit- III : Agencies of Education</b></p> <ol style="list-style-type: none"> <li>1. Home</li> <li>2. School</li> <li>3. State</li> <li>4. Mass-media- television, radio, cinema and newspaper</li> </ol> <p><b>Unit- IV : Child Centricism and Play-way in Education</b></p> <ol style="list-style-type: none"> <li>1. Concept of child centricism in education.</li> <li>2. Characteristics and significance of child centricism in education.</li> <li>3. Concept of play and work. Characteristics of play way in Education, Kindergarten, Montessori, Project method..</li> </ol>  | <p>Commission.</p> <ol style="list-style-type: none"> <li>iv) Different kind of agencies involve to education.</li> <li>v) They know concept of co-curriculum</li> <li>vi) The importance of child centric education and also play –way education</li> </ol>   |
|  | <p><b>CCH2: History of Indian Education</b></p> | <p><b>Unit: I : Education in India during ancient and medieval period</b></p> <ol style="list-style-type: none"> <li>1. Vedic (aim, curriculum, teaching method, teacher-pupil relation)</li> <li>2. Brahmanic ( “ )</li> <li>3. Buddhistic ( “ )</li> <li>4. Islamic ( “ )</li> </ol> <p><b>Unit: II: Education in India during British period (1800-1853).</b></p> <ol style="list-style-type: none"> <li>1. Sreerampore trio and their contribution in the field of education.</li> <li>2. Charter Act, Oriental-occidental controversy. Macaulay Minute and Bentinck’s resolution.</li> <li>3. Adam’s report</li> </ol> <p><b>Unit: III: Education in India during British period (1854-1946)</b></p> <ol style="list-style-type: none"> <li>1. Woods Despatch, Hunter Commission.</li> <li>2. Curzon policy regarding primary, secondary and higher education, National education movement (cause and effect).</li> <li>3. Basic education (concept and development).</li> <li>4. Sadler Commission</li> </ol> <p><b>Unit: -IV : Education in India after independence</b></p> <ol style="list-style-type: none"> <li>1. Radhakrishnan Commission (aim, curriculum of higher education, rural university).</li> <li>2. Mudaliar Commission (aim, structure and curriculum of secondary education).</li> <li>3. Kothari Commission (aim, structure and curriculum of primary and secondary education).</li> <li>4. National Policy of Education, 1986, POA 1992.</li> </ol> | <p><b>After completion of this course students will be able to:</b></p> <ol style="list-style-type: none"> <li>i) Read and know the Contribution of Sreerampore trio in education.</li> <li>ii) Concept about Charter Act, Oriental-occidental controversy.</li> <li>iii) The contribution of Macaulay Minute and Bentinck’s resolution in education and Adam’s report in Indian education.</li> <li>iv) Understand the importance of Woods Despatch, Hunter commission, Basic education, Sadler Commission.</li> <li>v) They Know what were the main reasons behind the established of different commission after Independents period and NEP-1996, POA-1992</li> </ol> |

## SEM-II

### CCH3: Psychological Foundation of Education

#### Unit: I :

1. Relation between Psychology and Education  
Meaning and definition of Psychology.
2. Meaning and definition of Education.
3. Relation between Psychology and education.
4. Nature, scope and significance of educational psychology.

#### Unit: II :

1. Stages and types of human development and their educational significance.
2. Piaget's cognitive development theory.
3. Erikson's psycho-social development theory.
4. Kohlberg's moral development theory.
5. Vygotsky's social development theory and Bandura's Social Learning Theory

#### Unit: III :

1. Learning: concept and theories
2. Concept and characteristics of learning.
3. Theories: Connectionism (Trial and error, classical, operant).
4. Insightful learning.
5. Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

#### Unit: IV :

1. Intelligence
2. Concept of intelligence.
3. Theories of Spearman, Thorndike and Guilford.
4. Types and uses of intelligence tests.
5. Concept of Emotional Intelligence and E.Q

#### After completion of this course students will be able to

- i) The express about the meaning and relation with psychology and importance
- ii) Inter various psychology theories and application of it in education.
- iii) Know the concept, types, and uses of intelligence and different theories of intelligence by Spearman, Thorndike and Guilford.
- iv) What are the concept of IQ and EQ.

### CCH4: Philosophical Foundation of Education

#### Unit I :

1. Concept of educational philosophy
2. Meaning of philosophy. Etymological meaning of education.
3. Relation between philosophy and education.
4. Importance of philosophy in education

#### Unit II :

1. Indian schools of philosophy
2. Vedic school – Sankhya.
3. Vedic school – Yoga.
4. Non-vedic School – Buddhism. Non-vedic School - Jainism

#### Unit III :

1. Western schools of philosophy
2. Idealism
3. Naturalism
4. Pragmatism
5. Realism

#### Unit IV :

1. Philosophy for development of humanity
2. Education and development of values.
3. Education for national integration.
4. Education for international understanding.

#### After completion of this course students will be able to

- i) They understand the relation between education and philosophy in education.
- ii) Know the educational implication of philosophy in education.
- iii) Know the concept of various Indian and Western schools of philosophy and why national integrity is importance in education?.



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|                       |  | <p>5. Education for promotion of peace and harmony</p>  |  |
| <p><b>SEM-III</b></p> | <p><b>CCH5: Sociological Foundation of Education</b></p> | <p><b>Unit-1: Introductory Concept of Sociology of Education</b></p> <ol style="list-style-type: none"> <li>1. Meaning and definition of Sociology of Education</li> <li>2. Relation between Sociology and Education</li> <li>3. Nature of Sociology of Education</li> </ol> <p><b>Unit-2: Social Groups</b></p> <ol style="list-style-type: none"> <li>1. Social Groups: meaning and definition</li> <li>2. Types of Social groups – Primary, Secondary and Tertiary</li> <li>3. Socialization Process: Concept</li> <li>4. Role of the family and school in Socialization process</li> </ol> <p><b>Unit-3 Social Change and Education</b></p> <ol style="list-style-type: none"> <li>1. Concept of Social Change</li> <li>2. Interrelation between Social change and Education</li> <li>3. Social stratification and Social Mobility.</li> <li>4. Social interaction Process</li> </ol> <p><b>Unit-4 Social Communication in Education</b></p> <ol style="list-style-type: none"> <li>1. Social Communication: Concept</li> <li>2. Informal agencies of social communication Inter relation between Culture, religion and Education.</li> <li>3. Inter relation between Technology, Economy and Education.</li> </ol> | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) Identify the concept of Sociology of Education.</li> <li>ii) Relation between Sociology and Education and Nature and Scope of Sociology of Education.</li> <li>iii) They able to concept of Social Group.</li> <li>iv) To explain the concept of social groups and socialization process.</li> <li>v) How education helps to social change.</li> <li>vi) Interaction in education.</li> <li>vii) Understand the social stratification and social mobility.</li> <li>viii) The Concept of Social Communication.</li> <li>ix) Understand the inter relation between culture and religion in education.</li> <li>x) Understand the inter relationship between technology and economic in education.</li> </ol> |
|                       |  | <p><b>Unit: 1:Organization and Management</b></p> <ol style="list-style-type: none"> <li>1. Concept of organization</li> <li>2. Concept of management</li> <li>3. Concept of educational organization</li> <li>4. Concept of school organization</li> </ol>   | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) Concept of Organization, Management, Educational Organization and School Organization.</li> <li>ii) They know difference among</li> </ol>   |

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|  | <p style="text-align: center;"><b>CCH6<br/>Educational<br/>Organization,<br/>Management and<br/>Planning</b></p> | <p><b>Unit: 2: Educational organization</b></p> <ol style="list-style-type: none"> <li>1. Meaning of school plant Elements of school plant (concepts only)</li> <li>2. Features of library and time-table</li> <li>3. Features of school medical services, workshop, computer laboratory</li> </ol> <p><b>Unit: 3: Educational Management</b></p> <ol style="list-style-type: none"> <li>1. Meaning of educational management</li> <li>2. Objectives of educational management</li> <li>3. Types of educational management</li> <li>4. Significance of educational management</li> </ol> <p><b>Unit: 4: Educational Planning</b></p> <ol style="list-style-type: none"> <li>1. Meaning of educational planning</li> <li>2. Aims and objectives of educational planning</li> <li>3. Steps of educational planning Types and significance of educational planning</li> </ol>  | <p>Organization, Management, Educational Organization and School Organization and create an ideal School plant, Library, Time Table, Medical Services, Workshop and Computer laboratory.</p> <ol style="list-style-type: none"> <li>iii) Know about Elements and the essential function of school plant</li> <li>iv) Meaning of educational management. Know about Objectives, Types and Significance of educational management.</li> <li>v) Meaning of educational planning. Know about aim &amp; objectives, steps,</li> <li>vi) Types and Significance of educational planning.</li> </ol>                                   |
|  | <p style="text-align: center;"><b>CCH7: Guidance<br/>and Counselling</b></p>                                     | <p><b>Unit- I :Guidance – Meaning, Functions, Need</b></p> <ol style="list-style-type: none"> <li>1. Guidance – Meaning, Definitions and Functions Individual Guidance .</li> <li>2. Meaning, advantages and disadvantages .</li> <li>3. Group Guidance – Meaning and Advantages and disadvantages.</li> <li>4. Need for guidance in secondary schools and requisites of a good school guidance programme.</li> </ol> <p><b>Unit -II :Guidance - Educational, Vocational, Personal</b></p> <ol style="list-style-type: none"> <li>1. Educational Guidance- Meaning, Function at different stages of Education.</li> <li>2. Vocational Guidance- Meaning, Function at different stages of Education.</li> <li>3. Personal Guidance- Meaning, Importance for the Adolescents.</li> </ol> <p><b>Unit _III: Counseling – Meaning, Techniques, Types</b></p> <p>Counselling - Meaning, importance and Scope</p> <ol style="list-style-type: none"> <li>1. Techniques of Counselling- Directive, Non-Directive, Eclectic</li> <li>2. Individual and Group Counselling – Meaning , Importance</li> </ol> | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) Define about various type of Guidance counselling and there uses in education.</li> <li>ii) Basic need of guidance in secondary schools and requisites of a good school guidance programme.</li> <li>iii) What is Vocational and Personal guidance and implication of it in education.</li> <li>iv) Know about Techniques, Types, Scope, and importance of Counseling,</li> <li>v) To find out the basic data of necessary for Guidance .</li> <li>vi) To knows about the Utility of CRC &amp; ARC.</li> </ol> |

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|                      |   | <p><b>Unit -IV :Basic data necessary for Guidance</b></p> <ol style="list-style-type: none"> <li>1. Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test</li> <li>2. Cumulative Record Card</li> <li>3. Anecdotal Record Card</li> </ol>   |  |
|                      | <p><b>SEC-A<br/>Communication<br/>Skill</b></p>     | <p><b>Unit-I Introduction to Communication</b></p> <ol style="list-style-type: none"> <li>1. Meaning, Nature and types of communication.</li> <li>2. Principles of communication</li> <li>3. Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>4. Barriers of effective communication</li> </ol> <p><b>Unit: 2 :Listening Skills</b></p> <ol style="list-style-type: none"> <li>1. Principles of listening skills</li> <li>2. Types of listeners</li> <li>3. Barriers to listening</li> </ol> <p><b>Unit-III: Speaking Skills</b></p> <ol style="list-style-type: none"> <li>1. Verbal and non-verbal communication</li> <li>2. Public speaking: Extempore</li> <li>3. Group discussion</li> </ol> <p><b>Unit-IV: Reading and Writing Skills</b></p> <ol style="list-style-type: none"> <li>1. Previewing, skimming, and scanning</li> <li>2. Development of skills for correct pronunciation, reading and comprehension</li> <li>3. Sentence formation and punctuation</li> </ol> | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) Know the meaning of communication and how to communicate with himself and even other persons.</li> <li>ii) Improvement of listening and speaking skill and how to help us in the process memorization.</li> <li>iii) Improvement of reading and writing skill development.</li> </ol>   |
| <p><b>SEM-IV</b></p> | <p><b>CC-8:<br/>Technology in<br/>Education</b></p> | <p><b>Unit -I : Introductory concept</b></p> <ol style="list-style-type: none"> <li>1. Concept of Technology</li> <li>2. Need and scope of educational technology</li> <li>3. System approach- concept and need</li> <li>4. Classification and components of system approach</li> </ol> <p><b>Unit -II : Computer in education and communication</b></p> <ol style="list-style-type: none"> <li>1. Computer and its role in education</li> <li>2. Basic concept of hardware and software</li> <li>3. Computer network and internet- its role in education</li> <li>4. Communication and classroom interactions- concept, element and process</li> </ol> <p><b>Unit -III : Instructional techniques</b></p> <ol style="list-style-type: none"> <li>1. Mass instructional technique- characteristics and types</li> <li>2. Personalised instructional techniques- characteristics and types</li> <li>3. Difference in teaching and instruction</li> <li>4. Models of teaching- concept,</li> </ol>                       | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) Interpreted about technology in education, implication of system approach in education.</li> <li>ii) Application of different models in teaching.</li> <li>iii) Know about different approaches of ICT and E-learning and application of it in education.</li> <li>iv) Computer application programme in education.</li> <li>v) To know the various instructional technologies and how to helps in teaching-</li> </ol> |

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|  |   | <p>components and significance</p> <p><b>Unit -IV : ICT &amp; e-learning</b></p> <ol style="list-style-type: none"> <li>1. Meaning and concept of ICT, e-learning</li> <li>2. Nature and characteristics of e-learning</li> <li>3. ICT integration in teaching learning, massive open online course (MOOC)</li> <li>4. Different approaches- Project based learning, co-operative learning and collaborative learning</li> </ol>  | <p>learning process.</p>   |
|  | <p>CC – 9:<br/>Curriculum<br/>Studies</p>   | <p><b>Unit -I : Introductory concept</b></p> <ol style="list-style-type: none"> <li>1. Meaning, nature, scope and functions of curriculum</li> <li>2. Bases of curriculum: philosophical, psychological and sociological</li> <li>3. Major approaches to curriculum - behavioural, managerial, system, humanistic</li> <li>4. Types of curriculum - knowledge, experience &amp; activity based</li> </ol> <p><b>Unit -II : Content selection</b></p> <ol style="list-style-type: none"> <li>1. Determinants of content selection - perspectives of knowledge, culture &amp; need</li> <li>2. Curriculum and institution - instructional objectives</li> <li>3. Revised Bloom’s taxonomy</li> <li>4. Bruner’s theory of instruction</li> </ol> <p><b>Unit -III : Curriculum development</b></p> <ol style="list-style-type: none"> <li>1. Principles of curriculum construction</li> <li>2. Learner centred curriculum framework - concept, factors &amp; characteristics</li> <li>3. Curriculum development - need, planning</li> <li>4. NCF, 2005</li> </ol> <p><b>Unit -IV : Evaluation &amp; reform of curriculum</b></p> <ol style="list-style-type: none"> <li>1. Concept &amp; significance of curriculum evaluation</li> <li>2. Approaches to curriculum evaluation - formative &amp; summative</li> <li>3. Models of evaluation - Stufflebeam &amp; Taylor</li> <li>4. Curriculum reform - factors &amp; obstacles</li> </ol> | <p>After completion of this course students will be able to</p> <ol style="list-style-type: none"> <li>i) Define the concept, meaning, types, bases and approaches of curriculum.</li> <li>ii) Selection the content in curriculum and uses of Bloom’s Taxonomy in curriculum.</li> <li>iii) Explain the curriculum construction and framework, NCF-2005.</li> <li>iv) Explain the curriculum evaluation , approaches and uses of different curriculum models in education.</li> </ol> |
|  | <p>CC – 10:<br/>Inclusive<br/>Education</p> | <p><b>Unit-I : Inclusion Overview</b></p> <ol style="list-style-type: none"> <li>1. Meaning of Inclusion and Inclusive Society</li> <li>2. Exclusion and Inclusion: Conceptual overview</li> <li>3. Obstacles/barriers in Inclusion</li> <li>4. Elements necessary for creating an inclusive society</li> </ol> <p><b>Unit-II : Differently Abled</b></p> <ol style="list-style-type: none"> <li>1. Concept of Impairment, Disability and Handicap Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral</li> </ol>  | <p>After completion of this course students will be able to</p> <ol style="list-style-type: none"> <li>i) Know the importance of an inclusion and exclusion in Inclusive education and how to creation an inclusive society.</li> <li>ii) Identify the various differently abled children and their causes,</li> </ol>   |

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|  |                                 | <p>Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)</p> <ol style="list-style-type: none"> <li>General causes of disabilities</li> <li>Role of school and society in creating a barrier free environment</li> </ol> <p><b>Unit-III : Socially Disabled</b></p> <ol style="list-style-type: none"> <li>Concept of SC, ST and OBC groups.</li> <li>Concept of Gender, and sexuality</li> <li>Causes of social exclusion</li> <li>Understanding social inclusion: role of education</li> </ol> <p><b>Unit-IV : Educational Reforms for Inclusive Society.</b></p> <ol style="list-style-type: none"> <li>Building an Inclusive school: desired changes in System, Structure, Practice and Culture,</li> <li>Education for a multicultural society,</li> <li>Education for peaceful co-existence</li> <li>Role of Informal agencies (like mass media etc) in building an inclusive society</li> </ol> | <p>symptoms etc.</p> <ol style="list-style-type: none"> <li>They able to identify who are socially disabled children ,barrier of inclusion</li> <li>Know the concept about gender and sexuality.</li> <li>Express about the importance of educational reforms for Inclusion society.</li> </ol>   |
|  | <p>SEC-2: Special Education</p> | <p><b>Unit –I:</b><br/>Education of Children with</p> <ol style="list-style-type: none"> <li>Visual Impairment and</li> <li>Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)</li> </ol> <p><b>Unit –II:</b></p> <ol style="list-style-type: none"> <li>Education of Children with</li> <li>Speech and Language Disorders and</li> <li>Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)</li> </ol> <p><b>Unit –III:</b></p> <ol style="list-style-type: none"> <li>Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention,</li> <li>education and prevention of each category)</li> </ol>   | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>Identify the various differently abled children and their causes, symptoms and express the education implication of exceptional children.</li> <li>They able to identify who have speech and language disorders and will know how to prevent it.</li> <li>Express about the Education of Children with Multiple Disabilities, and identification , Intervention.</li> </ol> |
|  |                                 | <p><b>Unit-I : Measurement and Evaluation in Education</b></p> <ol style="list-style-type: none"> <li>Educational Measurement and Evaluation : Concept</li> <li>Scope and Need of Educational Measurement and Evaluation</li> <li>Relation between Measurement, Assessment and Evaluation.</li> <li>Scales of Measurement- Nominal, Ordinal, Interval and Ratio.</li> </ol> <p><b>Unit-II : Evaluation Process</b></p> <ol style="list-style-type: none"> <li>Evaluation Process: (Formative and</li> </ol>   | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>Explanation about measurement and evaluation.</li> <li>Relation between Measurement, Assessment and Evaluation.</li> <li>Express about evaluation process.</li> <li>List of various tools,</li> </ol>   |

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| <p style="text-align: center;"><b>SEM-V</b></p> | <p>CC -11:<br/>Evaluation and Measurement in Education</p> | <p>Summative)<br/>2. Types and steps of evaluation<br/>3. Norm-Referenced Test and Criterion Referenced Test.<br/>4. Grading and Credit system.<br/><b>Unit-III : Tools and Techniques of Evaluation</b><br/>1. Concept of Tools and Techniques<br/>2. Testing tools<br/>    i) Educational : Essay type and Objective type, Written , Oral, and Practical<br/>    ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types ,Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale,<br/>3. Non testing tools – Cumulative Record Card, Portfolio<br/>4. Techniques:<br/>    i) Self reporting : Interview , Questionnaire<br/>    ii) Observation.<br/><b>Unit-IV : Criteria of a Good Tool and its Construction</b><br/>1. Characteristics of a good tool<br/>    (i) Objectivity- Concept<br/>    (ii) Reliability- Concept, methods of determining reliability<br/>    (iii) Validity- Concept and types<br/>    (iv) Norms- Meaning &amp; types<br/>    (v) Usability -Concept<br/>2. Steps for construction &amp; standardization of Achievement test</p> | <p>strategies apply in evaluation for measurement.<br/>v) Select the main characteristics of a good test.</p>   |
|   | <p>CC – 12:<br/>Statistics in Education</p>                | <p><b>Unit-I : Concept of Statistics and Descriptive Statistics</b><br/>1. Concept of Statistics. Uses of Statistics in Education<br/>2. Meaning &amp; measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.<br/>3. Meaning &amp; measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application. Percentile and Percentile Rank - Definition, Calculation, Application,<br/>4. Graphical Determination<br/><b>Unit-II : Normal Distribution and Derived Score</b><br/>1. Concept of Normal Distribution- Properties<br/>2. Uses of NPC in Education<br/>3. Divergence from Normality- Skewness and Kurtosis.( Concept and Calculation)<br/>4. Derived Scores- Z-Score, T Score and</p>   | <p><b>After completion of this course students will be able to</b></p> <p>i) Illustrate the concept of Statistics and uses of Statistics in Education.<br/>ii) They will be able to know why we used descriptive statistics in education and calculation.<br/>iii) Pointed out the graphical representation through NPC.<br/>iv) They will calculate the variability of measurement, correlation of co-efficient, derived scores.</p> |

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|  |  | <p>Standard Score (Concept, Calculation and Uses).</p> <p><b>Unit-III :Measure of Relationship</b></p> <ol style="list-style-type: none"> <li>1. Bivariate Distribution- Concept and types of Correlation</li> <li>2. Scatter Diagram (only Concept)</li> <li>3. Uses of Correlation</li> <li>4. Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation</li> </ol> <p><b>Unit-IV : Statistics (Practical)</b></p> <ol style="list-style-type: none"> <li>1. Sources of Educational Data (Primary &amp; Secondary data), Types of Data: Qualitative and Quantitative, Continuous and Discrete.</li> <li>2. Students are expected to collect relevant data (Bi-variate educational data) from their college or neighbourhood ( minimum sample size must be 50) with the objective of - describing the nature and characteristics of the two distributions, - comparing two distributions and - finding association between two sets of data by applying the following:</li> <li>3. Method : <ol style="list-style-type: none"> <li>i) Tabulation of data</li> <li>ii) Determination of central tendencies and variability (standard deviation)</li> <li>iii) Graphical Representation of Data and its uses- Pie Chart, Bar graph, Histogram, Frequency Polygon, Cumulative frequency graph and Ogive (Using 75% rule)</li> <li>iv) Determination of the type of association between two sets of data by drawing scatter diagram</li> </ol> </li> </ol> |   |
|  | <p><b>DSE – 1: Peace and Value Education</b></p> | <p><b>Unit-I: Peace Education</b></p> <ol style="list-style-type: none"> <li>1. Concept and Scope of Peace Education</li> <li>2. Aims of peace Education</li> <li>3. Role of Teachers in Promoting Peace education NCFTE 2009 on Peace Education</li> </ol> <p><b>Unit-II: Peace and Non Violence</b></p> <ol style="list-style-type: none"> <li>1. Factors of Violence</li> <li>2. Role of Peace for Non-Violence</li> <li>3. Gandhian principle of Non Violence</li> <li>4. Role of Educational Institutional in Promoting Peace education</li> </ol> <p><b>Unit-III : Value Education</b></p> <ol style="list-style-type: none"> <li>1. Meaning , Definition, Concept of Value Education</li> <li>2. Classification of Values and Sources of Values</li> <li>3. Need For Value education in the 21st Century</li> </ol>  | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) Describe about the concept of peace and value education.</li> <li>ii) They able to know role of Educational Institutional in Promoting Peace education.</li> <li>iii) Know about meaning of value education and needs.</li> <li>iv) Role of home, society and various educational institutions for nurturing value education.</li> <li>v) Role of Value Education</li> </ol> |

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|                      |   | <p>4. Fostering Values – Role of Home, School and Society.</p> <p><b>Unit-IV : Peace, Value and Conflict Resolution</b></p> <ol style="list-style-type: none"> <li>1. Bases of conflict</li> <li>2. Role of Value Education in resolving conflict</li> </ol>  | <p>in resolving conflict</p>  |
|                      | <p><b>DSE – 2:<br/>Teacher<br/>Education</b></p>        | <p><b>Unit-I: Basic concept of teacher education.</b></p> <ol style="list-style-type: none"> <li>1. Concept and meaning of teacher education</li> <li>2. Scope of Teacher Education</li> <li>3. Aims and objectives of Education at Elementary, Secondary and College level.</li> <li>4. Teacher training Vs Teacher education</li> </ol> <p><b>Unit-II : Development of teacher education in India</b></p> <ol style="list-style-type: none"> <li>1. Historical perspective of development of teacher education in India</li> <li>2. Recommendations of Kothari Commission</li> <li>3. Recommendations of National Policy on Education regarding teacher education.</li> <li>4. Present System of teacher education in India.</li> </ol> <p><b>Unit-III : Role of the different agencies in teacher education</b></p> <ol style="list-style-type: none"> <li>1. University</li> <li>2. NCTE</li> <li>3. NCERT</li> <li>4. NUEPA</li> </ol> <p><b>Unit-IV : Some Courses for preparation of teacher</b></p> <ol style="list-style-type: none"> <li>1. Pre service teacher education</li> <li>2. In service teacher education</li> <li>3. Orientation and Refresher courses</li> </ol> | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) Express about the concept meaning, and scope of teacher education.</li> <li>ii) They able to know the Historical perspective of development of teacher education in India.</li> <li>iii) Role of different commission and agencies in teacher education.</li> <li>iv) Know the different teachers orientation programme for preparation of teacher.</li> </ol>   |
| <p><b>SEM-VI</b></p> | <p><b>CC – 13:<br/>Psychology of<br/>Adjustment</b></p> | <p><b>Unit-I: Adjustment, Maladjustment and Problem Behaviour</b></p> <ol style="list-style-type: none"> <li>1. Concept of adjustment, adjustment and adaptability</li> <li>2. Psychodynamic Concept of adjustment, criteria of good adjustment</li> <li>3. Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse</li> </ol> <p><b>Unit-II : Multi-axial Classification of Mental Disorders</b></p> <ol style="list-style-type: none"> <li>1. DSM – 5 : Section 1, Section II and Section III</li> <li>2. Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder</li> <li>3. Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)</li> </ol> <p><b>Unit-III: Coping Strategies for Stressful Situation</b></p> <ol style="list-style-type: none"> <li>1. Stress and Stressors</li> <li>2. Personal and environmental stress</li> </ol>  | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) Understand the concept of adjustment and maladjustment, and causes of them, criteria of good adjustment.</li> <li>ii) They able to know how the different kind of mental disorders were affected on human being and how the various psychological therapy help to reduce free from stress.</li> <li>iii) They explain how to help coping strategies for good adjustment of personal and environment stress.</li> <li>iv) They able to know the process of memorization.</li> </ol> |



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|  |   | <p>3. Coping strategies for stress</p> <p><b>Unit-IV : Administration, Scoring and Interpretation of the following Tests</b></p> <ol style="list-style-type: none"> <li>1. KNPI</li> <li>2. KIPI</li> <li>3. Effect of Learning material on memorization</li> </ol>  |  |
|  | <p><b>C C- 14: Basic Concept of Educational Research</b></p>  | <p><b>Unit-I: Concept of Educational Research</b></p> <ol style="list-style-type: none"> <li>1. Definition, meaning and concept of research</li> <li>2. Educational research and its characteristics</li> <li>3. Types of Educational Research</li> <li>4. Problems, difficulties and ethics</li> </ol> <p><b>Unit-II : Basic elements of educational research</b></p> <ol style="list-style-type: none"> <li>1. Literature review</li> <li>2. Problem selection</li> <li>3. Objectives, Research question and Hypothesis</li> <li>4. Tools of Data collection –types</li> </ol> <p><b>Unit-III : Data collection procedure</b></p> <ol style="list-style-type: none"> <li>1. Sampling –concept and definition</li> <li>2. Types of sampling- Probability and non-probability</li> <li>3. Data reporting- Descriptive and Inferential ( basic statistical procedure that come under each)</li> <li>4. Referencing and Bibliography</li> </ol> <p><b>Unit-IV : Practical</b></p> <ol style="list-style-type: none"> <li>1. Writing Research proposal (Plan of Work)– steps and review (atleast5) (Within 1000 words)</li> </ol> | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) They able to know how to selection a specific topic for research in educational area.</li> <li>ii) How to find out research gap and write of relevant of literature review.</li> <li>iii) They learn how to data collect for sample from population.</li> <li>iv) Specify the Objectives, Research question and draw the Hypothesis test.</li> <li>v) They used both descriptive and inferential statistics test.</li> <li>vi) Research finding and Referencing and Bibliography.</li> <li>vii) They able to learn how to write research proposal.</li> </ol> |
|  | <p><b>DSE – 3: Educational Thought of Great Educators</b></p> | <p><b>Unit-I : Western Educators-I</b></p> <ol style="list-style-type: none"> <li>1. Plato</li> <li>2. Rousseau</li> <li>3. Montessori</li> </ol> <p><b>Unit-II : Western Educators -II</b></p> <ol style="list-style-type: none"> <li>1. Pestalozzi</li> <li>2. Dewey</li> <li>3. Ivan Illich</li> </ol> <p><b>Unit-III : Indian Educators -I</b></p> <ol style="list-style-type: none"> <li>1. Vivekananda</li> <li>2. Rabindranath</li> <li>3. Gandhiji</li> </ol> <p><b>Unit-IV : Indian Educators -II</b></p> <ol style="list-style-type: none"> <li>1. Radhakrisnan</li> </ol>   | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) They describe the contribution/role of Western Educators in education.</li> <li>ii) They describe the contribution/role of Indian Educators in education.</li> </ol>  |

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|                    |  | <p>2. Begum Rokeya<br/>3. Sister Nivedita</p>  |  |
|                    | <p><b>DSE – 4:<br/>Women<br/>Education</b></p>       | <p><b>Course Content :</b><br/><b>Unit-I: Historical Perspectives of Women Education</b><br/>1. Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period<br/>2. Contribution of Missionaries<br/>3. Role of British Govt.</p> <p><b>Unit-II : Policy Perspective, Committee and Commission on Women Education</b><br/>1. Constitutional provision, NPE -1968, 1986, 1992, POA-1992<br/>2. Radhakrisnan, Mudaliar and Kothari Commission<br/>3. Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee</p> <p><b>Unit-III : Role of Indian Thinkers in promoting Women Education</b><br/>1. Rammohan Roy<br/>2. Vidyasagar</p> <p><b>Unit-IV : Major Constraints of Women Education and Women Empowerment</b><br/>1. Social – Psychological<br/>2. Political – Economical<br/>3. Role of women empowerment in modern society in brief.</p> | <p><b>After completion of this course students will be able to</b></p> <p>i) Express about the historical perspective of women education.<br/>ii) Role of various policy, committee and commission on women education.<br/>iii) Describe the role of Indian Thinkers in promoting Women Education.<br/>iv) Role of women empowerment in modern society.</p>  |
| <p><b>GE-1</b></p> | <p><b>GE – 1:<br/>Educational<br/>Psychology</b></p> | <p><b>GE1T: Educational Psychology</b><br/><b>Course Contents:</b></p> <p><b>Unit –I:</b><br/>➤ Educational Psychology: Meaning, Nature and Scope<br/>➤ Relation between Education and Psychology.<br/>➤ Methods of Educational Psychology.</p> <p><b>Unit –II:</b><br/>➤ Growth and Development: Meaning and Concepts.<br/>➤ Stages of Development of a Child: Infancy, Childhood and Adolescence.<br/>➤ Aspects of Child Development : Physical, Intellectual, Emotional, Social</p> <p><b>Unit –III:</b><br/>➤ Personality: Concept and definition.<br/>➤ Development of Personality.<br/>➤ Types and Traits Approaches to Personality.<br/>➤ Individual Differences: Concepts and Types.<br/>➤ Causes of Individual Differences.</p> <p><b>Unit –IV:</b><br/>➤ Intelligence: Concept and Definition.<br/>➤ Theories of intelligence: Two-factor, Group-</p>                                  | <p><b>After completion of this course students will be able to</b></p> <p>v) The express about the meaning and relation with psychology and importance<br/>vi) Inter various psychology theories and application of it in education.<br/>vii) Know the concept, types, and uses of intelligence and different theories of intelligence by spearman, Thorndike and Guilford.<br/>viii) What are the concept of IQ and EQ.</p> |

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|             |   | <p>factors and Structure of Intellect.</p> <ul style="list-style-type: none"> <li>➤ Intelligence Test: Verbal, Non-verbal test and their uses.</li> </ul> <p style="text-align: center;"><b>Unit –V:</b></p> <ul style="list-style-type: none"> <li>➤ Learning: Meaning &amp; Nature.</li> <li>➤ Factors associated with learning.</li> <li>➤ Theories of Learning: Trial &amp; Error, Classical conditioning and Gestalt theory of learning.</li> <li>➤ Learning relation to; Attention, Interest, Maturation and Motivation.</li> </ul>  |   |
| <b>GE-2</b> | <b>GE2T:<br/>Psychology of<br/>Mental Health<br/>and Hygiene</b>  | <p><b>GE2T : Psychology of Mental Health and Hygiene</b></p> <p style="text-align: center;"><b>Course Contents:</b></p> <p style="text-align: center;"><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>➤ Mental Hygiene: Meaning and Concept.</li> <li>➤ Mental Health: Meaning and Concept.</li> <li>➤ Characteristics of Mental Health.</li> <li>➤ Education and Mental Health &amp; Hygiene.</li> </ul> <p style="text-align: center;"><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>➤ Adjustment: Concepts, Need, and Areas of Adjustment.</li> <li>➤ Mechanism of Adjustment.</li> <li>➤ Role of Family and School in effective Adjustment.</li> </ul> <p style="text-align: center;"><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>➤ Maladjustment: Meaning and Definition.</li> <li>➤ Causes of Maladjustment.</li> <li>➤ Different forms of Maladjustment.</li> <li>➤ Role of Family and School in remedial measures.</li> </ul>   | <p style="text-align: center;"><b>After completion of this course students will be able to</b></p> <ul style="list-style-type: none"> <li>i) Understand the concept of adjustment and maladjustment, and causes of them, criteria of good adjustment.</li> <li>ii) They able to know how the different kind of mental disorders were affected on human being and how the various psychological therapy help to reduce free from stress.</li> <li>iii) They explain how to help coping strategies for good adjustment of personal and environment stress.</li> </ul> |
| <b>GE-3</b> | <b>GE3T:<br/>Education of<br/>Children with<br/>Special Needs</b> | <p><b>GE3T: Education of Children with Special Needs</b></p> <p style="text-align: center;"><b>Course Contents:</b></p> <p style="text-align: center;"><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>➤ Education of Children with:             <ol style="list-style-type: none"> <li>1. Visual Impairment: identification, intervention, education and prevention.</li> <li>2. Hearing Impairment: identification, intervention, education and prevention.</li> </ol> </li> </ul> <p style="text-align: center;"><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>➤ Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.</li> </ul> <p style="text-align: center;"><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>➤ Education of Children with: Physically Handicraft: identification, intervention, education and prevention.</li> </ul> <p style="text-align: center;"><b>Unit –IV:</b></p> <ul style="list-style-type: none"> <li>➤ Education of Children with: Learning Disabilities: identification, intervention, education and prevention</li> </ul> | <p style="text-align: center;"><b>After completion of this course students will be able to</b></p> <ul style="list-style-type: none"> <li>i) Identify the various differently abled children and their causes, symptoms and express the education implication of exceptional children.</li> <li>ii) They able to identify who have speech and language disorders and will know how to prevent it.</li> <li>iii) Express about the Education of Children with Multiple Disabilities, and identification , Intervention.</li> </ul>                                   |

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| <p><b>GE-4</b></p>                | <p><b>GE4T: Mental Health Education</b></p>    | <p><b>GE4T: Mental Health Education Course Contents:</b></p> <p><b>Unit-I: Mental Health:</b><br/> 1. Concept and Importance of Mental Health,<br/> 2. Characteristics of Mentally Healthy Individual,<br/> 3. Factors Affecting Mental Health,<br/> 4. Educational Implications of Mental Health.</p> <p><b>Unit-II: Mental Hygiene:</b><br/> 1. Definition, Meaning and Aims of Mental Hygiene;<br/> 2. Origin and Development of Mental Hygiene Movement.</p> <p><b>Unit-III: Adjustment:</b><br/> 1. Definition and meaning of Adjustment<br/> 2. Criteria of Good Adjustment<br/> 3. Defense Mechanism – Definition, meaning and different methods of Defense Mechanism</p> <p><b>Unit-IV: Maladjustment</b><br/> 1. Meaning of Maladjustment<br/> 2. Causes of Maladjustment<br/> 3. Role of education</p>   | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>i) Define about the concept and characteristics of mental health and hygiene.</li> <li>ii) Express about the educational implication of mental health.</li> <li>iii) Understand the concept of adjustment and maladjustment, and causes of them, criteria of good adjustment.</li> <li>iv) They able to know how the different kind of mental disorders were affected on human being and how the various psychological therapy help to reduce free from stress.</li> <li>v) They explain how to help coping strategies for good adjustment of personal and environment stress.</li> </ol> |
| <p><b>EDUCATION [GENERAL]</b></p> |  |  |   |
| <p><b>SEM-1</b></p>               | <p><b>DSC1AT:- Principles of Education</b></p> | <p><b>DSC1AT: Principles of Education Course Contents:</b></p> <p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>• Education: Meaning, Nature and Scope.</li> <li>• Functions of Education</li> <li>• Factors of Education.</li> <li>• Aims of Education: Individualistic and Socialistic.</li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>• Meaning of Curriculum.</li> <li>• Types of curriculum.</li> <li>• Principles of curriculum construction.</li> <li>• Co – curricular activities.</li> </ul> <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>• Child Centric Education: Meaning and Characteristics.</li> <li>• Aims of modern child centric education.</li> <li>• Child Centricism in Education: its significance.</li> <li>• Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li> </ul> | <p><b>After completion of this course students will be able to:</b></p> <ol style="list-style-type: none"> <li>i) Know the meaning , concept and factors of Education</li> <li>ii) Nature and scope of Education.</li> <li>iii) The aims of modern education to Delors Commission.</li> <li>iv) Different kind of agencies involve to education.</li> <li>v) They know concept of co-curriculum</li> <li>vi) The importance of child centric education and also play –way education</li> </ol>  |
|                                   |  | <p><b>DSC2AT: Educational Psychology Course Contents:</b></p>  | <p><b>After completion of this course students will be able to</b></p>  |

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| <p><b>SEM-2</b></p> | <p><b>DSC2AT:<br/>Educational<br/>Psychology</b></p> | <p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>• Educational Psychology: Meaning, Nature and Scope</li> <li>• Relation between Education and Psychology.</li> <li>• Methods of Educational Psychology.</li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>• Growth and Development: Meaning and Concepts.</li> <li>• Stages of Development of a Child: Infancy, Childhood and Adolescence.</li> <li>• Aspects of Child Development : Physical, Intellectual, Emotional, Social</li> </ul> <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>• Personality: Concept and definition.</li> <li>• Development of Personality.</li> <li>• Types and Traits Approaches to Personality.</li> <li>• Individual Differences: Concepts and Types.</li> <li>• Causes of Individual Differences.</li> </ul> <p><b>Unit –IV:</b></p> <ul style="list-style-type: none"> <li>• Intelligence: Concept and Definition.</li> <li>• Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.</li> <li>• Intelligence Test: Verbal, Non-verbal test and their uses.</li> </ul> <p><b>Unit –V:</b></p> <ul style="list-style-type: none"> <li>• Learning: Meaning &amp; Nature.</li> <li>• Factors associated with learning.</li> <li>• Theories of Learning: Trial &amp; Error, Classical conditioning and Gestalt theory of learning.</li> <li>• Learning relation to; Attention, Interest, Maturation and Motivation.</li> </ul> | <ul style="list-style-type: none"> <li>i) The express about the meaning and relation with psychology and importance</li> <li>ii) Inter various psychology theories and application of it in education.</li> <li>iii) Know the concept, types, and uses of intelligence and different theories of intelligence by spearman, Thorndike and Guilford.</li> <li>iv) What are the concept of IQ and EQ.</li> </ul>  |
| <p><b>SEM-3</b></p> | <p><b>DSC3AT:<br/>Educational<br/>Sociology</b></p>  | <p><b>DSC3AT: Educational Sociology</b></p> <p><b>Course Contents:</b></p> <p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>• Education Sociology: Meaning, Nature and Scope.</li> <li>Relation between Sociology and Education.</li> <li>• Education-as a social sub-system.</li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>• Social Change: Concept and nature.</li> <li>• Factors and problems of social change in India.</li> <li>• Social stratification: Meaning and Types.</li> </ul> <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>• Socialization: Meaning, process and factors of socialization.</li> <li>• Social Control: Meaning and types of Social control, Agencies of Social Control.</li> </ul> <p><b>Unit –IV:</b></p> <ul style="list-style-type: none"> <li>• Social Agencies of Education and their educative role:</li> <li>• Family.</li> </ul>  | <p><b>After completion of this course students will be able to</b></p> <ul style="list-style-type: none"> <li>i) Identify the concept of Sociology of Education.</li> <li>ii) Relation between Sociology and Education and Nature and Scope of Sociology of Education.</li> <li>iii) They able to concept of Social Group.</li> <li>iv) To explain the concept of social groups and socialization process.</li> <li>v) How education helps to social change.</li> <li>vi) Interaction in education.</li> <li>vii) Understand the social stratification and social mobility.</li> <li>viii) The Concept of Social Communication.</li> <li>ix) Understand the inter relation between culture and religion in education.</li> </ul> |

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|                     |  | <ul style="list-style-type: none"> <li>• School.</li> <li>• State.</li> <li>• Mass media.</li> </ul>  | <p>x) Understand the inter relationship between technology and economic in education.</p>  |
|                     | <p><b>SEC1T:</b></p> <p><b>Measurement and Evaluation in Education</b></p> | <p><b>SEC1T: Measurement and Evaluation in Education</b></p> <p><b>Course Contents:</b></p> <p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>• Concept of Measurement and Evaluation.</li> <li>• Difference between Measurement and Evaluation.</li> <li>• Needs of Evaluation in Education.</li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>• Different tools and techniques of Evaluation.</li> <li>• Teacher Made test and Standardized test.</li> <li>• Achievement tests and Psychological tests</li> <li>• Cumulative Record Card.</li> </ul> <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>• Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method.</li> <li>• Validity: Meaning and Method of Determining Content Validity.</li> </ul> <p><b>Unit –IV:</b></p> <ul style="list-style-type: none"> <li>• Tabulation of Educational Data.</li> <li>• Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses).</li> <li>• Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses)</li> </ul> <p><b>Unit –V:</b></p> <ul style="list-style-type: none"> <li>• Concept of Correlation.</li> <li>• Rank Difference method and Product moment method for Computation of correlation, Co-efficient.</li> <li>• Interpretation of results.</li> </ul> | <p><b>After completion of this course students will be able to</b></p> <ol style="list-style-type: none"> <li>Explanation about measurement and evaluation.</li> <li>Relation between Measurement, Assessment and Evaluation.</li> <li>Express about evaluation process.</li> <li>List of various tools, strategies apply in evaluation for measurement.</li> <li>Select the main characteristics of a good test.</li> </ol>                     |
| <p><b>SEM-4</b></p> | <p><b>DSC4AT: History of Education in India</b></p>                        | <p><b>DSC4AT: History of Education in India Contents:</b></p> <p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>• Missionary educational activities in India: Characteristics and significance.</li> <li>• Serampore Mission: Contributions of the Trio to Education.</li> <li>• Charter Act of 1813.</li> <li>• Macaulay’s Minute.</li> <li>• Adam’s Report and its recommendations.</li> <li>• Woods Despatch (1854).</li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>• Indian Education commission -1882.</li> <li>• Indian University Commission (1902).</li> <li>• National Education Movement.</li> </ul>   | <p><b>After completion of this course students will be able to:</b></p> <ol style="list-style-type: none"> <li>Read and know the Contribution of Sreerampore trio in education.</li> <li>Concept about Charter Act, Oriental-occidental controversy.</li> <li>The contribution of Macaulay Minute and Bentinck’s resolution in education and Adam’s report in Indian education.</li> <li>Understand the importance of Woods Despatch,</li> </ol> |

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|                     |   | <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>• Sadler Commission -1917</li> <li>• Hartog Committee Report.</li> <li>• Wardha Schame.</li> <li>• The Sargent Plan (1944).</li> </ul> <p><b>Unit –IV:</b></p> <ul style="list-style-type: none"> <li>• Radhakrishnan Commission-1948, with special reference to rural university.</li> <li>• Mudaliar Commission (1952-53): Reports and Recommendations.</li> <li>• Kothari Commission (1964-66): Reports and Recommendations.</li> <li>• National Education Policy 1986 and Revised Educational Policy of 1992.</li> </ul>  | <p>Hunter commission, Basic education, Sadler Commission.</p> <p>v) They Know what were the main reasons behind the established of different commission after Independents period and NEP-1996, POA-1992</p>  |
|                     | <p><b>SEC2T : Educational Guidance and Counseling</b></p> | <p><b>SEC2T : Educational Guidance and Counseling</b></p> <p><b>Course Contents:</b></p> <p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>• Educational Guidance: Meaning, Definition, Scope.</li> <li>• Needs and Importance of Guidance.</li> <li>• Essentials of good Guidance programme.</li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>• Different forms of Guidance.</li> <li>• Educational and Vocational Guidance.</li> <li>• Organization of Guidance service at different levels of education.</li> </ul> <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>• Counseling: meaning, nature, scope.</li> <li>• Types of counseling.</li> <li>• Tools and techniques of Counseling.</li> </ul> <p><b>Unit –IV:</b></p> <ul style="list-style-type: none"> <li>• Difference between Guidance and Counseling.</li> <li>• Counseling process-relationships &amp; its characteristics.</li> <li>• Role of parent, teacher &amp; counselor in guidance programme. Is and techniques of Guidance.</li> </ul> | <p><b>After completion of this course students will be able to</b></p> <ul style="list-style-type: none"> <li>i) Define about various type of Guidance counselling and there uses in education.</li> <li>ii) Basic need of guidance in secondary schools and requisites of a good school guidance programme.</li> <li>iii) What is Vocational and Personal guidance and implication of it in education.</li> <li>iv) Know about Techniques, Types, Scope, and importance of Counseling,</li> <li>v) To find out the basic data of necessary for Guidance .</li> <li>vi) To knows about the Utility of CRC &amp; ARC.</li> </ul> |
| <p><b>SEM-V</b></p> | <p><b>DSE1AT: Great Educators</b></p>                     | <p><b>DSE1AT: Great Educators</b></p> <p><b>Course Contents:</b></p> <p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>• Swami Vivekananda (1863-1902).</li> <li>• Sri Aurobindo (1872-1950).</li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>• Rabindranath Tagore (1861-1941).</li> <li>• Mahatma Gandhi (1869-1948).</li> </ul> <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>• Jean Jacques Rousseau (1712-1778).</li> <li>• F.W. August Froebel (1782-1852).</li> </ul> <p><b>Unit –IV:</b></p> <ul style="list-style-type: none"> <li>• John Dewey (1859-1952).</li> </ul>  | <p><b>After completion of this course students will be able to</b></p> <ul style="list-style-type: none"> <li>i) They describe the contribution/role of Western Educators in education.</li> <li>ii) They describe the contribution/role of Indian Educators in education</li> </ul>  |

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|  |   | <ul style="list-style-type: none"> <li>• Madam Maria Montessori (1870-1952).</li> </ul>   |   |
|  | <b>SEC3T: Distance Education</b>        | <p><b>SEC3T: Distance Education</b></p> <p><b>Course Contents:</b></p> <p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>• Distance Education; Significance, Meaning and Characteristics.</li> <li>• Growth and Development of Distance Education.</li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>• Designing and preparing self-learning materials in Distance Education.</li> <li>• ICT and their applications in Distance Education</li> </ul> <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>• Self – support service in Distance Education.</li> <li>• Technical and vocational Programmes through Distance Education.</li> </ul> <p><b>Unit –IV:</b></p> <ul style="list-style-type: none"> <li>• Quality assurance in Distance Education.</li> <li>• Maintaining of standards in Distance Education.</li> <li>• Role of Distance Education Council.</li> </ul> | <p><b>After completion of this course students will be able to</b></p> <ul style="list-style-type: none"> <li>i) Able to concept of distance education, characteristics and implication in education.</li> <li>ii) They know about ICT application in distance education.</li> <li>iii) Express why will do Technical and vocational Programmes through Distance Education.</li> <li>iv) Concept of quality assurance in distance education.</li> <li>v) Describe the role of distance education council.</li> </ul>  |
|  | <b>GE1T : Mental Health and Hygiene</b> | <p><b>GE1T : Mental Health and Hygiene</b></p> <p><b>Course Contents:</b></p> <p><b>Unit –I:</b></p> <ul style="list-style-type: none"> <li>• Mental Hygiene: Meaning and Concept.</li> <li>• Mental Health: Meaning and Concept.</li> <li>• Characteristics of Mental Health.</li> <li>• Education and Mental Health &amp; Hygiene.</li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>• Adjustment: Concepts, Need, and Areas of Adjustment.</li> <li>• Mechanism of Adjustment.</li> <li>• Role of Family and School in effective Adjustment.</li> </ul> <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>• Maladjustment: Meaning and Definition.</li> <li>• Causes of Maladjustment.</li> <li>• Different forms of Maladjustment.</li> <li>• Role of Family and School in remedial measures.</li> </ul>  | <p><b>After completion of this course students will be able to</b></p> <ul style="list-style-type: none"> <li>i) Define about the concept and characteristics of mental health and hygiene.</li> <li>ii) Express about the educational implication of mental health.</li> <li>iii) Understand the concept of adjustment and maladjustment, and causes of them, criteria of good adjustment.</li> <li>iv) They able to know how the different kind of mental disorders were affected on human being and how the various psychological therapy help to reduce free from stress.</li> <li>v) They explain how to help coping strategies for good adjustment of personal and environment stress.</li> </ul> |
|  |   | <p><b>DSE1BT: Guidance and Counseling</b></p> <p><b>Course Contents:</b></p> <p><b>Unit - I: Guidance</b></p> <ol style="list-style-type: none"> <li>1. Concept, Nature, Principles, and types— educational, vocational and personal. Individual and Group Guidance.</li> <li>2. Role of parents, teachers, and counselor in guidance.</li> </ol> <p><b>Unit- II: Counseling</b></p>  | <p><b>After completion of this course students will be able to</b></p> <ul style="list-style-type: none"> <li>i) Define about various type of Guidance counselling and there uses in education.</li> <li>ii) Basic need of guidance in</li> </ul>   |



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| <b>SEM-VI</b> | <b>DSE1BT:<br/>Guidance and<br/>Counseling</b>              | <p>1. Concept, Nature, Principles, Types — Directive, Non-directive and Eclectic; Individual and Group Counseling,</p> <p>2. Counseling process, Characteristics of good counseling</p> <p>3. Differences between guidance, counseling and psychotherapy</p> <p><b>Unit-III: Techniques of Collecting Information for Guidance and Counseling</b></p> <p>1. Intelligence test, Aptitude test, Interest test, and Personality Test &amp; Interview, CRC, ARC and Case Study</p> <p><b>Unit-IV: Adjustment</b></p> <p>1. Concept and Definition of Adjustment, Characteristics of good adjustment, common adjustment problems in Childhood and adolescence, Adjustment Mechanism.</p>   | <p>secondary schools and requisites of a good school guidance programme.</p> <p>iii) What is Vocational and Personal guidance and implication of it in education.</p> <p>iv) Know about Techniques, Types, Scope, and importance of Counseling,</p> <p>v) To find out the basic data of necessary for Guidance .</p> <p>vi) To knows about the Utility of CRC &amp; ARC.</p>   |
|               | <b>SEC4T : Education of Children with Special Needs</b>     | <p><b>SEC4T : Education of Children with Special Needs</b></p> <p><b>Course Contents</b></p> <ul style="list-style-type: none"> <li>· Education of Children with:           <ol style="list-style-type: none"> <li>1. Visual Impairment: identification, intervention, education and prevention.</li> <li>2. Hearing Impairment: identification, intervention, education and prevention.</li> </ol> </li> </ul> <p><b>Unit –II:</b></p> <ul style="list-style-type: none"> <li>· Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.</li> </ul> <p><b>Unit –III:</b></p> <ul style="list-style-type: none"> <li>· Education of Children with: Physically Handicraft: identification, intervention, education and prevention.</li> </ul> <p><b>Unit –IV:</b></p> <ul style="list-style-type: none"> <li>· Education of Children with: Learning Disabilities: identification, intervention, education and prevention.</li> </ul> | <p><b>After completion of this course students will be able to</b></p> <p>i) Identify the various differently abled children and their causes, symptoms and express the education implication of exceptional children.</p> <p>ii) They able to identify who have speech and language disorders and will know how to prevent it.</p> <p>iii) Express about the Education of Children with Multiple Disabilities, and identification ,</p> <p>iv) Intervention</p> |
|               | <b>GE2T:<br/>Introduction to<br/>Distance<br/>Education</b> | <p><b>GE2T: Introduction to Distance Education</b></p> <p><b>Course Contents:</b></p> <p><b>Unit- I: Philosophy and Growth of Distance Education</b></p> <p>1. Philosophical foundation of Distance Education: Concept, Features, Objectives and Scope.</p> <p>2. Growth and present status of Distance Education at National and International Level</p> <p><b>Unit- II: Designing and Development of Self-Learning Print Materials</b></p> <p>1. The Process of Designing and Development of Self-Learning Print Material.</p> <p>2. Preparation of Print Material: Application of relevant technologies</p> <p>3. Factors affecting Design of Print Materials</p> <p><b>Unit-III: Mechanism for Learner Support Services</b></p> <p>1. Learner Support Services: What, Why and How?</p> <p>2. Institutional Arrangements for Learner Support: Counseling and Tutoring Services, Practice and Media of Counseling, Face-to-Face</p>   | <p><b>After completion of this course students will be able to</b></p> <p>i) Able to concept of distance education, characteristics and implication in education.</p> <p>ii) They know about ICT application in distance education.</p> <p>iii) Express why will do Technical and vocational Programmes through Distance Education.</p> <p>iv) Concept of quality assurance in distance education.</p> <p>v) Describe the role of distance education council</p> |

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|  |  | <p>Sessions, Interaction through Assignments.</p> <p><b>Unit-IV: Communication Media for Distance Education</b></p> <ol style="list-style-type: none"><li>1. Issues and Application of Communication Technology in Distance Education.</li><li>2. Media in Distance Education: Radio, Television, Audio video production, Satellite Technology, and Computer and Internet as an Educational Media.</li></ol> |  |
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Programme outcome/Course outcome (Department of Physical Education)

Amalesh Adhikari

**Programme Outcome (PO)** – Physical Education the most important and essential subject which helps for the development of physical, mental and motor aspects of the students as well as cognitive development. The frame of the syllabus is divided by some main paper course and each paper also subdivided by many curriculum aspects under CBCS pattern. The programme outcome of this subject supports long strong and healthy life for the students in accordance with the theoretical and practical knowledge.

It is expected that on completion of the Physical Education Programme the learner would

1. Know about Scope and importance of Physical Education
2. Be acquainted with the National and International Games and Sports.
3. Be acquainted with Health Education and Personal Hygiene
4. Be familiar with organizing and administrating the Sports Meet
5. Develop their knowledge about General fitness and Motor fitness
6. Develop their knowledge about Human Anatomy and Physiology
7. Know about sports injuries and their management

**Programme Specific Outcome (PSO)** – A Graduate of Physical Education of the college should possess the capability to

1. Know about needs and importance of Physical Education in modern society
2. Be aware about misconception and modern concept of Physical Education
3. Be aware about History of Physical Education
4. Know about different National and International Games and their Rules and Regulations
5. Know about Yoga and their application for Healthy Life
6. Know about Organization, Administration and Management of Physical Education and Sports
7. Know about First-aid Management
8. Know about care and maintenance of playground, sports equipment and gymnasium etc.

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| DSC-1A (CC-1):<br>Foundation and<br>History of<br>Physical<br>Education | <p><b>DSC1AT: Foundation and History of Physical Education</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Physical Education</li> <li>2. Biological and Sociological Foundations of Physical Education</li> <li>3. History of Physical Education</li> <li>4. Yoga Education</li> </ol> | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>i. Trace the developmental history of Physical Education before and after Independence in India.</li> <li>ii. Show familiarity with Yoga.</li> <li>iii. Be acquainted with different Games and Sports as well as National awards also.</li> <li>iv. Learn about Biological and Sociological aspects of Physical Education</li> </ol> |
|   | <p><b>DSC1AP: Field Practical</b></p> <ol style="list-style-type: none"> <li>1. Marching</li> <li>2. Suryanamaskar</li> </ol>   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>i. Learn Marching</li> <li>ii. Learn Suryanamaskar</li> </ol>  |

Programme outcome/Course outcome (Department of Physical Education)

Amallesh Adhikari

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| DSC-1B (CC- 2):<br>Management of<br>Physical<br>Education and<br>Sports  | <b>DSC1BT: Management of Physical Education and Sports</b><br>1. Introduction to Management of Physical Education<br>2. Tournaments<br>3. Facilities and Equipments<br>4. Leadership  | After completion of this course students will be able to:<br>i. Learn about duties of Sports Manager<br>ii. Learn about procedure of drawing fixture<br>iii. Familiarity with organizing Sports Meet<br>iv. Be acquainted with Intramural and Extramural Competitions<br>v. Learn for care and maintenance of Sports Equipments      |
|  | <b>DSC1BP: Practical</b><br>1. Lay out knowledge and Officiating ability of Track and field events<br>2. Lay out knowledge and Officiating ability of Games: Football, Kabaddi, Kho- Kho, Volleyball, Hand Ball, Net Ball, Throw Ball, Badminton and Table Tennis.<br>3. Gymnastic and Yoga Scoring | After completion of this course students will be able to:<br>i. Develop knowledge for track marking<br>ii. Officiating ability of track and field events<br>iii. Officiating ability of different Games and Sports<br>iv. Officiating ability in Gymnastic and Yoga<br>v. Ability for interpretation different Rules and Regulations |
| DSC-1C (CC- 3):<br>Anatomy,<br>Physiology and<br>Exercise<br>Physiology  | <b>DSC1CT: Anatomy, Physiology and Exercise Physiology</b><br>1. Introduction to Anatomy, Physiology and Exercise Physiology<br>2. Musculo-skeletal System<br>3. Circulatory System<br>4. Respiratory System  | After completion of this course students will be able to:<br>i. Know about the Muscular System .<br>ii. Know about the Skeletal System .<br>iii. Know about Circulatory System.<br>iv. Know about the Respiratory System<br>v. Understand about the effect of exercise on Muscular System, Skeletal System and Circulatory System.   |
|  | <b>DSC1CP : Practical</b><br>1. Assessment of BMI, and WHR.<br>2. Measurement of Blood Pressure, Vital Capacity, Respiratory rate, Heart Rate, Limb length, PEI, and Pick flow Rate.  | After completion of this course students will be able to:<br>1. Get Knowledge about Assessment of BMI, and WHR.<br>2. Get Knowledge about the Measurement of Blood Pressure, Vital Capacity, Respiratory rate, Heart Rate etc.   |
| DSC-1D (CC- 4):<br>Health Education,<br>Physical Fitness<br>and Wellness | <b>DSC1DT: Health Education, Physical Fitness and Wellness</b><br>1. Introduction to Health Education, Physical Fitness and Wellness<br>2. Health Problems in India- Prevention and Control   | After completion of this course students will be able to:<br>1. Develop knowledge about Health and Health Education<br>2. Understand the health problems in India<br>3. Develop knowledge about Physical Fitness   |

Programme outcome/Course outcome (Department of Physical Education)

Amalesh Adhikari

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|   | <p>3. Physical Fitness and Wellness<br/>4. Health and First-aid Management</p>  | <p>4. Learn about First-aid</p>   |
|   | <p><b>DSC1DP: Practical</b><br/>1. First aid - Triangular Bandage: Slings (Arm Sling, Collar &amp; Cuff Sling), Roller Bandages: Simple Spiral, Reverse Spiral, Figure of Eight, Spica.<br/>2. Practical Knowledge of Hydro-therapy, Thermo-therapy and Cryo-therapy.</p> | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>Develop knowledge about Bandage and its applicability</li> <li>Develop knowledge about Hydro-therapy, Thermo-therapy and Cryo-therapy.</li> </ol>   |
| <p>DSE- 1: Tests, Measurements and Evaluation in Physical Education</p> | <p><b>DSE1T: Tests, Measurements and Evaluation in Physical Education</b><br/>1. Introduction to Tests, Measurements and Evaluation<br/>2. Measurements of Body Compositions and Somatotype Assessment<br/>3. Fitness Test<br/>4. Sports Skill Test</p>                   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>Learn about Tests, Measurements and Evaluation</li> <li>Learn about procedure of Fitness Test</li> <li>Learn about procedure of Sports Skill Test</li> </ol>  |
|   | <p><b>DSE1P: Practical</b><br/>1. Assessment of somatotype and Body fat percentage (%)<br/>2. Assessment of AAHPER Youth Fitness Test and Harvard Step Test.</p>  | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>Develop knowledge about Assessment of somatotype and Body fat percentage (%) and their applicability</li> <li>Develop knowledge about AAHPER Youth Fitness Test</li> <li>Learn about Harvard Step Test.</li> </ol>                          |
| <p>DSE – 2: Sports Training</p>   | <p><b>DSE2T: Sports Training</b><br/>1. Introduction to <b>Sports Training</b><br/>2. Principle of Training and Conditioning<br/>3. Training Load and Adaptation<br/>4. Training Techniques</p>   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>Learn about Sports Training and its principle, importance etc</li> <li>Trace the developmental Training Load and Adaptation</li> <li>Show familiarity with Training Techniques</li> <li>Be acquainted with Periodization process</li> </ol> |
|   | <p><b>DSE2P: PRACTICAL</b><br/>1. Practical Experience of Weight Training and Circuit Training.<br/>2. Measurement of Speed, Strength (Grip/Leg), Explosive Strength (Leg) and Flexibility.</p>   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>Develop practical experience of Weight Training</li> <li>Develop practical experience of Circuit Training</li> <li>Learn about Measurement process of Speed, Strength (Grip/Leg), Explosive Strength (Leg) and Flexibility.</li> </ol>      |

Programme outcome/Course outcome (Department of Physical Education)

Amallesh Adhikari

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| SEC- 1: Indian Games and Racket Sports (Practical)                           | <ol style="list-style-type: none"> <li>1. Kabaddi</li> <li>2. Kho-Kho</li> <li>3. Badminton</li> <li>4. Table Tennis</li> </ol>  | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Actively participate in Kabaddi, Kho-Kho, Badminton and Table Tennis</li> <li>2. Develop skills in Kabaddi, Kho-Kho, Badminton and Table Tennis</li> </ol>   |
| SEC- 2: Ball Games (Practical)   | <ol style="list-style-type: none"> <li>1. Football</li> <li>2. Handball</li> <li>3. Basketball</li> <li>4. Volleyball</li> <li>5. Netball</li> <li>6. Throw ball</li> </ol>  | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Actively participate in Football, Handball, Basketball, Volleyball, Netball, Throw ball etc.</li> <li>2. Develop skills in Football, Handball, Basketball, Volleyball, Netball, Throw ball etc.</li> </ol>   |
| SEC- 3: Gymnastics and Yoga (Practical)                                      | <ol style="list-style-type: none"> <li>1. Gymnastics</li> <li>2. Yoga- Asanas, Pranayama</li> </ol>  | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Actively participate in Gymnastics</li> <li>2. Actively participate in Yogasanas, Pranayama etc.</li> </ol>  |
| SEC- 4: Track and Field (Practical)  | <ol style="list-style-type: none"> <li>1. Track Events</li> <li>2. Field events</li> </ol>   | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Actively participate in Running Events</li> <li>2. Actively participate in Field events like Long Jump, High Jump Shot put, Discuss and Javelin throw etc.</li> </ol>  |
| GE- 1: Modern Trends and Practices in Physical Education & Exercise Sciences | <p><b>GE1T: Modern Trends and Practices in Physical Education&amp; Exercise Sciences</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Modern Trends and Practices in Physical Education &amp; Exercise Sciences</li> <li>2. Biological, Psychological and Sociological Foundations of Physical Education</li> <li>3. History of Physical Education</li> <li>4. Exercise Sciences</li> </ol> | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Be acquainted with Modern Trends and Practices in Physical Education</li> <li>2. Learn about Biological, Psychological and Sociological aspects of Physical Education</li> <li>3. Trace the developmental history of Physical Education</li> <li>4. Show familiarity with Exercise Sciences</li> </ol> |
| GE-2: Health Education and Tests & Measurements in Physical                  | <p><b>GE2T: Health Education and Tests &amp; Measurements in Physical Education</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Health Education and Tests &amp; Measurements in Physical Education</li> <li>2. Health and First-aid Management</li> <li>3. Measurement of Body Compositions and Somatotype</li> </ol>   | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Develop knowledge about Health and Health Education</li> <li>2. Learn about Tests, Measurements and Evaluation</li> <li>3. Learn about First-aid Management</li> <li>4. Learn about procedure of Fitness Test</li> <li>5. Learn about procedure of Sports Skill Test</li> </ol>                        |

Programme outcome/Course outcome (Department of Physical Education)

Amalesh Adhikari

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| Education | Assessment<br>Fitness Test<br>Sports Skill Test   |  |
|           | <p><b>GE2P: Practical</b></p> <ol style="list-style-type: none"> <li>1. First aid- Triangular Bandage: Slings (Arm Sling, Collar &amp; Cuff sling), Roller Bandages: Simple spiral, Reverse Spiral, figure of Eight, Spica.</li> <li>2. Practical Knowledge of Hydro -therapy, Thermo - therapy and Cryo-therapy.</li> <li>3. Assessment of somatotype and % body fat.</li> <li>4. Assessment of AAHPER Youth Fitness Test and Harvard Step Test .</li> </ol> | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Develop knowledge about Bandage and its applicability</li> <li>2. Develop knowledge about Hydro-therapy, Thermo-therapy and Cryo-therapy.</li> <li>3. Develop knowledge about Assessment of somatotype and body fat percentage (%) and their applicability</li> <li>4. Develop knowledge about AAHPER Youth Fitness Test</li> <li>5. Learn about Harvard Step Test.</li> </ol> |

# B.A. General in Music

## Programmed Specific Outcome

- **M**usic provides a better social environment among the students, who are the future of our Nation. It is a subject which is called “Gurumukhi Vidya”. So, it makes a relation more than a “Teacher-Student- relationship”.
- **W**e emphasize on individual composition making, which may help them to expose themselves as music composers in future.
- **O**ur course provides a basic knowledge of Rabindra Sangeet, Nazrul Geeti, Atul Prosad, Rajanikanta, Dwijendra Geeti (Bengali Songs ) and all Folk forms of Bengal and other Provinces. Thus a student can get knowledge of regional songs and may select a subject which they can choose for higher studies. It helps them to establish themselves as one of the specialized artists.
- **C**lassical Music is the base of all kinds of Indian Music. It is a “huge part of our syllabus”. So, a student can get through knowledge of swaras and its applications from this course.
- **W**e have an introductory part of acoustics in our course. It helps the learners to know the science of music, which is necessary to understand music properly.
- **P**sychological parts of the course help the students to relate music with human psychology , which is required for being a good performer.



| <u>Course Code</u> | <u>Course Name</u>  | <u>Course Outcome</u>   |
|--------------------|---|---|
| MUSGCC01           | Theory of Indian Music.   | This Course helps to gain the basic concept of theory in Indian Music.  |
| MUSGCC02           | History of Indian Music – I.  | This course helps to increase the knowledge of the history of Indian Music.   |
| MUSGCC03           | Practical knowledge of different paryas of Rabindra Sangeet & Nazrul Geeti(Practical).                          | This course helps to perform and teach the song of Rabindranath and Nazrul in proper way.   |
| MUSGCC04           | History of Indian Music – II.   | This course helps to upgrade the theoretical knowledge of Music and gain the knowledge about the centre of classical music in Kolkata so that they will also try to reach at that position in future. |
| MUSGSE01           | SEC. – 1: Knowledge of Tala.  | This course helps to gain the basic theory and the elementary knowledge of Tala so that the students will gain a complete knowledge and teach.  |
| MUSGSE02           | SEC.- 2 : Practical performance of Khayal (Practical)   | This course helps to perform the classical music in proper way.   |
| MUSGSE03           | SEC. – 3: Stage performance of Song-I (practical).  | This course helps to perform in stage the various kind of Music.  |
| MUSGSE04           | SEC. – 4: Sight Singing (Practical)/Stage performance of song – II (Practical).                                 | From it the students will able to read , write and teach the notation system of different type. Also they will able to perform different types of song in stage.                                      |
| MUSGGE01           | GE-1: Elementary knowledge of Music / History of Indian Music.  | This course helps to increase the knowledge of different types of Composes of Indian Music.It also increases the basic knowledge of Indian Music.   |
| MUSGGE02           | GE-2:Aspects of Thata,Mela,Raga &Tala.  | This Course helps to increase the knowledge of Thata,Raga,Mela,Tala etc.  |
| MUSGGE03           | GE-3: Theoretical knowledge of Music (including advanced theory of Rabindranath)                                | Students will able to gain knowledge of various theoretical aspects of Music and Theory applied by Rabindranath in his Songs.   |
| MUSGGE04           | GE-4: Practical Songs of Panchakobi except Rabindranatn (Practical) / Knowledge of Rabindra sangeet(Practical). | From this course the students will able to perform the song of Rabindranath,Atulprosad,Rajanikanta,Dwijendra lal,Nazrul(Panchakobi) in proper way.  |
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## Programme outcome/ course outcome (Department of Sociology).

Brahamadev Jana

**Programme outcome (PO):** From the beginning, as a discipline, Sociology tries to understand social events, social phenomena, social facts, etc. in a scientific way. It has a broad scope and subject matter in its field of study. It can provide foundation knowledge about social interaction, relation, action, institution, organization, and social problems, etc. which are helpful to pursuit of careers and a good life for readers. It will very much effective to make clear one's thinking, decision making and way of lifestyle. It is awaited that after completion of sociology general programme pupil would learn the following.

- 1) As a science of society, sociology assists an individual to understand his/ her capacities, talents, and limitations. It helps one to increase his/her personality. It enables to adjust any kind of different situation and environment. To make an effective social life, Sociology gives knowledge about society, social groups, social institutions, association, social process, etc.
- 2) Society is composed of multiple social problems. Sociology investigates numerous these social problems scientifically and provides suitable strategies to make a solution. It also enables us to learn the application of scientific methods and techniques to our daily life problems. It has great strides in the study of prostitution, cybercrime, juvenile delinquency, unemployment, etc.
- 3) Sociology has given us the training to have a rational approach to questions concerning one's religion, customs, morals, values, attitudes, etc. It plays a vital role to understand the culture from the inside in the light of scientific knowledge and inquiry. Thus by the contribution of sociology, human culture has been made richer.

**Programme Specific Outcome (PSO):** A general graduate of the discipline of sociology of the college should possess the capability to

- 1) Delve deep into the social nature of man.
- 2) Increase the power of social action and interaction.
- 3) Address role of the institutions in the development of the individuals.
- 4) Make great contribution to enrich human culture.
- 5) Make solution about different kinds of social problem.
- 6) Draw planning to develop society.
- 7) Help governments to promote the welfare of marginalized section of our community.
- 8) Adapt with a new environment,
- 9) Help to dispel popular myths, superstition and stereotype.
- 10) Understand social structure, social change and harmony critically.

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| <p>DSC 1<br/>INTRODUCTION TO<br/>SOCIOLOGY</p>       | <p>COURSE CONTENTS:</p> <ol style="list-style-type: none"> <li>1) NATURE AND SCOPE OF SOCIOLOGY.</li> <li>2) STATUS AND ROLE</li> <li>3) SOCIAL GROUP</li> <li>4) SOCIALIZATION</li> <li>5) SOCIAL CHANGE</li> <li>6) CULTURE</li> </ol>   | <p>After completion of this course students will be able:</p> <ol style="list-style-type: none"> <li>a) To identify the proper way to enrich culture.</li> <li>b) Be acquainted with the process of socialization.</li> <li>c) To be able to change the community.</li> <li>d) To maintain their status.</li> <li>e) To act with their roles.</li> </ol>            |
| <p>DSC 2<br/>SOCIOLOGY OF INDIA</p>                  | <p>COURSE CONTENTS:</p> <ol style="list-style-type: none"> <li>1) TRIBE</li> <li>2) CASTE</li> <li>3) CLASS</li> <li>4) VILLAGE</li> <li>5) FAMILY AND KINSHIP</li> <li>6) DALITS' MOVEMENT</li> <li>7) WOMEN'S MOVEMENT</li> <li>8) COMMUNALISM</li> <li>9) SECULARISM</li> </ol> | <p>After completion of this course students will be able:</p> <ol style="list-style-type: none"> <li>a) Not to discriminate people on the basis of caste.</li> <li>b) To feel about the weaker section of society.</li> <li>c) To identify the reasons of communalism.</li> <li>d) Understand the importance of secularism.</li> </ol>                              |
| <p>DSC 3<br/>SOCIOLOGICAL THEORIES</p>               | <p>COURSE CONTENTS:</p> <ol style="list-style-type: none"> <li>1) KARL MARX</li> <li>2) EMILE DURKHEIM</li> <li>3) MAX WEBER</li> </ol>  | <p>After completion of this course students will be able:</p> <ol style="list-style-type: none"> <li>a) To understand the evolution of society.</li> <li>b) To fathom how religion works in the society.</li> <li>c) To formulate the types of suicide.</li> <li>d) To incorporate the law of social fact.</li> <li>e) Develop their economic condition.</li> </ol> |
| <p>DSC 4<br/>METHODS OF SOCIOLOGICAL<br/>ENQUIRY</p> | <p>COURSE CONTENTS:</p> <ol style="list-style-type: none"> <li>1) THE LOGIC OF SOCIAL RESEARCH</li> <li>2) METHODOLOGICAL PERSPECTIVES</li> <li>3) MODES OF ENQUIRY</li> </ol>   | <p>After completion of this course students will be able:</p> <ol style="list-style-type: none"> <li>a) To look an event from inside.</li> <li>b) Be acquainted with the importance of</li> </ol>   |

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|  |  | <p>systematic inquiry.</p> <p>c) To generalize or universalize any concept.</p> <p>d) Trace the scientific reason behind any kind of phenomenon.</p>  |
| <p>SEC 1<br/>TECHNIQUES OF SOCIAL RESEARCH</p> | <p>COURSE CONTENTS:</p> <ol style="list-style-type: none"> <li>1) RESEARCH DESIGN</li> <li>2) DATA COLLECTION</li> <li>3) DATA ANALYSIS</li> <li>4) FRAMING A RESEARCH QUESTION</li> </ol>   | <p>After completion of this course students will be able:</p> <ol style="list-style-type: none"> <li>a) To look an event from inside.</li> <li>b) Be acquainted with the importance of systematic inquiry.</li> <li>c) To generalize or universalize any concept.</li> <li>d) Trace the scientific reason behind any kind of phenomenon.</li> </ol> |
| <p>SEC 2<br/>COUNSELING</p>                    | <p>COURSE CONTENTS:</p> <ol style="list-style-type: none"> <li>1) AIMS, GOAL AND SCOPE OF COUNSELING</li> <li>2)CHARACTERISTICS/Frameworks;</li> <li>3) TYPES/AREAS</li> <li>4) COUNSELLOR-CLIENT COMMUNICATION</li> <li>5) PROCESSES AND OUTCOME</li> </ol> | <p>After completion of this course students will be able:</p> <ol style="list-style-type: none"> <li>a) Change attitudes towards social fact.</li> <li>b) Smooth communication with others.</li> <li>c) A responsible citizen of a community.</li> </ol>  |

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| <p>SEC 3<br/>GENDER SENSITIZATION</p> | <p>COURSE CONTENTS:</p> <ol style="list-style-type: none"> <li>1) SEX, GENDER AND SEXUALITY.</li> <li>2) GENDER, FAMILY, COMMUNITY AND THE STATE.</li> <li>3) GENDER RIGHTS AND THE LAW.</li> <li>4) UNDERSTANDING INTERSECTIONS OF GENDER, CASTE, CLASS, REGION, RELIGION AND DISABILITY</li> </ol> | <p>After completion of this course students will be able:</p> <ol style="list-style-type: none"> <li>a) To make separation between sex and gender.</li> <li>b) To know how gender is constructed in society.</li> <li>c) To identify about the factors which are responsible to marginalize women.</li> </ol> |
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| <p>SEC 4<br/>PROJECT REPORT WRITING</p>                              | <p>COURSE CONTENTS:<br/>1) REPORT WRITING.<br/>2) STAGES IN PLANNING AND WRITING PROCESS<br/>3)STRUCTURE AND COMPONENTS OF RESEARCH<br/>4) INTERPRETATION OF TABLES, GRAPHICAL REPRESENTATION OF DATA, USE OF PHOTOGRAPHS, CASE HISTORY<br/>5) ETHICAL ISSUES; REFERENCING THE WORKS OF OTHERS</p> | <p>After completion of this course students will be able:</p> <ul style="list-style-type: none"> <li>a) To write anything without any kind of hesitation.</li> <li>b) To know the importance of graphical presentation.</li> <li>c) Develop a strategic decision making power.</li> <li>d) To give importance ethics, morals, values.</li> </ul>    |
| <p>GE 1( FOR GENERAL STUDENT)<br/>WESTERN SOCIOLOGICAL THOUGHT I</p> | <p>COURSE CONTENTS:<br/>1) AGE OF REVOLUTION<br/>2) AUGUSTE COMTE<br/>3) HERBERT SPENCER<br/>4) KARL MARX</p>  | <p>After completion of this course students will be able:</p> <ul style="list-style-type: none"> <li>a) To change their life with help of revolutionary concepts.</li> <li>b) To know the evolution of society.</li> <li>c) To fathom how religion works in the society.</li> <li>d) To trace the importance of heterogeneity.</li> </ul>           |
| <p>GE 2( FOR GENERAL STUDENT)<br/>INTRODUCTION TO SOCIOLOGY</p>      | <p>COURSE CONTENTS:<br/>1) NATURE AND SCOPE OF SOCIOLOGY.<br/>2) STATUS AND ROLE<br/>3) SOCIAL GROUP<br/>4) SOCIALIZATION<br/>5) SOCIAL CHANGE<br/>6) CULTURE</p>  | <p>After completion of this course students will be able:</p> <ul style="list-style-type: none"> <li>a) To identify the proper way to enrich culture.</li> <li>b) Be acquainted with the process of socialization.</li> <li>c) To be able to change the community.</li> <li>d) To maintain their status.</li> </ul> <p>To act with their roles.</p> |

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| <p>DSE 1<br/>SOCIAL STRATIFICATION</p>                    | <p>COURSE CONTENTS:<br/>1) SOCIAL STRATIFICATION: CONCEPTS AND APPROACHES<br/>2) FORMS OF SOCIAL STRATIFICATION<br/>3) RACE AND ETHNICITY<br/>4) CASTE AND CLASS<br/>5) GENDERING INEQUALITY<br/>6) POVERTY AND SOCIAL EXCLUSION</p> | <p>After completion of this course students will be able:</p> <ul style="list-style-type: none"> <li>a) To know the social stratification of society.</li> <li>b) To understand the causes of ethnic antagonism.</li> <li>c) Incorporate about the changing factors of caste system.</li> <li>d) To eradicate poverty from his life.</li> </ul>                           |
| <p>DSE 2<br/>GENDER AND SEXUALITY</p>                     | <p>COURSE CONTENTS:<br/>1) GENDERING SOCIOLOGY<br/>2) GENDER AS A SOCIAL CONSTRUCT<br/>3) GENDER: DIFFERENCES AND INEQUALITIES<br/>4) POLITICS OF GENDER</p>   | <p>After completion of this course students will be able:</p> <ul style="list-style-type: none"> <li>a) To make separation between sex and gender.</li> <li>b) To know how gender is constructed in society.</li> <li>c) To identify about the factors which are responsible to marginalize women.</li> <li>d) Barriers of participation of women in politics.</li> </ul> |
| <p>GE 1 (FOR HONOURS STUDENT)<br/>FAMILY AND INTIMACY</p> | <p>COURSE CONTENTS:<br/>1) FAMILY<br/>2) THEMES AND ACCOUNTS<br/>3) CRITIQUES AND TRANSFORMATIONS.</p>   | <p>After completion of this course students will be able:</p> <ul style="list-style-type: none"> <li>a) To understand the importance of family to make a human being.</li> <li>b) About the contemporary family pattern and its problem.</li> <li>c) To know the power of patriarchal system.</li> <li>d) To learn the various types of marriage pattern.</li> </ul>      |

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| <p>GE 2(FOR HONOURS STUDENT)<br/>RETHINKING DEVELOPMENT</p> | <p>COURSE CONTENTS:<br/>1) UNPACKING DEVELOPMENT<br/>2) THEORIZING DEVELOPMENT<br/>3) DEVELOPMENTAL REGIMES IN INDIA<br/>4) ISSUES IN DEVELOPMENTAL PRAXIS .</p> | <p>After completion of this course students will be able:</p> <ul style="list-style-type: none"><li>a) To know the modes of development.</li><li>b) To change their life, family and community.</li><li>c) Be acquainted how India is going to develop.</li><li>d) To apply developmental theory in his life.</li></ul> |
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**Programme Outcome (PO) in B Com (Honours)**

- Enables learners to get theoretical and practical exposure in the commerce sector which includes Accounts, Commerce, Marketing, Management , Economics , Environment etc.
- Develops communication skills and build confidence to face the challenges of the corporate world.
- Enhances the capability of decision making at personal and professional levels.
- Makes students industry ready and develop various managerial and accounting skills for better professional opportunities.
- Develops entrepreneurial skills amongst learners.
- Demonstrate leadership, teamwork, social skills and communicate effectively with different stakeholders in the society.
- Strengthens their capacities in varied areas of commerce and industry aiming towards holistic development of learners.
- Thus, after completing B.Com learners develop a thorough understanding of the fundamentals in Commerce and Finance.
- Enables learners to prove themselves in different Professional examinations like CA, AICWA, CS, CAT , GRE , CMA , MPSC , UPSC etc.

**Programme Specific Outcome (PSO) in B Com (Honours)**

- The course helps students to acquire knowledge in the field of accounting , taxation , auditing , risk management , financial accounting , managerial economics , business law and business communications .
- Learners can persue carriers as financial experts and also develop a better understanding of the markets as this course gives an in-depth understanding of the essential qualities and areas of expertise required for such jobs.
- Students get opportunities to explore many carrier paths like investment and port folio management, stock market, security analysis, mutual fund and capital market analysis, accounting field , financial field etc.
- The programme aims to develop professional skills among students and build a strong foundation in accounts, Finance and Ethics which will benefit themselves as well as the society.



| <b>B Com (Honours) in Accounting &amp; Finance</b><br><b>Semester 1</b> |   |   |
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| Subject Code & Subject Name   | Contents  | Course Outcome  |
| <b>C1T: Financial Accounting (T +P)</b>                                 | <p><b>Unit 1: A.</b> Theoretical Framework :</p> <p>i) Accounting as an information system, the users of financial accounting information and their needs. Bases of accounting; cash basis and accrual basis.</p> <p>ii) The nature of financial accounting principles Financial accounting standards:</p> <p style="padding-left: 40px;"><b>B.</b> Accounting Process</p> <p><b>Unit 2:</b></p> <p style="padding-left: 40px;"><b>(a)</b> Business Income</p> <p style="padding-left: 40px;"><b>(b)</b> Final Accounts</p> <p><b>Unit 3:</b> Accounting for Hire Purchase and Instalment Systems</p> <p><b>Unit 4:</b> Accounting for Inland Branches</p> <p><b>Unit 5:</b> Accounting For Dissolution of the Partnership Firm</p> <p><b>Practical:</b> Computerised Accounting Systems by using any Popular accounting software</p> | <p><b>After completion of the course students will be able to:</b></p> <p>I. understand the application of accounting principles and help to prepare an organization's financial accounts accurately for a specific period.</p> <p>II. help to prepare outcome assessment cycle for accounting involves identifying business needs, determining accounting goals, creating a project road map and measuring the project results.</p> <p>III. help in preparing computerized accounting system in a company as per GAAP to execute accounting reports as per user requirements and in using AIS (accounting Information system).</p> <p>IV. execute practical aspects of accounting principles in recording financial accounts accurately through popular accounting software i.e. Tally ERP system.</p> |
| <b>C2T: Business Law</b>  | <p>I. The Indian Contract Act, 1872: General Principles of Law of Contract &amp; Specific Contract</p> <p>II. The Sale of Goods Act, 1930</p> <p>III. The Partnership Act, 1932 &amp; the Limited Liability Partnership Act, 2008</p> <p>IV. The Negotiable Instruments Act, 1881</p>   | <p><b>After completion of the course students will be able to:</b></p> <p>I. The Contract Act is to ensure that the rights and obligations arising out of a contract are honoured and that legal remedies are made available to an aggrieved party against the party failing to honour his part of the agreement.</p> <p>II. The rights, duties, claims arise in transferring property from one, i.e.,o another i.e. of buyers and sellers.</p> <p>III. The partnership includes bringing together the skills and resources of multiple business owners to create a whole that is bigger and better than the sum of its parts.</p> <p>IV. To legalize the system by which instruments could pass from hand to hand by negotiation like any other goods.</p>   |

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| <p><b>GE-1: Micro Economics</b></p>  | <ol style="list-style-type: none"> <li>I. Demand and Consumer Behaviour</li> <li>II. Production and Cost</li> <li>III. Perfect Competition</li> <li>IV. Monopoly</li> <li>V. Imperfect Competition</li> </ol>  | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Explain the price and quantity equilibrium of a market using demand and supply concepts.</li> <li>II. Evaluate production and cost, short-term and long-term profitability, and revenues and profits.</li> <li>III. Use the perfectly competitive and monopolistic models to examine industry behaviour.</li> <li>IV. Integrate the concept of price and production decisions of enterprises, under diverse market structures.</li> </ol>   |
| <p><b>B Com (Honours) in Accounting &amp; Finance</b><br/> <b>Semester 2</b></p> |  |  |
| <p><b>C3T: Corporate Accounting</b></p>  | <ol style="list-style-type: none"> <li>I. Accounting for Share Capital &amp; Debentures including Issue of rights and bonus shares; Buyback of shares; Redemption of preference shares; Issue and Redemption of Debentures</li> <li>II. Final Accounts: Preparation of profit and loss account and balance sheet of corporate entities</li> <li>III. Valuation of Goodwill and Valuation of Shares</li> <li>IV. Amalgamation of Companies including Internal reconstruction</li> <li>V. Accounts of Holding Companies/Parent Companies Preparation of consolidated balance sheet</li> <li>VI. Banking Companies</li> </ol> | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. develop an understanding of the process of issue and buyback of shares, issue, and redemption of debentures and preference shares</li> <li>II. To calculate Goodwill, evaluate shares adopting different methods, and preparation of final accounts of Indian Companies.</li> <li>III. Account for a range of advanced financial accounting issues, including preparing consolidated financial statements in case of amalgamation and holding company.</li> <li>IV. Build a solid foundation in accounting and reporting requirements of the Companies Act and relevant IAS (Indian accounting standards).</li> </ol> |
| <p><b>C4T: Corporate Laws</b></p>  | <ol style="list-style-type: none"> <li>I. Introduction</li> <li>II. Documents</li> <li>III. Management</li> <li>IV. Dividend, Accounts, Audit</li> <li>V. Winding-up</li> <li>VI. Insider Trading, Whistle Blowing</li> <li>VII. Depositories Law</li> </ol>   | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Explain the fundamental principles and regulations of corporate law, such as separate legal identity, limited liability, and the responsibilities of company directors.</li> <li>II. Gain knowledge about the legal implications of accounting and auditing, as well as the responsibilities of auditors.</li> <li>III. Identify suitable legal requirements, duties, rights, and remedies for company concerns.</li> <li>IV. Address basic problems in corporate law, Using the knowledge and abilities acquired in this course.</li> </ol>  |

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| <p><b>GE2T: Macro Economics</b></p>  | <ol style="list-style-type: none"> <li>I. Introduction</li> <li>II. Economy in the short run</li> <li>III. Inflation, Unemployment and Labour market</li> <li>IV. Open economy</li> <li>V. Investment and Portfolio</li> </ol> | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Outline the main macroeconomic theories of short-term economic fluctuations and long-term economic growth.</li> <li>II. Calculate various macroeconomic activity indicators, such as national income accounts, inflation, and unemployment, and assess the limitations of standard economic indicators.</li> <li>III. Discuss the connections between financial markets and the real economy, as well as how these connections affect the impact of economic policies over time.</li> <li>IV. Establish a macroeconomic aggregate demand and supply model and use it to show macroeconomic challenges and potential fiscal and monetary policy solutions.</li> </ol> |
| <p><b>B Com (Honours) in Accounting &amp; Finance</b><br/> <b>Semester 3</b></p> |  |   |
| <p><b>C5T: Human Resource management</b></p>                                     | <ol style="list-style-type: none"> <li>I. Introduction</li> <li>II. Acquisition of Human Resource</li> <li>III. Training and Development</li> <li>IV. Performance Appraisal</li> <li>V. Maintenance</li> </ol>                 | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Developing effective coordination and communication within the organization.</li> <li>II. Acquiring the right man for the right job at the right time in the right quantity, developing through the right kind of training, utilizing the selected workforce, and maintaining the workforce.</li> <li>III. Embracing wider societal and ethical developments.</li> <li>IV. To provide a climate for employees to discover, develop and use their knowledge for the betterment of the organization.</li> </ol>  |

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| <p><b>C6T: Income Tax Law and Practice (T+P)</b></p>      | <p><b>Unit 1:</b> Introduction -Basic concepts<br/>Residential status<br/><b>Unit 2:</b> Computation of Income<br/>under Income from Salaries;<br/>Income from house property<br/><b>Unit 3:</b> Computation of Income<br/>under Profits and gains of<br/>business or profession;<br/>Capital gains; Income from<br/>other sources<br/><b>Unit 4:</b> Computation of Total<br/>Income and Tax Liability<br/><b>Unit 5:</b> Preparation of Return of<br/>Income<br/><b>Practical:</b> Preparation of Return of<br/>Income – Manual &amp;<br/>Online and TDS</p> | <p><b>After completion of the course students will be able to:</b></p> <p><b>I.</b> Students will be able to identify the technical terms related to direct taxation. Understand the various provisions of Income Tax under the Income Tax Act<br/><b>II.</b> compute income from salaries, house property, business/profession, capital gains and income from other sources.<br/><b>III.</b> compute the net total income and the total tax liability of an individual assessee and compute the taxable income and tax for a partnership firm. considering the income from all heads of income and the deduction under Chap VI- A of the Income tax act, 1961<br/><b>IV.</b> understand the practical aspects of the provisions of income tax and Filing of returns: Manually, online filing of Returns of Income &amp; TDS.</p> |
| <p><b>C7T: Management Principles and Applications</b></p> | <p>I. Introduction of Management Principles and Applications<br/>II. Planning<br/>III. Organizing<br/>IV. Staffing and leading<br/>V. Control</p>  | <p><b>After completion of the course students will be able to:</b></p> <p>I. Explain how the organization is managed its different problems by principles of management.<br/>II. Apply function of Management for the economic development of the society.<br/>III. Use business strategy to assess the business environment in terms of economic and social aspects.<br/>IV. Acquire problem-solving and critical thinking skills that can be applied to business and management.</p>  |
| <p><b>GE3T: Business Statistics (T+P)</b></p>             | <p>I. Statistical Data and Descriptive Statistics<br/>II. Probability and Probability Distributions<br/>III. Simple Correlation and Regression Analysis<br/>IV. Index Numbers<br/>V. Time Series Analysis<br/>VI. Sampling Concepts, Sampling Distributions, and Estimation<br/>VII. Excel application of Statistics</p>   | <p><b>After completion of the course students will be able to:</b></p> <p>I. Demonstrate how and when to use statistics, data collection, sampling, and tabulation to solve problems.<br/>II. Understand and solve problems using measures of central tendency and dispersion.<br/>III. Develop problem-solving skills in correlation and regression analysis, as well as index numbers and time series.<br/>IV. Provide an overview of probability theory and probability distributions with statistical analysis in general. Additionally, students will be able to use their knowledge of statistics to complete simple problems using a computer (MS Excel).</p>  |

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| <p><b>SEC1 : E-Commerce</b></p>  | <p><b>Unit 1:</b> Introduction and Technology used in E-commerce<br/> <b>Unit 2:</b> Security and Encryption<br/> <b>Unit 3:</b> IT Act 2000 and Cyber Crimes<br/> <b>Unit 4:</b> E-payment System<br/> <b>Unit 5:</b> On-line Business Transactions<br/> <b>Unit 6:</b> Web site designing</p>                        | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Understand the meaning, nature, concepts, advantages, disadvantages, and reasons for transacting online, types of E-Commerce, e-commerce business models applicable laws, and guidance governing E-Commerce.</li> <li>II. Grasp the knowledge about the World Wide Web and the internet, designing, building, and launching e-commerce websites.</li> <li>III. Comprehend the various aspects of the e-commerce security environment, security threats in the E-commerce environment, and technology solutions. Recognize applicable laws and guidelines governing E-Commerce such as IT Act 2000.</li> <li>IV. Understand the various types of E-payment systems and their procedure, working, and legal position. Comprehend the various aspects of risks involved in e-payments.</li> </ol>  |
| <p><b>B Com (Honours) in Accounting &amp; Finance</b><br/> <b>Semester 4</b></p> |  |  |
| <p><b>C8T: Cost Accounting</b></p>   | <p><b>Unit 1:</b> Introduction<br/> <b>Unit 2:</b> Elements of Cost: Material and Labour<br/> <b>Unit 3:</b> Elements of Cost: Overheads<br/> <b>Unit 4:</b> Methods of Costing- Unit costing, Job costing, Contract costing, Process costing, Service costing<br/> <b>Unit 5:</b> Book Keeping in Cost Accounting</p> | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. know the insight of the cost accounting principles applicable to business and helps for (i) ascertainment of cost, (ii) determination of selling price, (iii) cost control and cost reduction, (iv) ascertaining the profit of each activity, (v) assisting management in decision-making.</li> <li>II. be exposed to the different methods of allocation and absorption of overheads based on individual business activities and get the concept of making departments responsible for their operations rather than focusing on departments.</li> <li>III. help in learning the methods of strategically managing costs and methods of pricing and develop a competitive edge in products quality, customer service, brand image etc. for maximization of profits.</li> <li>IV. help in accumulating and interpreting costs, including job costing, marginal costing, process costing, standard costing, activity-based costing, throughput analysis, and direct costing for assisting the management in decision making in cost controlling and making strategic planning and decision on improving cost efficiency.</li> </ol> |

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| <p><b>C9T: Business Mathematics (T+P)</b></p>              | <p><b>Unit 1:</b> Matrices and Determinants<br/> <b>Unit 2:</b> Calculus I<br/> <b>Unit 3:</b> Calculus II<br/> <b>Unit 4:</b> Mathematics of Finance<br/> <b>Unit 5:</b> Linear Programming</p>  | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Understand the business application of Matrices and Determinants, system of linear equations using matrix inversion Method and Cremer's Rule, and the Leontief Input Output Model.</li> <li>II. Grasp the knowledge about mathematical functions and their types, logarithmic function, differentiation, maxima and minima involving second or higher order derivatives and application of maximum and minimum in business and economic Problems.</li> <li>III. Grasp the knowledge about partial differentiation, integration, and application of integration to marginal decision making.</li> <li>IV. Understand the application of compounding and discounting techniques and different types of annuities in business and economics.</li> <li>V. Understand the formulation of linear programming problem (LPP) and solution through graphical and simplex method.</li> </ol> |
| <p><b>C10T: Computer Application in Business (T+P)</b></p> | <ol style="list-style-type: none"> <li>I. Word Processing</li> <li>II. Preparing Presentations</li> <li>III. Spreadsheet and its Business Applications</li> <li>IV. Creating Business Spreadsheet</li> <li>V. Database Management System</li> </ol> | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Understand when each of the Microsoft Office apps (Word and PowerPoint) should be used to write professional and academic documents.</li> <li>II. Create and design a spreadsheet for general office use.</li> <li>III. Possess a working knowledge of basic functions and formulas in MS-Excel.</li> <li>IV. Use SQL, the standard language for relational databases, and describe data models and schemas in DBMS.</li> </ol>  |

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| <p><b>GE-4: Indian Economy</b></p>   | <ol style="list-style-type: none"> <li>I. Basic Issues in Economic Development</li> <li>II. Basic Features of the Indian Economy at Independence</li> <li>III. Policy Regimes</li> <li>IV. Growth, Development, and Structural Change</li> <li>V. Sectoral Trends and Issues</li> </ol>             | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Know the complexities of the Indian economy</li> <li>II. Capable of comprehending government policies and initiatives</li> <li>III. Able to comprehend how economic development might be aided by planning and infrastructural assistance</li> <li>IV. Gain a better understanding of the many segments of the Indian economy</li> </ol>  |
| <p><b>SEC-2: Personal Selling and Salesmanship</b></p>                           | <ol style="list-style-type: none"> <li>I. Introduction to personal selling</li> <li>II. Buying motives</li> <li>III. Selling process</li> <li>IV. Sales Report</li> </ol>   | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Understand the different approaches of the selling process and how to prepare daily or periodical sales reports.</li> <li>II. To analyze Maslow's theory of need hierarchy, dynamics nature of motivation for personal selling system.</li> <li>III. Use current business Strategy for development of salesmanship.</li> <li>IV. Explain closing the sale and post-sales activities.</li> </ol>   |
| <p><b>B Com (Honours) in Accounting &amp; Finance</b><br/> <b>Semester 5</b></p> |   |  |
| <p><b>C11T: Principles of Marketing</b></p>                                      | <ol style="list-style-type: none"> <li>I. Introduction of principles of Marketing</li> <li>II. Consumer behavior, market segmentation</li> <li>III. Product</li> <li>IV. Pricing distribution channels and physical distribution</li> <li>V. Promotion, recent development in marketing.</li> </ol> | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Explain different consumer behavior, market sentiment, pricing systems, and distribution channels of the market.</li> <li>II. Understand physical distribution, sales Promotion for the development of market segmentation.</li> <li>III. Demonstrate how and when to use advertising, public relations, sales Promotion, and factors affecting Promotion mix decisions.</li> <li>IV. Development thinking skills that can be applied to business and marketing.</li> </ol> |

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| <p><b>C12T:<br/>Fundamentals<br/>of Financial<br/>Management<br/>(T+P)</b></p>                  | <ol style="list-style-type: none"> <li>I. Introduction-Nature, scope and objective of Financial Management, Time value of money, Risk and return</li> <li>II. Investment Decisions</li> <li>III. Financing Decision</li> <li>IV. Dividend Decisions</li> <li>V. Working Capital Decisions</li> </ol> | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Develop an understanding of the concept of the time value of money and calculate the value of cash flows relating to several financial instruments.</li> <li>II. Analyze the main ways of raising capital to deal with day-to-day working capital decisions; and also longer-term dealing, which involves major capital investment decisions and raising long-term finance.</li> <li>III. Integrate the concept and apply the financial concepts to calculate ratios and do the capital budgeting</li> <li>IV. Gauge the value of cash flows relating to several financial instruments as well as diverse projects under consideration by the firm.</li> </ol>  |
| <p><b>DSE -1:<br/>Management<br/>Accounting</b></p>   | <p><b>Unit 1:</b> Introduction<br/><b>Unit 2:</b> Budgetary Control<br/><b>Unit 3:</b> Standard Costing<br/><b>Unit 4:</b> Marginal Costing<br/><b>Unit 5:</b> Decision Making<br/><b>Unit 6:</b> Contemporary Issues</p>  | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. help to reconcile standard profit and actual profit and find out weak point regarding fulfilment of standard through variance analysis.</li> <li>II. help in preparing budget through master budget for future period and inducing the overall control on the concern by introduction standard cost method and variance analysis.</li> <li>III. help in decision making in finding out profitable product mix ,make or by decision for a particular product and know the various methods of pricing through marginal costing</li> <li>IV. know the contemporary issues like responsibility accounting, Performance Measurement and Transfer Pricing.</li> </ol> |
| <p><b>DSE-2:<br/>Financial<br/>Markets,<br/>Institutions<br/>and Financial<br/>Services</b></p> | <ol style="list-style-type: none"> <li>I. Financial System and its Components</li> <li>II. Financial Markets</li> <li>III. Financial Institutions</li> <li>IV. Financial Services</li> <li>V. Leasing and hire–purchase</li> </ol>   | <p><b>After completion of the course students will be able to:</b></p> <ol style="list-style-type: none"> <li>I. Know the significance and function of the financial system in relation to the macroeconomic environment.</li> <li>II. Demonstrate knowledge of the Indian financial services sector's current structure and regulation.</li> <li>III. Analyze and develop marketing strategies for financial products and services.</li> <li>IV. Provide students with the knowledge and skills needed to find work in the financial services industry</li> </ol>   |



| <b>B Com (Honours) in Accounting &amp; Finance</b><br><b>Semester 6</b> |  |   |
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| <b>C13T: Auditing and Corporate Governance</b>                          | <b>Unit 1:</b> Introduction of Auditing<br><b>Unit 2:</b> Audit of Companies<br><b>Unit 3:</b> Special Areas of Audit<br><b>Unit 4:</b> Corporate Governance<br><b>Unit 5:</b> Business Ethics<br><b>Unit 6:</b> Corporate Social Responsibility (CSR) | <b>After completion of the course students will be able to:</b> <ol style="list-style-type: none"> <li>I. Define audit and understand the objectives of audit, principles and techniques governing audit etc.</li> <li>II. Understand the different types of audit and relationship with other disciplines.</li> <li>III. Understand audit planning, materiality and overall audit strategy for an audit.</li> <li>IV. Concept of Internal Control – Internal Check and Internal Audit.</li> <li>V. Gain knowledge of vouching and verification of Assets &amp; Liabilities.</li> <li>VI. Understand the provision relating to qualifications and disqualifications, appointment, Rotation, Removal, Remuneration, rights and duties of Statutory Auditors under the Companies Act 2013.</li> <li>VII. Gain the knowledge of special areas of audit such as Cost audit, Tax audit, and Management audit, audit in EDP environment, computer aided audit techniques and tools.</li> <li>VIII. Basic understanding of Auditing Standards issued by ICAI and relevant case studies/problems.</li> <li>IX. Understand the concept of Corporate Governance, theories and models relating to it. Major Corporate Scandals in India and abroad, Corporate Governance issues noticed in various corporate failures, Codes &amp; standards on Corporate Governance.</li> <li>X. Define morality and ethics, business values and ethics. Understand the approaches and practices of business ethics, corporate ethics, ethics programs.</li> <li>XI. Gain the knowledge of Rating Agencies; Green Governance; Clause 49 and Listing Agreement.</li> </ol> |

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|  |  | <p>XII. Understand the concept of CSR, relationship of Strategic Planning and Corporate Social Responsibility;</p> <p>XIII. relationship of CSR with Corporate Sustainability; CSR, CSR and Corporate Governance; CSR provisions under the Companies Act 2013. Understand the different CSR Models, Codes, and Standards on CSR</p>  |
| <b>C14T: Indirect Tax Law</b>            | <p>I. Basic concept of Indirect taxes, GST and its Constitutional framework</p> <p>II. Levy of GST Registration Composition Levy Scheme, Taxable events, Composite and Mixed Supplies, Place of Supply, GST Returns, Exemption from GST</p> <p>III. Time and Valuation of Supply</p> <p>IV. Tax Credit and Payment of GST</p> <p>V. Customs Law: Basic concepts, Types of custom duties, Valuation, Customs Procedures, Baggage, Exemptions.</p> | <p><b>After completion of the course students will be able to:</b></p> <p>I. To understand the basic principles underlying the Indirect Taxation Statutes (with reference to Goods &amp; Service Tax Act 2017) and to compute the amount of CGST, SGST, and IGST payable after considering the eligible input tax credit.</p> <p>II. To examine the method of the tax credit. Inflows and outflows, tax imposition, tax exemption, tax deduction, Delivery of goods and services, Tax rates, Periodic tax returns. Place of delivery of goods and services and its impact on GST.</p> <p>III. Develop the understanding of the basic and practical aspects of customs law</p> <p>IV. To value the imported and export goods for payment of duty and understand clearance procedures involved in importation and exportation of goods</p> |
| <b>DSE-3: Fundamentals of Investment</b> | <p>I. The Investment Environment</p> <p>II. Fixed Income Securities</p> <p>III. Approaches to Equity Analysis</p> <p>IV. Portfolio Analysis and Financial Derivatives.</p> <p>V. Investor Protection</p>   | <p><b>After completion of the course students will be able to:</b></p> <p>I. Understand different investment alternatives in the market and how securities are traded in the market</p> <p>II. To analyze and price different securities including fixed-income bonds.</p> <p>III. Be able to manage a portfolio and explain the concept of diversification, including the risk and return relationship, and calculate optimal weights for a portfolio comprising of two financial assets.</p> <p>IV. Understand the basics of derivatives.</p>  |

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| <b>DSE-4:<br/>International<br/>Business</b> | <ol style="list-style-type: none"><li>I. Introduction to International Business and International Business Environment</li><li>II. Theories of International Trade and International Organizations and Arrangements</li><li>III. Regional Economic Co-operation and International Financial Environment</li><li>IV. Organizational structure for international business operations and Developments and Issues in International Business</li><li>V. Foreign Trade Promotion Measures and Organizations in India and Financing of foreign trade and payment terms</li></ol> | <b>After completion of the course students will be able to:</b> <ol style="list-style-type: none"><li>I. Explain how the company is expanding internationally and the significant difficulties that are affecting its operations in other nations.</li><li>II. Utilize socioeconomic and cultural frameworks to compare and contrast cultures and societies from all across the world.</li><li>III. Use current business phenomena to assess the global business environment in terms of economic, social, and legal aspects.</li><li>IV. Acquire problem-solving and critical thinking skills that can be applied to business and management.</li></ol> |
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# VIVEKANANDA MISSION MAHAVIDYALAYA

## Department of Environment Studies

### Programme Specific Outcome (PSO) - Course Outcome (CO)

#### Programme Specific Outcome (PSO) –

1. *Environmental studies are all about learning the way we should live and how we can develop sustainable strategies to protect the environment.*
2. *Environmental studies are helps individuals to develop an understanding of living and physical environment and how to resolve challenging environments issues affecting nature.*
3. *It also emphasizes the need to conserve biodiversity and adopt a more sustainable lifestyle and utilize recourse in a responsible way.*
4. *Activities such as conducting awareness programs and rallies can prevent the degradation of the environment.*
5. *Students are participating in the mass movement to protect nature.*
6. *Environmental studies also help the all students to develop the knowledge and skill requires to address challenging environmental issues.*
7. *Pursue a full-time career in environment studies.*

| Semester      | Core Courses                         | Content of VU Syllabus   | Course Outcomes (CO)  |
|---------------|--------------------------------------|--|---|
|               |                                      |  | <i>Under mentioned Units introduces the learner learn about</i>   |
| <b>SEM-II</b> | <b>AECC – Environmental Studies)</b> | <p><b>Environmental Studies</b></p> <p><b>Unit 1: Introduction to environmental studies</b></p> <ul style="list-style-type: none"> <li>• Multidisciplinary nature of environmental studies;</li> <li>• Scope and importance; Concept of sustainability and sustainable development.</li> </ul> <p><b>Unit 2: Ecosystems</b></p> <ul style="list-style-type: none"> <li>• What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:</li> </ul> <p>a) Forest ecosystem</p> | <p><b>After completion of this course students will be able to:</b></p> <ol style="list-style-type: none"> <li>a) Understand the concept of sustainability and sustainable development in environmental studies.</li> <li>b) Explain about the Structure and function of ecosystem and how to Energy flow in an ecosystem.</li> </ol> |

- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Joint forest management.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

**Unit 4: Biodiversity and Conservation**

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

**Unit 5: Environmental Pollution**

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies.
- Noise pollution.

**Unit 6: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water

- c) They explain the effect of natural resources as land, water, energy resource in environment and how to use them by renewable.
- d) They able to know the concept about the levels of **Biodiversity and Conservation.**
- e) **Explain the main reason behind the environment pollution and they will know how to get rid of environment pollution.**
- f) Learn about various Environment laws, Environment Protection Act and different policies and uses.
- g) Understand the concept of Human population growth and how to Impacts on environment, human health and welfare.
- h) They will Visit to different area for data collection as Urban/Rural/Industrial/Agricultural Coastal area etc. to do research on the environment.

(Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.
- Environmental policy and gender issues.

**Unit 7: Human Communities and the Environment**

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

**Unit 8: Field work**

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site--- Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems---pond, river, Delhi Ridge, etc.
- Disaster management.
- Coastal ecosystem.

## **B.Sc. Honours in Geography**

### **Programme Specific Outcome**

- I. Students are developing a strong foundation of Geotectonics like Plate Tectonics, Continental drift theory, internal structure of the earth and Geological history of the Earth and Geological time scale.
- II. They also understanding the basics of Geomorphology, Applied Geomorphology, Biogeography, Soil Geography and instrumentation techniques and their applications to examine and appreciate the inherent complexity of landscape systems at micro level.
- III. Students are conceptualizing the basic atmospheric and climatic phenomena of the earth and their effect on mankind as well as biosphere.
- IV. They are developing advanced level concepts of Remote Sensing and Geographical Information System and their applications in present day situation.
- V. They understand the principles and applications of Hydrology and Oceanography to address water resource and environment related problems in the Earth.
- VI. Students are conceptualizing the Social, Cultural, Political, Settlement Geography and the ethical considerations associated with their environmental impact on human society.
- VII. They also are making a knowledge base of the development of Geography by going through Geographical Thought from the ancient time to modern time.
- VIII. They are undertaking an analytical approach to design and completing field work in the above areas following land use and questionnaire survey for developing this particular area.
- IX. Students are Acquiring, analyzing and interpreting the statistical data to arrive at unbiased conclusions about problems and devising alternatives to existing procedures.
- X. They are developing the concepts of Environment and their applications in present day situation in Human society.

## B.Sc. Honours in Geography

### Course Outcome

| Course Code | Course Name                              | Course Outcome   |
|-------------|--|--|
| GEOHCC01    | Geotectonics and Geomorphology           | It helps to Understand the form, arrangement, processes of the structure of rock masses of the Earth crust and the actions the Earth surfaces.   |
| GEOHCC02    | Cartographic Techniques lab              | It helps us visualise spatial distributions and relationships of different attributes.   |
| GEOHCC03    | Human Geography                          | It discusses the human societies and their culture, development, economy and politics, all within the environment.   |
| GEOHCC04    | Cartograms and Thematic Mapping +lab     | It helps to involve the superimposition of political, cultural, or other non geographical divisions on to the representation of a geographical area. Map is produced in lab.   |
| GEOHCC05    | Climatology                              | It helps people to understand the atmospheric conditions that cause weather patterns and temperature changes over time.  |
| GEOHCC06    | Statistical methods in Geography         | It is applied in all fields of academic research; wherever data are collected and summarized or wherever any numerical information is analyzed and interpreted.  |
| GEOHCC07    | Geography of India                       | It helps to know the physical, cultural and economic aspect of the country.  |
| GEOHCC08    | Regional planning and development        | It helps to know the specific unique characteristics of places related to their culture, economy, topography, climate, politics and environmental factors for the development of this area.  |
| GEOHCC09    | Economic Geography                       | It helps to know the spatial aspects of wealth and poverty, innovation and productivity, trade and exchange, and the world's non-random distribution of its physical and human resources.  |
| GEOHCC10    | Environmental Geography +lab             | It describes interactions between humans and the natural world and its impact on Human Society.  |
| GEOHCC11    | Field work and Research Methodology +lab | Fieldwork provides an opportunity for students to develop their knowledge and appreciation of a wide range of different environments. Research methodology helps to identify, select, process, and analyze information about a specific topic. |
| GEOHCC12    | Remote sensing and GIS +lab              | It helps to acquiring details about an object without physical contact, on-site observation using satellite or aircraft.   |
| GEOHCC13    | Evolution of Geographical thought        | It emphasise the importance of geographic thought and its relevance to our understanding of what it is to be human, and to the people, places, and cultures of the world.  |
| GEOHCC14    | Disaster Management +Project work        | It helps to build an appreciation for the challenges and complexities involved in Disaster Management and should encourage students to reflect and spur creative ways for solving problems.  |
| GEOHGE01    | Disaster Management                      | It helps to build an appreciation for the challenges and complexities involved in Disaster Management .  |
| GEOHGE02    | Geospatial Technology                    | Geospatial technology enables to acquire data that is referenced to the earth and use it for analysis, modelling,  |



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|          |  | Simulations and visualization and interpretation.  |
| GEOHGE03 | Geography of Tourism                           | It helps to know about the spatial and temporal dynamics, interactions between the tourism resources of the country.   |
| GEOHGE04 | Climatic change: Vulnerability and Adaptations | climate change vulnerability may provide a method to enhance Identification of species at risk of extinction.  |
| GEOHSE01 | Coastal management                             | It helps to protect homes and businesses from being damaged and even destroyed by coastal erosion or flooding.   |
| GEOHSE02 | Research Methods/                              | It helps to involves all the processes of field investigation, data collection, data processing and analysis, data classification and interpretation , tests and its of significance.                                  |
| GEOHDS01 | Hydrology and Oceanography                     | Hydrologists say on their understanding of how water interacts with its environment.<br>Oceanography is important today as climate change, pollution, and other factors are threatening the ocean and its marine life. |
| GEOHDS02 | Resource Geography                             | It helps to study the spatial variation in the physical stuffs with regard to their appraisal by humans. This appraisal makes the stuff as a resource.   |
| GEOHDS03 | Population Geography                           | Population geography deals with the demographic issues, Population processes, population policy on the connection between people and places.   |
| GEOHDS04 | Urban Geography                                | It can help us have a better understanding of the economics of within cities and recognize the small things that are involved in local, national, and international scales.  |

### **Programme Specific Outcome: B.Sc. Honours (Chemistry)**

The purpose of the undergraduate chemistry program is to provide the key knowledge base and laboratory resources to prepare students for careers as professionals in the field of chemistry.

Students will have a firm foundation in the fundamentals and application of current chemical and scientific theories including those in Analytical, Inorganic, Organic and Physical Chemistries.

Students will be skilled in problem solving, critical thinking and analytical reasoning as applied to scientific problems.

Students will be able to clearly communicate the results of scientific work in oral, written and electronic formats.

Students will be able to explore new areas of research in both chemistry and allied fields of science and technology.

Students will appreciate the central role of chemistry in our society and use this as a basis for ethical behavior in issues facing chemists including an understanding of safe handling of chemicals, environmental issues and key issues facing our society in energy, health and medicine.

Students will be able to explain why chemistry is an integral activity for addressing social, economic, and environmental problems.

Finally, they will be sufficiently trained to get employment in Govt. sector, non Govt. sector in chemical/ pharmaceutical industry and other areas.

## Course Outcome: B.Sc. Honours (Chemistry)

| Course Code | Course Name                         | Course Outcome  |
|-------------|-------------------------------------|---|
| CEMHCC01    | C1T<br>C1P<br>Organic Chemistry     | Understanding about structure, bonding, stability, physical properties of organic molecules and reaction intermediates, MOT, aromaticity, and stereochemistry<br>Learn the process to separate the components of binary solid mixture by using common laboratory reagents, determine the boiling point of organic liquids     |
| CEMHCC02    | C2T<br>C2P<br>Physical Chemistry    | Learn about kinetic theory and gaseous state, develop the concept of various thermodynamic parameters and functions, laws thermodynamics, reaction kinetics, rate law, order and molecularity etc<br>Learn to carry out experiments related to chemical thermodynamics and kinetics   |
| CEMHCC03    | C3T<br>C3P<br>Inorganic Chemistry   | Knowledge about structure of atoms, chemical periodicity, concept of acid and base and concept of redox and precipitation reactions<br>Learn about various types of titration methods such as acid-base and redox titration   |
| CEMHCC04    | C4T<br>C4P<br>Organic Chemistry     | Learn the concept of acid-base, tautomerism, reaction kinetics, substitution reaction at saturated carbon, elimination reaction and axial chirality<br>Learn how to perform chemical reactions like hydrolysis, diazotisation, bromination etc  |
| CEMHCC05    | C5T<br>C5P<br>Physical Chemistry    | Develop the concept of viscosity, conductance and chemical equilibrium, chemical potential, a brief knowledge about quantum mechanics<br>Practical knowledge about partition coefficient, conductometric titration, determination of $K_a$  |
| CEMHCC06    | C6T<br>C6P<br>Inorganic Chemistry   | Knowledge about different types of bonds in molecules, MO diagram small molecules, weak chemical forces and radioactivity.<br>Practical knowledge about the gravimetric estimation of metal ions  |
| CEMHCC07    | C7T<br>C7P<br>Organic Chemistry     | Knowledge about the chemistry of alkene and alkynes, aromatic substitution, carbonyl chemistry and organometallic chemistry<br>Practical idea about special elements (N, S and halogen), detection of functional group,   |
| CEMHCC08    | C8T<br>C8P<br>Physical Chemistry    | Understanding about colligative property, Phase rule, binary solution, ionic equilibrium, electromotive force and quantum chemistry.<br>Practical idea about potentiometric titration, phase diagram, pH metric titration, and<br>determination of solubility product of sparingly soluble salt                               |
| CEMHCC09    | C9T<br>C9P<br>Inorganic Chemistry   | Concept of metallurgy, s, p block element, noble gas, coordination chemistry and inorganic polymer.<br>A practical idea about gravimetric estimation of metal ions, and preparation of complex compounds  |
| CEMHCC10    | C10T<br>C10P<br>Organic Chemistry   | Knowledge about nitrogen containing compounds, rearrangement reaction, organic spectroscopy like IR, NMR, UV and retrosynthetic approach in organic synthesis<br>Practical idea about estimation of biologically important compounds like glucose, sucrose, vit C etc.  |
| CEMHCC11    | C11T<br>C11P<br>Inorganic Chemistry | Knowledge about bonding, magnetic and spectral properties of coordination compounds, chemistry of d- and f- block elements (Lanthanoids and Actinoids)<br>Carrying out gravimetry estimation of ions.   |
| CEMHCC12    | C12T<br>C12P<br>Organic Chemistry   | Understanding structures, functions and preparative methods of carbohydrates, heterocyclic compounds, bio molecules and stereochemistry of cyclic compounds<br>Learn procedure to carry out chromatographic separations of a mixture of selected organic compounds and identification of compounds by IR & $^1H$ NMR methods. |
| CEMHCC13    | C13T<br>C13P<br>Inorganic           | Gain the knowledge of bioinorganic chemistry, organo-metalic chemistry and their application in our daily life, understanding of kinetics and mechanism of reactions of inorganic complexes/reactions and the role of catalysis   |

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|                 | <b>Chemistry</b>   | Learn procedures to carry out qualitative semi-micro analysis of mixtures containing four radicals.  |
| <b>CEMHCC14</b> | <b>C14T<br/>C14P<br/>Physical<br/>Chemistry</b>                    | Understanding of theory and important applications of Microwave, IR, Raman, UV, NMR, ES spectroscopy, photochemistry and surface related phenomena<br>Learn experiments for determination of surface tension, pH, CMC and kinetic study of chemical reactions                        |
| <b>CEMHSE01</b> | <b>SEC1T<br/>SEC1P<br/>Pharmaceuti-<br/>cal chemistry</b>          | Knowledge on the structure, chemistry and therapeutic value of drugs, synthesis and properties of some representative drugs (antiviral, antimicrobial, analgesic etc)<br>Hands on experience on preparative methods and analysis of some drugs                                       |
| <b>CEMHSE02</b> | <b>SEC2T<br/>SEC2P<br/>Pesticide<br/>chemistry</b>                 | Understanding of the chemical nature, formulation, toxicity and action etc. of different pesticides, insecticides, fungicides and herbicides and their uses<br>Practical knowledge about the preparation of pesticides.  |
| <b>CEMHDS01</b> | <b>DSE1T<br/>DSE1P<br/>Advanced<br/>Physical<br/>Chemistry</b>     | Knowledge about crystal Structure, symmetry, statistical thermodynamics, specific heat of solid, adiabatic demagnetization, polymers<br>A hand on experiment on developing computer programming for chemical equations   |
| <b>CEMHDS02</b> | <b>DSE2T<br/>DSE2P<br/>Analytical<br/>Methods in<br/>Chemistry</b> | Understanding about the diverse qualitative and quantitative aspects of analysis, knowledge about various analytical techniques used for analysis and separation purpose optical methods of analysis, Thermal methods of analysis, electro analytical methods, separation techniques |
| <b>CEMHDS03</b> | <b>DSE3T<br/>DSE3P<br/>Green<br/>chemistry</b>                     | Understanding the Principles, methodologies and techniques in Green Chemistry, knowledge about the green route for chemical reaction for sustainable development   |
| <b>CEMHDS04</b> | <b>DSE4T<br/>DSE4P<br/>Polymer<br/>Chemistry</b>                   | A detail concept about the history of polymeric materials, functionality and its importance, kinetics of polymerization, crystallization and crystallinity, nature and structure of polymers, Determination of molecular weight of polymers, Tg, Polymer Solution                    |
| <b>CEMHGE01</b> | <b>GE1T<br/>GE1P</b>   | Conceptual idea about an atom, knowledge about periodic table, acid, base, redox reaction, fundamental of organic chemistry, aliphatic hydrocarbon, stereochemistry<br>Detection of organic functional group. and gravimetric estimation of metal ions                               |
| <b>CEMHGE02</b> | <b>GE2T<br/>GE2P</b>   | Knowledge about kinetic theory of gas and real gas, Property of liquids and solids, knowledge about reaction kinetics, bonding and molecular structure, p block elements<br>Practical knowledge in determination of surface tension and viscosity of liquid                          |
| <b>CEMHGE03</b> | <b>GE3T<br/>GE3P</b>   | Understanding of chemical energy, stability of a reaction, concept of ionic equilibrium, organometallics, alcohols, alkyl halide and carbonyl compounds<br>A practical idea about determination of enthalpy, heat capacity, pH of various solutions                                  |
| <b>CEMHGE04</b> | <b>GE4T<br/>GE4P</b>   | Understanding about solution, phase equilibria, conductance and electromotive force, concept of environmental chemistry<br>Practical learning about potentiometric titration, conductometric titration and detection critical solution temperature of binary solution mixture        |

### **Programme Specific Outcome: B.Sc. General (Chemistry)**

The purpose of the undergraduate chemistry program is to provide the key knowledge base and laboratory resources to prepare students for careers as professionals in the field of chemistry.

Students will have a firm foundation in the fundamentals and application of current chemical and scientific theories including those in Analytical, Inorganic, Organic and Physical Chemistries.

Students will be skilled in problem solving, critical thinking and analytical reasoning as applied to scientific problems.

Students will be able to clearly communicate the results of scientific work in oral, written and electronic formats.

Students will be able to explore new areas of research in both chemistry and allied fields of science and technology.

Students will appreciate the central role of chemistry in our society and use this as a basis for ethical behavior in issues facing chemists including an understanding of safe handling of chemicals, environmental issues and key issues facing our society in energy, health and medicine.

Students will be able to explain why chemistry is an integral activity for addressing social, economic, and environmental problems.

Finally, they will be sufficiently trained to get employment in Govt. sector, non Govt. sector in chemical/ pharmaceutical industry and other areas.

### Course Outcome: B.Sc. General (Chemistry)

| Course Code | Course Name        | Course Outcome   |
|-------------|--------------------|--|
| CEMGCC01    | DSC 1AT,<br>DSC1AP | To understand the extra-nuclear structure of atom, knowledge of Chemical Bonding and Molecular Structure , general organic chemistry & aliphatic hydrocarbons. Practically Volumetric Analysis and identification of extra elements organic compounds and separation of mixtures by Chromatography |
| CEMGCC02    | DSC1BT,<br>DSC1BP  | A detail knowledge about chemical energy, ionic equilibria, chemical equilibria and all aromatic hydro carbons. Practical knowledge about the determination of different enthalpy and heat capacity.   |
| CEMGCC03    | DSC1CT,<br>DSC1CP  | A detail knowledge about solution chemistry, phase equilibria, conductance and electro chemistry. A conceptual idea about different bio organic compounds. Practical knowledge about the potentiometric and conductometric titration and a practical knowledge related to bioorganic compounds.    |
| CEMGCC04    | DSC1DT,<br>DSC1DP  | A vast knowledge about coordination chemistry, VBT, CFT, solid, liquid and kinetic theory of gas. Practical knowledge about cation and anion radical detection, and use spectroscopic methods related to the metal complexes.  |
| CEMGSE01    | SEC 1T,<br>SEC1P   | A basic idea about the analysis methods of soil, water food and a concept about ion exchange and chromatography. Practical knowledge of food analysis and separation of compounds by TLC and ion exchange.   |
| CEMGSE02    | SEC 2T<br>SEC2P    | Basic understanding of the structures, properties and functions of carbohydrates, lipids and proteins and related practical knowledge  |
| CEMGSE03    | SEC3T,<br>SEC3P    | conceptual knowledge about Drugs & Pharmaceutical chemistry and a practical knowledge related to this  |
| CEMGSE04    | SEC4T<br>SEC4P     | A basic knowledge about pesticide chemistry.   |
| CEMGDSE01   | DSE 1T,<br>DSE 1P  | Conceptual idea about Introduction and history of polymeric materials, Kinetics of Polymerization, Properties of Polymers. In practical will learn Polymer synthesis, characterization and analysis  |
| CEMGDSE02   | DSE 2T,<br>DSE 2P  | A vast knowledge about the application of computer in chemistry. Practical knowledge about the programming of chemical equation.   |

## Programme specific outcome

### Physics (Hons.)

After successful completion of the programme physics (Hons.), a student should be able to :

1. Understand the basic physics with mathematics.
2. Know the importance of mathematics and python programme in physics.
3. Solve the problem and also think step by step methodically and finally draw a logical conclusion.
4. Carry out, record and analyse the results of physics experiments.
5. Create an awareness of the impact of physics on the society, and development outside the scientific community.
6. Get knowledge and conception about topics in courses are essential to understand the higher level physics and engineering and research.

### Physics (Generic Elective)

After successful completion of the programme physics (GE), a student should be able to :

1. learn all the fundamental concepts of quantum mechanics, statistical mechanics, solid state physics, electronics in a wholesome manner such that he / she will be able to teach the subject confidently.
2. They will be well equipped with the expertise and knowledge of a good number of basic physics experiments.

### Physics (DSC)

After successful completion of the programme physics (DSC), a student should be able to :

1. Adapt in hands on activities.
2. Get conversant with different recent trends of scientific works happening in and around.
3. Inculcate the higher values of life that enable them to face any hazard of the future life.

## Course outcome of

### PHYSICS (Hons.)

| Semester | Course Code | Course Name             | Course Outcome  |
|----------|-------------|-------------------------|---|
| I        | PHSHCC1T    | Mathematical Physics- I | The course provides the mathematical tools to know the basic laws of physics and good knowledge of vector calculus and probability. |

|            |                 |  |   |
|------------|-----------------|--|---|
|            |                 |  |   |
|            | <b>PHSHCC1P</b> | Mathematical Physics- I Lab                                      | The lab course provides basic knowledge of computational skills.  |
|            | <b>PHSHCC2T</b> | Mechanics  | The course deals with fundamentals of dynamics, collisions, elasticity and fluid motion. Gravitation and central forces are also discussed in this paper.                                       |
|            | <b>PHSHCC2P</b> | Mechanics Lab  | This course deals with basic mechanics lab.   |
| <b>II</b>  | <b>PHSHCC3T</b> | Electricity and Magnetism  | The course provides knowledge of electric field and potential, magnetic field and its properties and electromagnetic induction. Electrical circuits and network theorem are also discussed here |
|            | <b>PHSHCC3P</b> | Electricity and Magnetism Lab                                    | This course provides experimental skills on electricity and magnetism.  |
|            | <b>PHSHCC4T</b> | Waves and Optics   | The course deals with the basics of superposition of harmonic oscillators, wave motion and optics like interference, diffraction, holography etc.   |
|            | <b>PHSHCC4P</b> | Waves and Optics Lab   | This course deals with basic optical experiments.   |
| <b>III</b> | <b>PHSHCC5T</b> | Mathematical Physics- II   | This course provides more knowledge about mathematical physics.   |
|            | <b>PHSHCC5P</b> | Mathematical Physics –II Lab                                     | This lab course provides knowledge on numerical computation.  |
|            | <b>PHSHCC6T</b> | Thermal Physics  | This course gives introduction to thermodynamics, thermodynamic relations and kinetic theory of gases.  |
|            | <b>PHSHCC6P</b> | Thermal Physics Lab  | This course enhances experimental skills on thermal physics.  |
|            | <b>PHSHCC7T</b> | Digital Systems and Applications                                 | This paper gives basic knowledge of Digital circuits, Integrated circuits, the structure and use of flip flops, timers counters, registers etc.   |
|            | <b>PHSHCC7P</b> | Digital Systems and Applications Lab                             | This lab deals with digital systems and applications  |
|            | <b>PHSHSEC1</b> | Physics Workshop skill Or electrical Circuits and Network skills | The course enhances skills; it may be on workshop or electric circuits and network.   |
| <b>IV</b>  | <b>PHSHCC8T</b> | Mathematical Physics- III  | The course deals with detail knowledge on mathematical Physics which provides an opportunity for students of physics to master many of the mathematical techniques.                             |
|            | <b>PHSHCC8P</b> | Mathematical Physics –III  | The course is on mathematical physics   |



|           |                  |   |   |
|-----------|------------------|---|---|
|           |                  | Lab   | lab.  |
|           | <b>PHSHCC9T</b>  | Elements of Modern Physics  | This course provides knowledge on elements of modern physics.   |
|           | <b>PHSHCC9P</b>  | Elements of Modern Physics Lab  | The course is on elements of modern physics lab.  |
|           | <b>PHSHCC10T</b> | Analog Systems and Applications   | This course briefs the basics of semiconductor diodes, two terminal devices and their applications. It gives knowledge on transistors, FETs and amplifiers.                     |
|           | <b>PHSHCC10P</b> | Analog Systems and Applications Lab   | This is a course on analog systems and application lab.   |
|           | <b>PHSHSEC2</b>  | Computational Physics or Basic Instrument Skill or Renewable Energy & Energy Harvesting or Applied Optics | The skill enhancement course improves both theoretical and practical skills and knowledge on the concerned subject.   |
| <b>V</b>  | <b>PHSHCC11T</b> | Quantum Mechanics and Applications  | The course provides knowledge on Schrodinger equations, quantum theory of hydrogen like atoms, atoms in electric and magnetic field and many electron atoms.                    |
|           | <b>PHSHCC11P</b> | Quantum Mechanics and Applications Lab  | This is a computational course based on quantum mechanics and applications.   |
|           | <b>PHSHCC12T</b> | Solid State Physics   | The course gives good idea of the structure of solid and its magnetic, dielectric and ferro-electric properties. The fundamentals of superconductivity are also discussed here. |
|           | <b>PHSHCC12P</b> | Solid State Physics Lab   | This is a course on solid state physics lab.  |
|           | <b>DSE-1T</b>    | Classical Dynamics  | This course deals with classical mechanics of point particles, small oscillations, fluid dynamics and special theory of relativity.   |
|           | <b>DSE-1P</b>    | Classical Dynamics  | This course provides knowledge on dynamics lab.   |
|           | <b>DSE-2T</b>    | Nuclear and Particle Physics  | The course deals with general properties of nuclei, nuclear models and reactions, interaction and detection of nuclear radiation and particle physics.                          |
|           | <b>DSE-2P</b>    | Nuclear and Particle Physics  | This course provides knowledge on nuclear and particle physics lab.   |
| <b>VI</b> | <b>PHSHCC13T</b> | Electromagnetic Theory  | The course deals with basics of electromagnetic theory and properties of electromagnetic waves.   |
|           | <b>PHSHCC13P</b> | Electromagnetic Theory  | This course provides knowledge on   |

|  |                  |                                    |   |
|--|------------------|------------------------------------|---|
|  |                  | Lab                                | electromagnetic theory lab.   |
|  | <b>PHSHCC14T</b> | Statistical Mechanics              | The course deals with classical as well as quantum theory of radiation and the basic features of Maxwell-Boltzmann, Bose-Einstein and Fermi-Dirac statistics  |
|  | <b>PHSHCC14P</b> | Statistical Mechanics Lab          | This is a computational course based on statistical mechanics.  |
|  | <b>DSE-3T</b>    | Nanomaterials and applications     | This course expands the world of nanomaterials. The state of the art facts and techniques involved in nanomaterial preparation, comprehensive awareness of use of different instruments for characterizing the materials and their applications in various field. |
|  | <b>DSE-3P</b>    | Nanomaterials and applications Lab | This lab course provides the hands on training on the preparation and characterization of nanomaterials   |
|  | <b>DSE-4T</b>    | Experimental Techniques            | This course enhances knowledge of experimental techniques and working principle, efficiency applications of lab as well as industrial instrumentation.  |
|  | <b>DSE-4P</b>    | Experimental Techniques Lab        | This is a hands on training course on experimental techniques   |

**Course outcome of PHYSICS as Generic Elective**

| Semester   | Course Code  | Course Name                                 | Course Outcome  |
|------------|--------------|---|---|
| <b>I</b>   | <b>GE-1T</b> | Elements of Modern Physics                  | The course is offered to introduce the basic concepts of modern physics and elementary quantum mechanics to the students. |
|            | <b>GE-1P</b> | Elements of Modern Physics Lab              | The lab course provides basic knowledge of elementary modern physics.   |
| <b>II</b>  | <b>GE-2T</b> | Thermal Physics & Statistical Mechanics     | The course deals with introduction to thermodynamics and kinetic theory of gases along with basic statistical mechanics.  |
|            | <b>GE-2P</b> | Thermal Physics & Statistical Mechanics Lab | The course enhances the experimental skills on thermal physics and statistical mechanics.                                 |
| <b>III</b> | <b>GE-3T</b> | Solid State Physics                         | The course gives an idea of the structure of solid and its magnetic,  |

|           |              |  |  |
|-----------|--------------|--|--|
|           |              |  | dielectric and ferro-electric properties. The fundamentals of superconductivity are also discussed here.                               |
|           | <b>GE-3P</b> | Solid State Physics Lab                          | This is a course on solid state physics lab.   |
| <b>IV</b> | <b>GE-4T</b> | Digital, Analog Circuits and Instrumentation     | The students will get knowledge about primary digital circuits, semiconductor devices and electrical instrumentation from this course. |
|           | <b>GE-4P</b> | Digital, Analog Circuits and Instrumentation Lab | This lab course deals with digital and analog systems.   |

### Course outcome of DSC PHYSICS

| <b>Semester</b> | <b>Course Code</b> | <b>Course Name</b>            | <b>Course Outcome</b>   |
|-----------------|--------------------|-------------------------------|---|
| <b>I</b>        | <b>DSC1AT</b>      | Mechanics                     | The course deals with fundamentals of dynamics. Students will also get knowledge about fluid mechanics, gravitation and central forces from this paper.             |
|                 | <b>DSC1AP</b>      | Mechanics Lab                 | This course deals with basic mechanics lab.   |
| <b>II</b>       | <b>DSC1BT</b>      | Electricity and Magnetism     | At the end of the course the students will get knowledge of electricity and magnetism. They will get the basic idea about electrical circuits and network theorems. |
|                 | <b>DSC1BP</b>      | Electricity and Magnetism Lab | This course provides experimental skills on electricity and magnetism.  |
| <b>III</b>      | <b>DSC1CT</b>      | Thermal Physics               | This course provides introduction to thermodynamics and kinetic theory of gases.  |
|                 | <b>DSC1CP</b>      | Thermal Physics Lab           | This course enhances experimental skills on thermal physics.  |
| <b>IV</b>       | <b>DSC1DT</b>      | Waves and Optics              | The course deals with the fundamentals of waves and optics. Students will get idea about optical phenomenon like interference, diffraction etc.                     |
|                 | <b>DSC1DP</b>      | Waves and Optics Lab          | This course deals with basic optical experiments.   |
| <b>V</b>        | <b>DSC 1 DSE1T</b> | Elements of Modern Physics    | This course provides knowledge on elements of modern physics.   |

|           |                    |                                      |   |
|-----------|--------------------|--------------------------------------|---|
|           | <b>DSC 1 DSE1P</b> | Elements of Modern Physics Lab       | The course is on elements of modern physics lab.  |
| <b>VI</b> | <b>DSC 1DSE2T</b>  | Digital Systems and Applications     | This paper gives basic knowledge of digital circuits and various semiconductor devices. |
|           | <b>DSC 1DSE2P</b>  | Digital Systems and Applications Lab | This lab deals with digital systems and applications.                                   |
|           | <b>DSC 1 SEC4T</b> | Weather Forecasting                  | This course deals with elementary idea of atmosphere, weather system and forecasting.   |
|           | <b>DAC 1 SEC4P</b> | Weather Forecasting Lab              | This lab deals with weather station related activities and weather forecasting.         |

Programme outcome/Course outcome (Department of Mathematics)

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|--|--|--|
| <p><b>Programme Specific Outcome (PSO)</b> – After successful completion of three year honours degree course in Mathematics-</p> <ol style="list-style-type: none"> <li>1. Students will acquire thorough knowledge on different branches of Mathematics and can evaluate hypothesis, theories, methods and evidence within their proper contexts.</li> <li>2. Students will develop proficiency in solving complex mathematical problems by critical thinking and analysis.</li> <li>3. Students will be prepared with mathematical skills and techniques which can be applied in both academic and non-Academic areas.</li> <li>4. Students will have engagement in future life in academic areas including jobs as teaching faculties at Government and Non-Government schools, colleges, space research, Oceanography, Banking corporate and I.T sectors etc.</li> <li>5. Students will be acquainted with different computer languages and mathematical software.</li> <li>6. Learn advanced topics in mathematics that will help students in further studies of applied sciences.</li> <li>7. Students will be able to work individually or as a team member or leader in uniform and multidisciplinary settings.</li> <li>8. Develop the ability of analytical and logical thinking which will help them in all aspects of life.</li> </ol> |  |  |
| <p>CC-1T:<br/>Calculus,<br/>Geometry &amp;<br/>Differential<br/>Equation</p>   | <p><b>Course Content:</b><br/>Hyperbolic functions, Higher order derivatives, Leibnitz rule, concavity, Envelopes, Asymptotes, Curve tracing, L'Hospital's rule, Reduction formulae, Length of a curve, Area under a curve, Area and Volume of surface of revolution, Second degree equation &amp; Classification of conics, Polar equation, Spheres, Central conicoids, Singular solutions of a differential equation, Exact differential equation and integrating factors, Linear &amp; Bernoulli equation</p> | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Achieve clear concepts of Higher order derivative, Leibnitz rule and its applications.</li> <li>2. Gain knowledge of L'Hospital rule and evaluate the limits of indeterminate forms.</li> <li>3. Acquire the concepts of concavity, convexity and point of inflection, Envelope &amp; rectilinear asymptotes.</li> <li>4. Understand the concepts of reduction formulae and also evaluate arc length of a curve, area and volume of surface of revolution.</li> <li>5. Explain the idea of sphere, cone, conicoids(hyperboloid, paraboloid, ellipsoid) and generating lines.</li> <li>6. Understand the basic idea of differential equation and apply its knowledge to solve real life problems.</li> <li>7. Solve the first order differential equation using different types of method With an emphasis on Linear equations and Bernoulli equations.</li> </ol> |
| <p>CC-2T:<br/>Algebra</p>  | <p><b>Course Content:</b><br/>Complex Number<br/>Theory of Equation<br/>Inequality<br/>Relations and Functions<br/>Well ordering Principle and Division Algorithm of Integer</p>   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Find the domain of a function defined by an equation.</li> <li>2. Use a graph to determine where a function is increasing, decreasing, or constant</li> <li>3. Solve quadratic equations by factoring and by the square root property</li> <li>4. Solve equations involving linear, polynomial, radical, rational, exponential,</li> </ol>  |

Programme outcome/Course outcome (Department of Mathematics)

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|---|--|---|
|   | Principles of Mathematical induction<br>Fundamental Theorem of Arithmetic.   | or logarithmic expressions  |
| CC-3T:<br>Real Analysis   | <b>Course Content:</b><br>The Natural Number<br>Integers and rational Numbers<br>Count ability, Extension of Rational number<br>Elements of point set theory,<br>Neighborhood, open set and closed set,<br>Bolzano-Weierstrass Theorem   | After the completion of the course, Students will be able to<br>1. Determine if an infinite sequence is bounded, monotonic convergent or divergent.<br>2. Find the sequence of partial sums of an infinite series.<br>3. Determine if a geometric series is convergent or divergent.<br>4. Find the sum of a convergent geometric series.<br>5. Determine if an infinite series is convergent or divergent by selecting the appropriate test from the following: (a) test for divergence; (b) integral test; (c) p-series test; (d) the comparison tests; (e) alternating series test; (f) absolute convergence test; (g) ratio test; and (h) root test.<br>8. Determine if an infinite series converges absolutely or conditionally  |
| CC-4T:  | Differential Equations and Vector Calculus.  | 1. Students acquired knowledge of differential equations of 2 <sup>nd</sup> order system of linear differential equations.<br>2. In addition, it provides the basic concept of vector algebra and Power Series solution of a differential equation.   |
| CC-5T:<br>Theory of Real Functions & Introduction To Metric Space | <b>Course Content:</b><br>Limits of functions, Sequential criterion, Infinite limits, Continuity, Intermediate value theorem, Uniform continuity, Differentiability, Rolle's theorem, Mean value theorem, Darboux's theorem. Taylor's theorem and its application, relative extrema, Metric spaces, open and closed balls, neighbourhood, open set, dense sets | After the completion of the course, Students will be able to<br>1. Understand limit of functions, sandwich theorem, Cauchy criterion for the existence of limit.<br>2. Explain continuity of functions, Bolzano's theorem, Intermediate value theorem, Uniform continuity and their properties.<br>3. Make a clear concept differentiability of a function at a point and in an interval.<br>4. Acquire knowledge of mean value theorem, Darboux's theorem.<br>5. Gain a clear concept of maxima and minima of functions, sufficient condition For the existence and their applications.<br>6. Expand functions using Taylor's series.<br>7. Gain clear concepts about Metric spaces, open and closed balls, limit point, Interior point, closure, open set, dense subset, separable space. |
| CC-6T:<br>Group   | <b>Course Content:</b><br>definition and examples of groups, Subgroup, permutation   | After completion of this course students will be able to:<br>1. Use techniques and theorems of Group  |

Programme outcome/Course outcome (Department of Mathematics)

|  |   |  |
|--|---|--|
| Theory-I   | groups, centralizer, normalizer product of two subgroups, Cyclic group and Lagrange's theorems, Normal Subgroups, Factor Group, Direct product of Groups  | <ol style="list-style-type: none"> <li>Determine whether a given set and binary operation form a group by checking group axioms</li> <li>Analyze the structure of finite groups</li> <li>Apply the Internal Direct Product Theorem in simple cases</li> </ol>  |
| CC-7T:   | Numerical Analysis  | <ol style="list-style-type: none"> <li>The students acquired knowledge of Polynomial interpolation, Numerical integration, Solution of equations.</li> <li>Students can learn its importance by using programme through computer for practical purpose</li> </ol>  |
| CC-8T:<br>Riemann<br>Integratio<br>n And<br>Series Of<br>Functions | <p><b>Course Content:</b><br/>Riemann Integration: upper sum and lower sum, properties of the Riemann integral, Intermediate Value theorem for Integrals; Fundamental theorem of Integral Calculus, Improper integrals. Beta and Gamma functions. Pointwise and uniform convergence of sequence of functions, Series of functions, Fourier series, Power series, Differentiation and integration of power series, Weierstrass approximation theorem</p> | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>Describe a regular partition of an interval, a Riemann sum for a function on a given interval and how they can be used to approximate area.</li> <li>Read and interpret an expression in sigma notation as the sum of a series of numbers; conversely, be comfortable with using sigma notation to concisely describe a particular sum.</li> <li>Define a definite integral as the limit of Riemann sums; conversely, be able to recognize a given limit of Riemann sums as corresponding to a definite integral.</li> <li>Compute definite integrals of polynomial functions using the limit definition.</li> </ol> |
| CC-9T  | Multivariate Calculus   | <ol style="list-style-type: none"> <li>Students developed their basic idea of several variables, double and triple integrals.</li> <li>Students have knowledge about line integrals, surface integrals application of calculus in daily life.</li> </ol>   |
| CC-10T:<br>Ring<br>Theory<br>and Linear<br>Algebra I               | <p><b>Course Content:</b><br/>Ring and Integral Domain, Field, Ideal, Factor Ring, Ring homomorphisms, Isomorphism theorems I, II and III. Vector space and subspace, linear independence, basis and dimension, linear transformation, range, rank and nullity,</p>   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>Find and use eigenvalues and eigenvectors of a matrix.</li> <li>Solve the matrix equation <math>Ax = b</math> using row operations and matrix operations.</li> <li>Test the linear independency of system of equations</li> <li>Understand Sylow's Theorems</li> <li>Understand the three major concrete models of Boolean algebra: the algebra of sets, the algebra of electrical circuits, and the algebra of logic.</li> </ol>  |
| CC-11T   | Partial Differential Equation and Application   | <ol style="list-style-type: none"> <li>With the help of this course, students can solve Partial differential equations of first and second order.</li> </ol>   |

Programme outcome/Course outcome (Department of Mathematics)

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|---|--|--|
|   |  | 2. Specially Heat Equation, Wave Equation, and Laplace Equation with different   |
| CC-12T:<br>Group Theory II                    | <b>Course Content:</b><br>Automorphism and Automorphism groups, automorphism groups of finite and infinite cyclic group, external direct products, internal direct products, Group actions, stabilizers and kernels, Groups acting, Sylow's theorems and consequences, Cauchy's theorem  | After completion of this course students will be able to:<br>1. Students should be able to determine appropriate techniques and knowledge necessary to solve problems and prove theorems in Group Theory<br>2. Students should know the basic definitions and theorems of Group Theory, including Sylow theorems, subnormality, split extensions, Hall subgroups, and transfer.<br>3. Reading and studying the text; solving problems assigned in class.   |
| CC-13T:<br>Metric Spaces and Complex Analysis | <b>Course Content:</b><br>Metric spaces: sequences in metric spaces, Cauchy sequences. Complete metric spaces, Cantor's theorem, Continuous mappings, Uniform continuity, Compactness, Heine-Borel property, Homeomorphism, Properties of complex numbers, Derivatives, Cauchy-Riemann equations, Analytic functions, definite integrals, Contours, Contour integrals, Liouville's theorem, Convergence of sequences and series, Taylor series and its examples. | 1. Demonstrate understanding of the basic concepts underlying complex analysis.<br>2. Demonstrate familiarity with a range of examples of these concepts.<br>3. Prove basic results in complex analysis.<br>4. Apply the methods of complex analysis to evaluate definite integrals and infinite series.<br>5. Demonstrate understanding and appreciation of deeper aspects of complex analysis such as the Riemann Mapping theorem.<br>6. Demonstrate skills in communicating mathematics orally and in writing.<br>7. Define open/closed balls and open/closed sets and understand their properties<br>8. Define Cauchy sequences and complete metric spaces<br>9. Define continuous function between metric spaces and demonstrate equivalence of alternative definitions |
| CC-14T:<br>Ring Theory and Linear Algebra II  | <b>Course Content:</b><br>Polynomial rings, Principal ideal domains, Factorization of Polynomials, irreducibility tests, Eisenstein criterion, unique factorization domains, Euclidean domains, Dual space, Dual basis, annihilators, Cayley-Hamilton theorem, Minimal polynomial, Inner product spaces, Gram-Schmidt process, adjoint of a linear operator, Normal and Self-adjoint operators, Spectral theorem   | After completion of this course students will be able to:<br>1. Understand polynomial rings, Principal ideal domain clearly.<br>2. Gain the concept of irreducibility test using Eisenstein criterion.<br>3. Acquire knowledge about dual space, dual basis, invariant subspaces.<br>4. Gain the concept of Cayley-Hamilton theorem and its applications.<br>5. Make clear concept of Inner product spaces, Bessel's inequality, Gram-Schmidt orthogonalization method.<br>6. Understand normal and self-adjoint operator and spectral theorem   |
| DSE-IT  | Linear Programming and Game Theory.  | 1. Linear Programming problem is being applied to find out the optimum output to attain economic viability of various fields of calculation, as a part of operational Research.  |



Programme outcome/Course outcome (Department of Mathematics)

|                                   |   |   |
|-----------------------------------|---|---|
|                                   |   | 2. Special emphasis has been given on various types of problems which are particularly relevant to the students of the various courses.   |
| DSE-2T:<br>Probability            | <b>Course Content:</b><br>Probability axioms, Probability mass functions, Mathematical Expectation, Moments, Characteristic function, uniform, binomial, poisson, geometric, normal...etc distribution, joint distribution, marginal distribution, bivariate normal distribution, joint moment generating function, covariance, linear regression, Chebyshev's inequality, law of large numbers,, central limit theorem, Markov chains, sampling distribution, estimation of parameters, Testing of hypothesis. | After completion of this course students will be able to:<br>1. Know the basic concept of probability, its axioms, Bayes' theorem.<br>2. Understand about Bernoulli trials and Binomial law, Poisson trials, Probability distribution function, continuous and discrete distribution: binomial, poisson, gamma, uniform and normal distributions.<br>3. Acquire knowledge about transformation of random variables, two dimensional probability distributions, discrete and continuous distributions conditional distribution.<br>4. Understand the concepts of expectation, mean, variance, moments, dispersion, skewness and kurtosis, median, mode quartiles, characteristic Equation, regression curves, least regression lines.<br>5. Know the idea of Chebyshev's inequality, law of large number and central limit theorem.<br>6. Understand about sampling distribution, estimation of parameter.<br>7. Gain a clear idea about statistical hypothesis. |
| DSE-3T                            | Number Theory   | 1. Students will learn Natural numbers, Prime numbers, Division algorithm, Euclidean algorithm, Congruence.<br><br>2. The concept of congruence which laid the foundation of modern theory of numbers.<br><br>3. Now-a-days congruence is applied in many of our daily life problems. ISBN of a book is one such application.   |
| DSE-4T:<br>Mathematical Modelling | <b>Course Content:</b><br>Power series solution of Bessel's equation and Legendre's equation, Laplace transform and inverse transform, application to initial value problem up to second order, Monte Carlo simulation modeling, middle square method, linear congruence, queuing models, Linear programming model  | After completion of this course students will be able to:<br>1. Create mathematical models of empirical or theoretical phenomena in domains such as the physical, natural, or social science;<br>2. Create variables and other abstractions to solve college-level mathematical problems in conjunction with previously-learned fundamental mathematical skills such as algebra.<br>3. Define inferences from models using college-level mathematical techniques including problem solving, quantitative reasoning, and exploration using multiple representations such as equations, tables, and graphs.<br>4. Take an analytical approach to problems in their future endeavors.  |
| SEC-1(H)T:<br>Logic and Sets      | <b>Course Content:</b><br>Propositions, truth table, negation, conjunction and disjunction.   | After completion of this course students will be able to:<br>1. Analyze logical propositions via truth tables.  |

Programme outcome/Course outcome (Department of Mathematics)

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|                                     | Implications, biconditional propositions, convers, inverse propositions and precedence of logical operators. Propositional equivalence, Sets, subsets, Partition of sets. Power set. Difference and Symmetric difference, Relation, Composition of relations, Types of relations, Partitions, Equivalence Relations                                  | <ol style="list-style-type: none"> <li>2. Apply the appropriate set theoretic concepts, thinking process, tools and techniques in the solutions to various conceptual problems.</li> <li>3. Express mathematical properties formally via the formal language of propositional logic and predicate logic.</li> <li>4. Familiar with the construction of different types of functions and relations using set theory.</li> </ol>   |
| SEC-2(H)T:<br>Graph Theory          | <b>Course Content:</b><br>Definition, examples and basic properties, pseudo graphs, complete graphs, bipartite graphs, Eulerian graph, Hamiltonian cycles, representation of a graph by matrix, adjacency matrix, weighted graph, Travelling salesman's problem, tree and their properties, spanning tree, Dijkstra's algorithm, Warshall algorithm, | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Define basic concepts of graph, directed graph and weighted graph.</li> <li>2. Gain idea about bipartite graphs, its properties, particularly in trees.</li> <li>3. understand Eulerian and Hamiltonian graphs and explain the basic results With them.</li> <li>4. Acquire knowledge on Travelling salesman's problem, spanning tree and Dijkstra's algorithm.</li> </ol>   |
| G.E-1T:                             | Calculus, Geometry and Differential Equation   | <ol style="list-style-type: none"> <li>1. The students well equipped about the application of Derivatives and Integration and Analytical Geometry</li> <li>2. It assists the students to develop the skill of sketching curves.</li> </ol>   |
| G.E-2T:                             | Algebra  | <ol style="list-style-type: none"> <li>1. The course discusses with the basic concept numbers, inequalities, theory of equation and set theory.</li> <li>2. Students improved the knowledge of materials and linear transformation</li> </ol>  |
| DSC-1A(G):<br>Differential Calculus | <b>Course Content;</b><br>Limit and Continuity, Differentiability, successive differentiation, Leibnitz rule, Partial differentiation, Euler's theorem, Tangents and normals, curvature, asymptotes, curve tracing, mean value theorem, Taylor's theorem, maxima and minima, Indeterminate forms.  | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Gain idea of limit and continuity of a function and its types.</li> <li>2. Know higher order derivatives, Leibnitz rule and its application.</li> <li>3. Understand concept of envelope, asymptotes and curve tracing.</li> <li>4. Gain the concept of maxima-minima, evaluate limits using L'Hospital rule.</li> <li>5. Know about Taylor's theorem and its application, Partial differentiation, Euler's theorem and its application.</li> </ol> |
| DSC-1B(G):<br>Differential Equation | <b>Course Content:</b><br>First order exact differential equation, Integrating factors, method for solving higher order differential equation, Wronskian, Linear homogeneous equation with constant  | After completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. Make clear concepts on exact differential equation, integrating factors and its application.</li> <li>2. Understand wronskian and its application to solve equation.</li> </ol>  |

Programme outcome/Course outcome (Department of Mathematics)

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|                               | coefficients, Method of variation of parameters, Cauchy-euler equation, simultaneous differential equation, partial differential equation, Lagrange's method, Charpit's method, Classification of partial differential equation.  | <ol style="list-style-type: none"> <li>3. Know about method of variation of parameters, solve Cauchy-euler equation.</li> <li>4. Acquire knowledge on partial differential equation and learn different Method to solve them.</li> <li>5. know about different type of partial differential equation.</li> </ol>   |
| DSC-1C(G):<br>Real Analysis   | <p><b>Course Content:</b><br/>Set theory, Bolzano-Weierstrass Theorem, Sequence and its properties, Infinite series, absolute and conditional Convergence Series. Sequences and series of functions, Real Analysis Pointwise and uniform convergence. <math>\mu</math>-test, M-test, Statements of the results about uniform convergence and integrability and differentiability of functions, Power series and radius of convergence</p> | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Work with logarithmic, exponential, and inverse trigonometric functions.</li> <li>2. Work with infinite sequences and series.</li> <li>3. Work with power series and its radius of convergence.</li> <li>4. Test the convergence and uniform convergence of series of functions.</li> </ol>   |
| SEC-1(G):<br>Logic and Sets   | <p><b>Course Content:</b><br/>Propositions, truth table, negation, conjunction and disjunction. Implications, biconditional propositions, convers, inverse propositions and precedence of logical operators. Propositional equivalence, Sets, subsets, Partition of sets. Power set. Difference and Symmetric difference, Relation, Composition of relations, Types of relations, Partitions, Equivalence Relations</p>                   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze logical propositions via truth tables.</li> <li>2. Apply the appropriate set theoretic concepts, thinking process, tools and techniques in the solutions to various conceptual problems.</li> <li>3. Express mathematical properties formally via the formal language of propositional logic and predicate logic</li> <li>4. Familiar with the construction of different types of functions and relations using set theory</li> </ol> |
| DSC-1D(G)<br>Algebra          | <p><b>Course Content:</b><br/>Group theory and its properties, permutations and permutations group, subgroup, cyclic group, cosets, lagrange's theorem, normal subgroup, ring, subring, integral domain, field,</p>   | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Work with different binary operations in set.</li> <li>2. Investigate the relationships between abstract algebraic structures with familiar numbers systems such as the integers and real numbers.</li> <li>3. Extend group structure to finite permutation groups (Cayley's Theorem)</li> <li>4. Understand Sylow's Theorems.</li> </ol>   |
| SEC-2(G)<br>Integral Calculus | <p><b>Course Content:</b> Integration by Partial fractions, integration of rational and irrational functions. definite integrals. Reduction formulae for integrals of rational, trigonometric, exponential and logarithmic functions and of their combinations. Evaluation of areas and lengths of curves in the plane, valuation of volumes and surfaces of solids of revolution. Double and Triple integrals</p>                        | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate indefinite and definite <i>integrals</i>.</li> <li>2. Determine the exact length of a line connecting two points.</li> <li>3. Estimate the area and volume of a region using double and triple integral.</li> <li>4. Understand a wide range of real-world problems related to physics and engineering.</li> </ol>   |
| DSE-1(G)<br>Linear            | <p><b>Course Content:</b></p>   | <p>After completion of this course students will be able to:</p>   |

Programme outcome/Course outcome (Department of Mathematics)

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| Algebra                          | Vector spaces, subspaces, quotient spaces, linear span, linear independence, basis and dimension, Linear transformations, null space, range, rank and nullity of linear transformation, matrix representation of linear transformation, isomorphism theorems, invertibility.  | <ol style="list-style-type: none"> <li>1. Gain knowledge about Vector space, subspaces and dimension of subspaces.</li> <li>2. Understand basis and dimension of Vector space.</li> <li>3. Acquire knowledge about linear transformation, rank, nullity and the matrix Representation of linear transformation.</li> <li>4. Understand isomorphism theorem.</li> </ol>   |
| DSE-2(G)<br>Numerical<br>Methods | <p><b>Course Content:</b><br/>                     Bisection method, False position method, Newton's method, Secant method, LU decomposition, Gauss-Jacobi, Gauss-Seidel method, Lagrange and Newton interpolation, finite difference operator, Numerical differentiation, forward difference, backward difference, integration: trapezoidal rule, Simpson's rule, solving ordinary differential equations: Euler's method, Runge-Kutta method.</p> | <p>After completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Make a clear concept of polynomial interpolations like Lagrange's and Newton's interpolation formula.</li> <li>2. Gain a clear concept of finding solution of numerical equations by Bisection method, Newton's method.</li> <li>3. Gain the concept of numerical differentiation, numerical integration, their formulae and application in solving problems.</li> <li>4. Know the method to solve the system of linear equations by Gauss-Jacobi And Gauss-Seidel method.</li> <li>5. Solve the ordinary differential equations by Euler method and Runge-Kutta Method.</li> </ol> |

## B.Sc. Honours in Computer Science

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### Program Specific Outcome (PSO):

- a. Ability to apply knowledge of Computing, Math, Science in the various problem domains.
- b. Ability to solve real-world problems using appropriate solution techniques.
- c. Ability to manage critical situations and also assist to reach an effective solution plan.
- d. Ability to get familiar with various technologies used in the IT industry such as programming, testing, modeling, network administration, computer security etc.
- e. Ability to apply current technologies for the development of society.
- f. Ability to enhance various soft skills like preparing a resume, interview preparation etc.
- g. Ability to pursue higher studies in various postgraduate programs like M.Sc., MCA in Computer Science, or other related subjects.

### **B.SC. (HONOURS): CORE COURSE (CC)**

|  |   | <b>SEMESTER-1</b>   |
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| <b>CC-1 (CC1T+CC1P)</b><br><br><b>Programming Fundamentals using C/C++</b> | Introduction to C and C++<br>Data Types, Variables, Constants, Operators and Basic I/O<br>Expressions, Conditional Statements and Iterative Statements<br>Functions and Arrays<br>Derived Data Types (Structures and Unions)<br>Pointers and References in C++<br>Memory Allocation in C++<br>File I/O, Preprocessor Directives<br>Using Classes in C++<br>Overview of Function Overloading and Operator Overloading<br><br>Inheritance, Polymorphism and Exception Handlin | After completion of the course student will be able to:<br>1. Learn to develop simple algorithms and flow charts to solve a problem.<br>2. Develop problem solving skills coupled with top down design principles.<br>3. Learn about the strategies of writing efficient and well structured computer algorithms/programs.<br>4. Develop the skills for formulating iterative solutions to a problem.<br>5. Learn array processing algorithms coupled with iterative methods.<br>6. Learn text and string processing efficient algorithms.<br>7. Learn searching techniques and use of pointers.<br>8. Understand recursive techniques in programming |
| <b>CC-2 (C2T + C2P)</b><br><br><b>Computer System Architecture</b>         | Introduction to Computer system architecture (Digital)<br>Data representation and basic computer arithmetic<br><br>Basic computer organization and design<br><br>Central Processing Unit<br>Memory Organization<br>Input-Output Organization<br>Digital Practical   | After completion of the course student will be able to:<br>1. Understand the basic structure, operation and characteristics of digital computer.<br>2. Familiar with arithmetic and logic unit as well as the concept of the concept of pipelining.<br>3. Familiar with hierarchical memory system including cache memories and virtual memory.<br>4. Know the different ways of communicating with I/O devices and   |

## B.Sc. Honours in Computer Science

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|   | <p>Programming related to Computer system architecture<br/>Introduction to Computer system architecture (Digital)<br/>Data representation and basic computer arithmetic</p> <p>Basic computer organization and design</p> <p>Central Processing Unit</p> <p>Memory Organization</p> <p>Input-Output Organization</p> <p>Digital Practical</p> <p>Programming related to Computer system architecture</p> | <p>standard I/O interfaces.</p>  |
| <b>SEMESTER-2</b>   |  |  |
| <p><b>CC-3 (C3T+ C3P)</b></p> <p><b>Programming in Java</b></p> | <p>Introduction to Java<br/>Arrays, Strings and I/O<br/>Object-Oriented Programming Overview<br/>Inheritance, Interfaces, Packages<br/>Exception Handling, Threading<br/>Applets and Event Handling</p>  | <p>After completion of the course student will be able to:</p> <ol style="list-style-type: none"> <li>1. Acquire knowledge of the structure and model of the Java programming language.</li> <li>2. Use the Java programming language for various programming technologies</li> <li>3. Develop software in the Java programming language.</li> <li>4. Evaluate user requirements for software functionality required to decide whether the Java programming language can meet user requirements.</li> </ol>  |
| <p><b>CC-4 (CC4T)</b></p> <p><b>Discrete Structures</b></p>     | <p>Introduction<br/>Growth of Functions<br/>Recurrences<br/>Graph Theory<br/>Propositional Logic</p>   | <p>After completion of the course student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the notion of mathematical thinking, mathematical proofs, and algorithmic thinking, and be able to apply them in problem solving.</li> <li>2. Understand the basics of combinatorics, and be able to apply the methods from these subjects in problem solving.</li> <li>3. Be able to use effectively algebraic techniques to analyse basic discrete structures and algorithms.</li> <li>4. Understand asymptotic notation, its significance, and be able to use it to analyse asymptotic performance for some basic algorithmic examples.</li> <li>5. Understand some basic properties</li> </ol> |

## B.Sc. Honours in Computer Science

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|  |   | of graphs and related discrete structures, and be able to relate these to practical examples.  |
| <b>SEMESTER-3</b>                                      |   |  |
| <b>CC-5 (CC5T+CC5P)</b><br><br><b>Data Structures</b>  | Arrays, Stacks, Linked Lists, Queues, Recursion, Trees, Searching and Sorting, Hashing  | After completion of the course student will be able to: <ol style="list-style-type: none"> <li>1. To be familiar with fundamental data structures and with the manner in which these data structures can best be implemented; become accustomed to the description of algorithms in both functional and procedural styles</li> <li>2. To have a knowledge of complexity of basic operations like insert, delete, search on these data structures.</li> <li>3. Ability to choose a data structure to suitably model any data used in computer applications.</li> <li>4. Design programs using various data structures including hash tables, Binary and general search trees, heaps, graphs etc.</li> <li>5. Ability to assess efficiency tradeoffs among different data structure implementations.</li> <li>6. Implement and know the applications of algorithms for sorting, pattern matching etc.</li> </ol> |
| <b>CC-6 (C6T + C6P)</b><br><br><b>Operating System</b> | Introduction to Operating system<br><br>Operating system organization<br><br>Process management<br><br>Memory management<br><br>File and I/O Management<br><br>Protection and Security<br><br>Programs in Operating System using C /C++ | After completion of the course, student will be able to: <ol style="list-style-type: none"> <li>1. Describe the important computer system resources and the role of operating system in their management policies and algorithms.</li> <li>2. To understand various functions, structures and history of operating systems and should be able to specify objectives of modern operating systems and describe how operating systems have evolved over time.</li> <li>3. Understanding of design issues associated with operating systems.</li> </ol>  |

## B.Sc. Honours in Computer Science

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|  |   | <p>4. Understand various process management concepts including scheduling, synchronization, and deadlocks.</p> <p>5. To have a basic knowledge about multithreading.</p> <p>6. To understand concepts of memory management including virtual memory.</p> <p>7. To understand issues related to file system interface and implementation, disk management.</p> <p>8. To understand and identify potential threats to operating systems and the security features design to guard against them.</p> <p>9. To have sound knowledge of various types of operating systems including Unix and Android.</p> <p>10. Describe the functions of a contemporary operating system with respect to convenience, efficiency, and the ability to evolve.</p>   |
| <p><b>CC-7 (C7T+C7P)</b></p> <p><b>Computer Networks</b></p> | <p>Introduction to Computer Networks<br/>           Data Communication Fundamentals and Techniques<br/>           Networks Switching Techniques and Access mechanisms<br/>           Data Link Layer Functions and Protocol<br/>           Multiple Access Protocol and networks<br/>           Networks Layer Functions and Protocols<br/>           Transport Layer Functions and Protocols<br/>           Overview of Application layer protocol</p> | <p>After completion of the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the structure of Data Communications System and its components. Be familiarizing with different network terminologies.</li> <li>2. Familiarize with contemporary issues in network technologies.</li> <li>3. Know the layered model approach explained in OSI and TCP/IP network models</li> <li>4. Identify different types of network devices and their functions within a network.</li> <li>5. Learn basic routing mechanisms, IP addressing scheme and internetworking concepts.</li> <li>6. Familiarize with IP and TCP Internet protocols.</li> <li>7. To understand major concepts involved in design of WAN, LAN and wireless networks.</li> <li>8. Learn basics of network configuration and maintenance.</li> <li>9. Know the fundamentals of network security issues.</li> </ol> |
| <b>SEMESTER-4</b>  |   |  |
|  | <p>Introduction to Algorithms</p>   | <p>After completion of the course</p>  |



## B.Sc. Honours in Computer Science

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| <p><b>CC-8 (C8T+C8P)</b></p> <p><b>Design and Analysis of Algorithms</b></p> | <p>Algorithm Design Techniques<br/>         Searching Techniques<br/>         Lower Bounding Techniques<br/>         Balanced Trees<br/>         Advanced Analysis Technique<br/>         Graphs<br/>         String Processing</p>                               | <p>student will be able to:</p> <ol style="list-style-type: none"> <li>1. To learn good principles of algorithm design;</li> <li>2. To learn how to analyse algorithms and estimate their worst-case and average case behaviour (in easy cases);</li> <li>3. To become familiar with fundamental data structures and with the manner in which these data structures can best be implemented; become accustomed to the description of algorithms in both functional and procedural styles;</li> <li>4. To learn how to apply their theoretical knowledge in practice (via the practical component of the course).</li> </ol> |
| <p><b>CC-9 (C9T + C9P)</b></p> <p><b>Software Engineering</b></p>            | <p>Introduction to Software Engineering<br/>         Requirement Analysis<br/>         Software Project Management<br/>         Risk Management<br/>         Quality Management<br/>         Design Engineering<br/>         Testing Strategies &amp; Tactics</p> | <ol style="list-style-type: none"> <li>1. Basic knowledge and understanding of the analysis and design of complex systems.</li> <li>2. Ability to apply software engineering principles and techniques.</li> <li>3. To produce efficient, reliable, robust and cost-effective software solutions.</li> <li>4. Ability to work as an effective member or leader of software engineering teams.</li> <li>5. To manage time, processes and resources effectively by prioritizing competing demands to achieve personal and team goals Identify and analyzes the common threats in each domain.</li> </ol>                      |
| <p><b>CC-10 (C10T + C10P)</b></p> <p><b>Database management system</b></p>   | <p>Introduction to DBMS<br/>         E-R Modeling<br/>         Relation data model<br/>         Database design<br/>         Transaction processing<br/>         File structure and Indexing<br/>         SQL Programming</p>                                     | <p>After completion of the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Gain knowledge of database systems and database management systems software.</li> <li>2. Ability to model data in applications using conceptual modeling tools such as ER Diagrams and design data base schemas based on the model.</li> <li>3. Formulate, using SQL, solutions to a broad range of query and data update problems.</li> <li>4. Demonstrate an understanding of normalization theory and apply such knowledge to the normalization of a database.</li> </ol>                                      |

## B.Sc. Honours in Computer Science

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|   |   | <p>5. Be acquainted with the basics of transaction processing and concurrency control.</p> <p>6. Familiarity with database storage structures and access techniques.</p> <p>7. Compare, contrast and analyze the various emerging technologies for database systems such as NoSQL.</p> <p>8. Analyze strengths and weaknesses of the applications of database technologies to various subject areas.</p>   |
| <b>SEMESTER-5</b>   |   |  |
| <p><b>CC-11(C11T +C11P)</b></p> <p><b>Advanced Java</b></p>             | <p>Java, JavaScript, JDBC, JSP, Java Beans</p>  | <p>After completion of the course student will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop error-free, well-documented Java programs;</li> <li>2. Develop and test Java network, search engine, and web framework programs.</li> <li>3. Learn how to write, test, and debug advanced-level Object-Oriented programs using Java.</li> </ol>   |
| <p><b>CC-12 (C12T)</b></p> <p><b>Theory of Computation</b></p>          | <p>Languages<br/>Finite Automata and Regular Languages<br/>Context free languages<br/>Turing Machines and Models of Computations</p>  | <p>After completion of the course student will be able to:</p> <ol style="list-style-type: none"> <li>1. Provide a formal connection between algorithmic problem solving and the theory of languages and automata and develop them into a mathematical (abstract) view towards algorithmic design and in general computation itself.</li> <li>2. Clarify the practical view towards the applications of these ideas in the engineering part as well.</li> <li>3. Become proficient in key topics of theory of computation, and to have the opportunity to explore the current topics in this area</li> </ol> |
| <b>SEMESTER-6</b>   |   |  |
| <p><b>CC-13 (CC13T+CC13P)</b></p> <p><b>Artificial Intelligence</b></p> | <p>Introduction to Artificial Intelligence<br/>Problem Solving and Searching Techniques<br/>Knowledge Representation<br/>Dealing with Uncertainty and Inconsistencies<br/>Understanding Natural Languages</p> | <p>After completion of the course student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain what constitutes "Artificial" Intelligence and how to identify systems with Artificial Intelligence.</li> <li>2. Identify problems that are amenable to solution by AI methods, and which AI methods may be suited to solving a given problem.</li> <li>3. Formalize a given problem in the language/framework of different AI</li> </ol>   |

## B.Sc. Honours in Computer Science

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|   |  | <p>methods (e.g., as a search problem, as a constraint satisfaction problem, as a planning problem, etc).</p> <p>4. Implement basic AI algorithms (e.g., standard search or constraint propagation algorithms).</p> <p>5. Design and perform an empirical evaluation of different algorithms on a problem formalization, and state the conclusions that the evaluation supports.</p> <p>6. Explain the limitations of current Artificial Intelligence techniques.</p>  |
| <p><b>CC-14 (C14T+C14P)</b></p> <p><b>Computer Graphics</b></p> | <p>Introduction to Graphics</p> <p>Graphics Hardware</p> <p>Fundamental Techniques in Graphics</p> <p>Geometric Modeling</p> <p>Visible Surface determination</p> <p>Surface rendering</p> | <p>After completion of the course student will be able to:</p> <p>1. Acquire familiarity with the concepts and relevant mathematics of computer graphics.</p> <p>2. Ability to implement various algorithms to scan, convert the basic geometrical primitives, transformations, area filling, clipping.</p> <p>3. Describe the importance of viewing and projections.</p> <p>4. Ability to design basic graphics application programs.</p> <p>5. Familiarize with fundamentals of animation and Virtual reality technologies</p> <p>6. Be able to design applications that display graphic images to given specifications.</p> <p>7. Understand a typical graphics pipeline.</p> |

### B.SC. (HONOURS): SKILL ENHANCEMENT COURSE (SEC)

| <b>SEMESTER-3</b>   |  |  |
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| <p><b>SEC-1 (SEC1T+SEC1P)</b></p> <p><b>Programming in MATLAB</b></p> | <p>Introduction to Programming</p> <p>Programming Environment</p> <p>Graph Plots</p> <p>Procedures and Functions</p> <p>Control Statements</p> <p>Manipulating Text</p> <p>GUI Interface</p> | <p>After completion of the course student will be able to:</p> <p>1. Understand the fundamentals of procedural and functional programming;</p> <p>2. Understand Matlab data types and structures;</p> <p>3. Be able to set up simple real-life numerical problems such that they can be solved and visualized using basic codes in Matlab;</p> |

## B.Sc. Honours in Computer Science

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|  |   | 4. Be ready to use advanced coding in Matlab in their subsequent studies   |
| <b>SEMESTER-4</b>  |   |  |
| <b>SEC-2 (SEC2T+SEC2P)</b><br><br><b>Oracle (SQL/PL-SQL)</b> | Introduction to Oracle as RDBMS<br>SQL Vs. SQL* Plus<br>Managing Tables and Data<br><br>Other database objects<br><br>Transaction control statements<br><br>Introduction to PL/SQL<br>SQL Commands and functions<br>Working with PL/SQL | After completion of the course, student will be able to: <ol style="list-style-type: none"> <li>1. Acquire knowledge and understanding of Database analysis and design.</li> <li>2. Acquire the knowledge of the processes of Database Development and Administration using SQL and PL/SQL.</li> <li>3. Enhance Programming and Software Engineering skills and techniques using SQL and PL/SQL.</li> <li>4. Prepare background materials and documentation needed for Technical Support using SQL and PL/SQL.</li> <li>5. Use the Relational model and how it is supported by SQL and PL/SQL.</li> <li>6. Use the PL/SQL code constructs of IF-THEN-ELSE and LOOP types as well as syntax and command functions.</li> <li>7. Solve Database problems using Oracle 9i SQL and PL/SQL. This will include the use of Procedures, Functions, Packages, and Triggers.</li> </ol> |

### B.SC. (HONOURS): ELECTIVE: DISCIPLINE SPECIFIC (DSE)

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| <b>SEMESTER-5</b>  |  |  |
| <b>DSE1 (DSE1T + DSE1P)</b><br><br><b>Microprocessor</b> | Microprocessor architecture<br>Microprocessor programming (theory)<br>Interfacing<br>Assembly language programming (Practical) | After completion of the course, student will be able to: <ol style="list-style-type: none"> <li>1. Learn about the Microprocessor based system, Programming model, Internal architecture, System bus architecture, Memory &amp; I/O</li> </ol> |

## B.Sc. Honours in Computer Science

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|  |   | <p>interfaces, Register organization etc.</p> <p>2. Learn about Instruction formats, Assembly language programming</p> <p>3. Learn about I/O interface, Keyboard, display, timer, interrupt controller, DMA controller, Video controllers, Communication interfaces.</p> <p>4. Learn about Assembly language programming.</p>   |
| <p><b>DSE-2 (DSE2T+DSE 2P)</b></p> <p><b>Network Programming</b></p> | <p><b>Transport Layer Protocols</b></p> <p><b>Socket Programming</b></p> <p><b>Network Applications</b></p> <p><b>LAN administration</b></p>  | <p>After completion of the course student will be able to:</p> <p>1. Learn about TCP, UDP, SCTP protocol.</p> <p>2. Learn about Socket, TCP Sockets; TCP Client/Server Example ; signal handling; I/O multiplexing using sockets.</p> <p>3. Learn about Remote logging; Email; WWW and HTTP.</p> <p>4. Learn about Linux and TCP/IP networking: Network Management and Debugging.</p>   |
| <b>SEMESTER-6</b>  |   |   |
| <p><b>DSE3 (DSE3T + DSE3P)</b></p> <p><b>Numerical Methods</b></p>   | <p>Floating Point Representation, Computer Arithmetic &amp; different type of Errors</p> <p>Various Numerical Methods</p> <p>Piecewise polynomial interpolation</p> <p>Numerical differentiation</p> <p>Numerical integration</p> <p>Extrapolation methods</p> <p>Modified Euler's Methods and Runge-Kutta Second Method programming related to Numerical Methods</p> | <p>After completion of the course, student will be able to:</p> <p>1. Learn about the Floating-point representation and computer arithmetic Significant digits, Errors: Round off error, Local truncation error, Global truncation error, Order of a method, Convergence and terminal conditions, efficient computations</p> <p>2. Learn about Bisection method, Scant method, Regula-Falsi method, Newton-Raphson method, Gauss elimination method, Gauss-Jordan method, Gauss Thomas method for tridiagonal systems, Iterative methods: Jacobi and Gauss-Seidel methods interpolation: Lagrange's form and Newton's form, Finite difference operators, Gregory Newton forward and backward differences interpolation</p> <p>3. Learn about Linear interpolation, Cubic spline interpolation (only method),</p> <p>4. Learn about Numerical differentiation: First derivatives and</p> |

## B.Sc. Honours in Computer Science

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|  |   | <p>second order derivatives, Richardson extrapolation</p> <p>5. Learn about Numerical integration: Trapezoid rule, Simpson's rule (only method), Newton-Cotes open formulas</p> <p>6. Learn about Extrapolation methods: Romberg integration, Gaussian quadrature, Ordinary differential equation: Euler's method.</p> <p>7. Learn about Modified Euler's Methods: Heun method and mid-point method, Runge-Kutta methods: Heun method without iteration, Mid-point method and Ralston's method, Classical 4<sup>th</sup> order Runge-Kutta method, Finite difference method for linear ODE.</p> <p>8. Learn about programming related to Numerical Methods.</p>                               |
| <p><b>DSE-4 (DSE4T + DSE4P)</b></p> <p><b>System Programming</b></p> | <p>Introduction to System Programming</p> <p>Lexical Analysis</p> <p>Parsing</p> <p>Intermediate representations</p> <p>Storage organization</p> <p>Code Generation</p> | <p>After completion of the course student will be able to:</p> <ol style="list-style-type: none"> <li>1. Learn about compilation, Phases of a compile.</li> <li>2. Learn about One pass and two pass assembler, design of an assembler, Absolute loader, relocation and linking concepts, relocating loader and Dynamic Linking.</li> <li>3. Learn about Role of a Lexical analyzer, Specification and recognition of tokens, Symbol table, lex.</li> <li>4. Learn about Bottom up parsing- LR parser, yacc, three address code generation, syntax directed translation, translation of types, control statements, activation records stack allocation and object code generation.</li> </ol> |

### B.SC. (HONOURS): GENERAL ELECTIVE (GE)

| <b>SEMESTER-1</b>  |   |   |
|--|---|---|
| <p><b>GE-1 (GE-1T + GE-1P)</b></p> <p><b>Computer fundamentals</b></p> | <p>Introduction to computer system</p> <p>Data representation</p> <p>Human computer interface</p> <p>Input and output devices</p> | <p>After completion of the course, student will be able to:</p> <p>1 Analyze problems, and designing and implementing algorithmic</p> |

## B.Sc. Honours in Computer Science

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|  | <p>Memory<br/>Computer Organization and Architecture<br/>Overview of Emerging Technologies<br/>Practical exercises based on MS Office using document preparation and spreadsheet handling packages</p>                         | <p>solutions.<br/>2 Solve problems properly, achieving an implementation that is correct, effective and efficient.<br/>3. Use computers at user level, including operative systems and programming environments.<br/>4. Acquire Knowledge of computer equipment, including both hardware and software.<br/>5. Identify information needs to solve problems, recovering information and applying it to the resolution.</p>   |
| <b>SEMESTER-2</b>  |  |   |
| <p><b>GE-2 (GE2T + GE2P)</b><br/><br/><b>Introduction to Database system</b></p> | <p>Introduction to Database<br/>E-R Modeling<br/>Relational data model<br/>Structured Query language<br/>Programs in DBMS using SQL</p>  | <p>After completion of the course, student will be able to:<br/>1. Learn about the characteristics of DBMS, relational data model, DBMS architecture, data independence, DBA, Database users, end users, front end tools etc.<br/>2. Learn about Entity types, Entity set, attribute and key, relationships, relation types, E-R diagrams, database design using E-R diagrams.<br/>3. Learn about Relational model concepts, relational constraints, primary and foreign key, normalization: 1NF, 2NF,3NF.<br/>4. Learn about SQL queries, creating a database table, creating relationships between database tables, modify and manage tables, queries, forms, reports, modify, filter and view data.<br/>5. Learn to create table, performs various operations in table and answer of different queries in SQL.</p> |
| <b>SEMESTER-3</b>  |  |   |
| <p><b>GE-3 (GE3T+ GE3P)</b><br/><br/><b>Introduction to Programming</b></p>      | <p><b>Introduction to C and C++<br/>Data Types, Variables, Constants, Operators and Basic I/O Expressions, Conditional Statements and Iterative Statements<br/>Functions and Arrays<br/>Derived Data Types (Structures</b></p> | <p>After completion of the course student will be able to:<br/>1. Learn the concepts of data, abstraction and encapsulation.<br/>2. Be able to write programs using classes and objects, packages.<br/>3. Understand conceptually principles of Inheritance and Polymorphism and their use and program level</p>  |

## B.Sc. Honours in Computer Science

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|   | <b>and Unions)<br/>File I/O, Preprocessor Directives<br/>Inheritance and Polymorphism</b>  | implementation. 4. Learn exception and basic event handling mechanisms in a program.<br>5. To learn typical object-oriented constructs of specific object oriented programming language.   |
| <b>SEMESTER-4</b>                                 |  |  |
| <b>GE-4(GE4T+ GE4P)<br/>Programming in Python</b> | Planning the Computer Program<br>Techniques of Problem Solving<br>Overview of Programming<br>Introduction to Python<br>Creating Python Programs<br>Iteration and Recursion<br>Strings and Lists<br>Object Oriented Programming | After completion of the course student will be able to:<br>1. Develop and Execute simple Python programs.<br>2. Structure a Python program into functions.<br>3. Using Python lists, tuples to represent compound data<br>4. Develop Python Programs for file processing |



## B.Sc. General in Computer Science

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### Program Specific Outcome (PSO):

- a. Ability to apply knowledge of Computing, Math, Science in the various problem domains.
- b. Ability to solve real-world problems using appropriate solution techniques.
- c. Ability to manage critical situations and also assist to reach an effective solution plan.
- d. Ability to get familiar with various technologies used in the IT industry such as programming, testing, modeling, network administration, computer security etc.
- e. Ability to apply current technologies for the development of society.
- f. Ability to enhance various soft skills like preparing a resume, interview preparation etc.
- g. Ability to pursue higher studies in various postgraduate programs in Computer Science, or other related subjects.

| <b>SEMESTER-1</b>  |  |   |
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| <p><b>Core-1 (DSC1AT+DSC1AP)</b></p> <p><b>Problem Solving using Computers</b></p> | <p>Computer Fundamentals<br/>           Planning the Computer Program<br/>           Techniques of Problem Solving<br/>           Overview of Programming<br/>           Introduction to Python<br/>           Creating Python Programs<br/>           Structures<br/>           Introduction to Advanced Python</p> | <p>After completion of the course student will be able to:</p> <ol style="list-style-type: none"> <li>1. Learn Basic about Computer.</li> <li>2. Learn basic Characteristics of Computers, Types and generations of Computers.</li> <li>3. Learn different units of a computer, CPU, ALU, memory hierarchy, registers, I/O devices.</li> <li>4. Learn concept of problem solving, Problem definition, Program design, Debugging, Types of errors in programming, Documentation.</li> <li>5. Learn about Flowcharting, decision table, algorithms, Structured programming concepts, Programming methodologies viz. top-down and bottom-up programming.</li> <li>6. Learn the structure of a Python Program, Elements of Python.</li> <li>7. Learn about Python Interpreter, Using Python as calculator, Python shell, Indentation. Atoms, Identifiers and keywords, Literals, Strings etc.</li> <li>8. Learn about Input and Output Statements, Control statements (Looping- while Loop, for Loop, Loop Control, Conditional Statement- if...else, Difference between break, continue and pass).</li> <li>9. Learn about Numbers, Strings, Lists, Tuples, Dictionary, Date &amp; Time, Modules, Defining Functions etc.</li> <li>10. Learn about Objects and Classes, Inheritance, Regular Expressions,</li> </ol> |

## B.Sc. General in Computer Science

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|   |  | Event Driven Programming, GUI Programming.   |
| <b>SEMESTER-2</b>   |  |  |
| <p><b>Core-4 (DSC1BT + DSC1BP)</b></p> <p><b>Database Management System</b></p> | <p>Introduction to Database Management System</p> <p>Entity Relationship and Enhanced ER Modeling</p> <p>Relational Data Model</p> <p>Database Design</p> <p>Programming related to DBMS using SQL</p>                 | <p>After completion of the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Learn about the characteristics of database approach, models, DBMS architecture and data independence.</li> <li>2. Learn about Entity types, relationships, SQL, Schema Definition, Constraints and object modeling.</li> <li>3. Learn about Basic concepts, relational constraints, relational algebra, SQL queries.</li> <li>4. Learn about ER and EER to relational mapping, functional dependencies, normal forms upto third normal form.</li> <li>5. Learn about Programming related to DBMS using SQL.</li> </ol>  |
| <b>SEMESTER-3</b>   |  |  |
| <p><b>Core-7 (DSC1CT + DSC1CP)</b></p> <p><b>Operating system</b></p>           | <p>Introduction to Operating system</p> <p>Types of operating system</p> <p>Operating system organization</p> <p>Process management</p> <p>Scheduling</p> <p>Memory management</p> <p>Programs in Operating System</p> | <p>After completion of the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Learn about the System software, Resource Abstraction, OS strategies</li> <li>2. Learn about Multiprogramming, Batch, Time sharing, Single user and multi user OS, Real time operating system</li> <li>3. Learn about factors in operating system design, basic OS functions, Process modes, methods of requesting system services</li> <li>4. Learn about system view of the process and resources, initiating the OS, Process address space, Process abstraction, Resource abstraction, Process hierarchy, Thread model.</li> <li>5. Learn about Scheduling Mechanisms, Strategy selection, non-pre-emptive and pre-emptive strategies.</li> <li>6. Learn about Mapping address space to memory space, memory allocation strategies, fixed partition, variable partition, Paging, Virtual memory.</li> <li>7. Learn about various programs in Operating System.</li> </ol> |

## B.Sc. General in Computer Science

| <b>SEMESTER-4</b>  |   |  |
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| <p><b>Core-10 (DSC1DT + DSC1DP)</b></p> <p><b>Computer System Architecture</b></p> | <p>Introduction to Computer System Architecture (Digital)</p> <p>Data representation and basic computer arithmetic</p> <p>Basic computer organization and design</p> <p>Central Processing Unit</p> <p>Programming the basic computer</p> <p>Input-output organization</p> <p>Programming in Computer System Architecture</p> | <p>After completion of the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Learn about the logic gates, Boolean algebra, combinational circuits, circuit simplification, flip-flops and sequential circuits, decoders, multiplexers, registers, counters and memory units.</li> <li>2. Learn about Number systems, complements, fixed and floating-point representation, character representation, addition, subtraction, Magnitude Comparison.</li> <li>3. Learn about computer registers, bus system, instruction set, timing and control, instruction cycle, memory reference, input-output and interrupt.</li> <li>4. Learn about Register organization, arithmetic and logical micro-operations, stack organization, micro programmed control.</li> <li>5. Learn about Instruction formats, addressing modes, instruction codes, machine language, assembly language, input output programming.</li> <li>6. Learn about Peripheral devices, I/O interface, modes of data transfer, Direct Memory Access.</li> <li>7. Learn about Programming in Computer System Architecture.</li> </ol> |
| <b>SEMESTER-5</b>  |   |  |
| <p><b>Decipline-1 (DSE 1AT+DSE1AP)</b></p> <p><b>Computer Networks</b></p>         | <p>Basic concepts, Physical Layer, Data Link Layer, Network Layer, Transport Layer, Application Layer, Network Security</p>   | <p>After completion of the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the structure of Data Communications System and its components. Be familiarizing with different network terminologies.</li> <li>2. Familiarize with contemporary issues in network technologies.</li> <li>3. Know the layered model approach explained in OSI and TCP/IP network models</li> <li>4. Identify different types of network devices and their functions within a network.</li> <li>5. Learn basic routing mechanisms, IP addressing scheme and</li> </ol>   |

## B.Sc. General in Computer Science

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|  |  | <p>internetworking concepts.</p> <p>6. Familiarize with IP and TCP Internet protocols.</p> <p>7. To understand major concepts involved in design of WAN, LAN and wireless networks.</p> <p>8. Learn basics of network configuration and maintenance. 9. Know the fundamentals of network security issues.</p>  |
| <b>SEMESTER-6</b>  |  |  |
| <p><b>Decipline-1 (DSE 1BT+DSE1BP)</b></p> <p><b>E-Commerce Technologies</b></p> | <p>An introduction to Electronic commerce</p> <p>The Internet and WWW</p> <p>Internet Security</p> <p>Electronic Data Exchange</p> <p>Planning for Electronic Commerce</p> <p>Internet Marketing</p> | <p>After completion of the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the impact of E-commerce on business models and strategy.</li> <li>2. Describe the major types of E-commerce.</li> <li>3. Explain the process that should be followed in building an E-commerce presence.</li> <li>4. Identify the key security threats in the E-commerce environment.</li> <li>5. Describe how procurement and supply chains relate to B2B E-commerce.</li> </ol> |

### B.SC. (GENERAL): SKILL ENHANCEMENT COURSE (SEC)

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|---|---|---|
| <b>SEMESTER-3</b>   |   |   |
| <p><b>SEC1 (SEC1T + SEC1P)</b></p> <p><b>MYSQL (SQL/PL-SQL)</b></p> | <p>SQL Vs. SQL*Plus</p> <p>Managing Tables and Data</p> <p>Other Database Objects</p> <p>Transaction Control Statements</p> <p>Introduction to PL/SQL</p> <p>Programs in MYSQL using SQL/PL-SQL</p> | <p>After completion of the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Acquire knowledge and understanding of Database analysis and design.</li> <li>2. Acquire the knowledge of the processes of Database Development and Administration using SQL and PL/SQL.</li> <li>3. Enhance Programming and Software Engineering skills and techniques using SQL and PL/SQL.</li> <li>4. Prepare background materials and documentation needed for Technical support using SQL and PL/SQL.</li> <li>5. Use the Relational model and how it is supported by SQL and PL/SQL.</li> <li>6. Use the PL/SQL code constructs of IF-THEN-ELSE and LOOP types as well as syntax and command functions.</li> <li>7. Solve Database problems using</li> </ol> |

## B.Sc. General in Computer Science

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|   |  | Oracle 9i SQL and PL/SQL. This will include the use of Procedures, Functions, Packages, and Triggers.   |
| <b>SEMESTER-4</b>                                     |  |   |
| <b>SEC2 (SEC2T + SEC2P)</b><br><b>PHP Programming</b> | Introduction to PHP, Handling HTML form with PHP, PHP conditional events and Loops, PHP Functions, String Manipulation and Regular Expression, Array | After successful completion of this course students will be able to:<br><ol style="list-style-type: none"><li>1. Write PHP scripts to handle HTML forms.</li><li>2. Write regular expressions including modifiers, operators, and meta characters.</li><li>3. Create PHP programs that use various PHP library functions, and that manipulate files and directories.</li><li>4. Analyze and solve various database tasks using the PHP language.</li><li>5. Analyze and solve common Web application tasks by writing PHP programs.</li></ol> |

## **B.Sc. Hons in Nutrition**

### **Programme specific outcome:**

Able to provide nutrition counseling and education to individuals, groups, and communities

Able to apply technical skills, knowledge of health behavior, clinical judgment, and decision-making skills when assessing and evaluating the nutritional status of individuals and communities

Apply food science knowledge to describe functions of ingredients in food

Analyze nutrients, food quality and manage diseases using diet therapy

Able to devise research strategies for empowering and promoting healthy living in the community

Apply skill based knowledge in food industry

Learn food processing techniques such as jam, jellies, pickles, squash etc. that can create job opportunity.

## B.Sc. Hons in Nutrition:

| Course Code | Course Name   | Course Outcome  |
|-------------|---|---|
| NUTHCC01    | Basic Nutrition   | Learn the concept and definition of terms nutrition, malnutrition, health, body composition, energy in human nutrition, BMR, function of nutrients etc.<br>In practical learn the use and care of kitchen equipment   |
| NUTHCC02    | Food Science & Food Commodity   | Understand the basic concept on food, nutrients, nutrition, classification of food, classification of nutrients, carbohydrates, proteins, lipids and vitamins<br>Practical experiments to estimate sugars, acid value, total nitrogen   |
| NUTHCC03    | Nutritional Biophysics & Biochemistry   | Learn definition, objectives, scope and interrelationship between biochemistry, biophysics and other biological science, principles of Thermodynamics and its importance in nutrition<br>Preparation of buffer of particular pH, electrophoresis, dialysis  |
| NUTHCC04    | Human Physiology  | Learn the anatomical structures and physiology of human body, skeletal system, cardiovascular system, lymphatic system, respiratory system, gastrointestinal system, endocrinology, excretory system, central nervous system, reproductive system etc.  |
| NUTHCC05    | Family meal management & meal planning  | Gain Knowledge about specific & special diet for different people of different age group – from infancy to old age with different types of physical activity level, Knowledge of planning and preparation of balanced diet for different people of different age group  |
| NUTHCC06    | Community nutrition & Nutritional epidemiology  | Knowledge about various methods that help to assess nutritional status of the people of a community & develop idea about their health status<br>Students will also carry out diet and nutrition surveys   |
| NUTHCC07    | Basic Dietetics   | Students will be able to understand principles of diet therapy, modification of normal diet for therapeutic purposes and the role of dietitian in the hospital and community<br>Students will also be able to Plan and prepare diet chart for people having different health issues                                     |
| NUTHCC08    | Diet & Diseases   | Understand the symptoms, diagnostic tests and dietary management for different diseases<br>Students will also be able to Plan and prepare diet chart for patients with different diseases   |
| NUTHCC09    | Food Microbiology   | Students will get basic idea about microbiology, bacteria, fungi, virus, protozoa and algae, knowledge about microscopic techniques, staining, sterilization techniques, food contamination etc.  |
| NUTHCC10    | Food Processing & Preservation  | They will learn the principles of different methods of food processing, Principles of microwave cooking and solar cooking, food preservation techniques and importance of food preservation   |
| NUTHCC11    | Public health & hygiene   | Understand the impact of nutrition education on awareness and improvement in the field of personal & public health, food adulteration, Importance of water to the community and waste management  |
| NUTHCC12    | Research Methodology  | Students will learn meaning of research, objectives of research, motivations in research, criteria of good research, types of research, identification of research problems, literature survey etc.   |
| NUTHCC13    | Dietetics & Counseling  | Students will learn about the different aspects of dietary counseling & various teaching aids used by dietitians.   |
| NUTHCC14    | Entrepreneurship development, Enterprise management & Entrepreneurship for small catering | Students will learn concept, definition, need and significance of entrepreneurship development in India, entrepreneurship growth process, barriers, entrepreneurship education model<br>They will be able to translate the gained knowledge, skills and training to their own personal interests and immediate benefits |

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|                 | units                                       |   |
| <b>NUTHSE01</b> | Biostatistics & Bioinformatics              | Gain knowledge about types of data, different measurements of statistics, bioinformatics & health informatics   |
| <b>NUTHSE02</b> | Women Health & Nutrition                    | Learn the function of various nutrients during pregnancy, lactation & common problems during these time period  |
| <b>NUTHDS01</b> | Food Sanitation & Hygiene                   | Students will learn about food sanitation, food hygiene, personal hygiene and its importance  |
| <b>NUTHDS02</b> | Quality Control & Food Standards            | Students will learn different types of food standards and their quality control procedures  |
| <b>NUTHDS03</b> | Geriatric Nutrition                         | Understand the principle how to deal with issues & challenges of ageing, and other diseases by maintaining physical and psychological changes by given proper nutrition |
| <b>NUTHDS04</b> | Bakery Technology & Mushroom Culture        | Know the process of mushroom culture, baked products, bakery technology and also to control their quality and standard  |
| <b>NUTHGE01</b> | Basic Human Nutrition                       | Learn the concept and definition of terms nutrition, malnutrition, health, body composition, energy in human nutrition, BMR, function of nutrients etc. & RDA           |
| <b>NUTHGE02</b> | Food Science                                | Learn the nutritional aspect of different commodities & their various uses in preparation   |
| <b>NUTHGE03</b> | Community Nutrition & Nutritional Programme | Understand the concept of community nutrition & role of nutrition in specific patho-physiological conditions  |
| <b>NUTHGE04</b> | Family Meal Management                      | Know the basic idea about balanced diet & nutritional requirement of different stages of life that is from infant to old people.  |



## **B.Sc. General in Nutrition**

### **Programme specific outcome:**

Able to provide nutrition counseling and education to individuals, groups, and communities

Able to apply technical skills, knowledge of health behavior, clinical judgment, and decision-making skills when assessing and evaluating the nutritional status of individuals and communities

Apply food science knowledge to describe functions of ingredients in food

Analyze nutrients, food quality and manage diseases using diet therapy

Able to devise research strategies for empowering and promoting healthy living in the community

Apply skill based knowledge in food industry

Learn food processing techniques such as jam, jellies, pickles, squash etc. that can create job opportunity

## B.Sc. Hons in Nutrition:

| Course Code | Course name                               | Course Outcome   |
|-------------|---|--|
| NUTGCC01    | Nutritional aspects of food items         | Understand the functions and sources of nutrients, nutritional classification of food, nutritional aspects of different food items role of nutrients in maintenance of good health   |
| NUTGCC02    | Nutrients and its physiological role      | Able to understand the physiological processes and functions as applicable to human nutrition  |
| NUTGCC03    | Nutrition: Infant to old age              | Understand the nutritional requirement of adults, nutritional needs during pregnancy and lactation, physiological changes and hormones involved during pregnancy and lactation, effects of ageing and life expectancy.   |
| NUTGCC04    | Nutritional Surveillance and programme    | Understand the importance of immunization, nutrition & health education & at the same time role of different organizations in combating malnutrition.  |
| NUTGSE01    | Diet therapy - I                          | Gain knowledge about aetiology, risk factors, clinical features and dietary management of cancer, HTN, CVD, genetic and mental disorders   |
| NUTGSE02    | Diet therapy - II                         | Students able to demonstrate counseling techniques to facilitate behavior Change, identify and describe the roles of others with whom the registered dietitian collaborates in the delivery of food and nutrition services.                                      |
| NUTGSE03    | Basic Molecular Biology and Immunology    | Understand the biological processes and systems as applicable to human nutrition. Students will understand the principles of biochemistry and also chemistry of major nutrients also develop idea about immunity   |
| NUTGSE04    | Women Health & Nutrition                  | Knowledge about the common health problems of women & acquire skills to overcome different nutritional deficiency diseases.  |
| NUTGDS01    | Food Standards and Food Safety Guidelines | Able to locate and interpret government regulations regarding the manufacture and sale of food products. Gain knowledge about the properties and uses of various food packaging materials<br>They can identify the adulterants added to food                     |
| NUTGDS02    | Community Nutrition and Epidemiology      | Able to identify what foods are good sources for what nutrients, students will be familiar with factors affecting for the absorption of nutrients<br>Able to promote lifelong healthy eating habits and lifestyles in the community to combat different diseases |

# **PROGRAMME SPECIFIS OUTCOMES**

PSO : ZOOLOGY

## **I. ZOOLOGY (GEN)**

- Knowledge about different animals and their survival in various atmospheric conditions is gained .
- Learning about Cell Biology , Animal Physiology and Ecology makes the students richer .
- The students will be able to describe the roles of the immune system in both maintaining health and contributing disease .

## **II. ZOOLOGY (HONS)**

- Studies of animal behaviour are increasingly important to society because they are crucial for understanding how to preserve species in the face of the continuing negative impact of human activities on the biosphere .
- Genetics – Comprehensive and detailed understanding of genetic methodology and how quantification of Heritable traits in families and population provides in sight into cellular and molecular mechanism .
- Biotechnology – To give students a solid foundation in biology and chemistry . To develop analytical and critical thinking skills in biological phenomenon through scientific methods.
- Students will be able to describe how epiculture industry is formed.
- Students learn silk culture or sericulture technique.

# ***Vivekananda Mission Mahavidyalaya***

## ***Department of Botany***

### **❖ Programme:- B. Sc. (G), BOTANY & GE**

#### **➤ Programme Outcomes (POs):**

- **Scientific Knowledge:** Use of principles of basic science and fundamental process to study and Analyze the plant forms.

- **Critical Thinking:** Apply the knowledge of biology to make scientific queries and Enhance the comprehension potential.

- **Effective Communication:** Successful transfer of scientific knowledge both orally and In writing.

- **Environment and Sustainability:** Insist the significance of conserving a clean Environment for perpetuation and sustainable development.

**PO5. Ethics:** Convey and practice social, environmental and biological ethics.

- **Practical skills:** Giving opportunities to students to conduct experiments practically both in field and Laboratory. Hands on practical helps the students to gain proficiency and skills in different topics of

Modules offered to them. 1. Study of plant morphology and anatomy. 2. Character correlation for Plant identification. 3. Study of structure and composition of vegetations. 4. Study of economic crops.

- **Self-directed and Life-long Learning:** study incessantly by self to cope with growing Competition for higher studies and employment.

➤ **Programme Specific Outcomes (PSOs):**

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

- Understand the basic concepts and morphology of lower group and higher group plants.
- Identify the bacteria, viruses.
- Understand the basic concepts of ecology.
- Understand the evolution, classification, anatomical details of plants.
- Student will be able to knowing about different economical plant and their uses.
- Analyze metabolic activities of plants.
- Understand the application of genetic engineering for the improvements of plants.
- Analyze the cellular details and application of genetics, molecular biology in plant breeding
- Perform the laboratory techniques in anatomy, physiology, biochemistry, biotechnology, ecology and utilization of plants.

➤ **COURSE OUTCOME :**

*Semester- I*

*Course Type - DSC-1A*

*Course Title - Biodiversity (Microbes, Algae, Fungi and Archegoniate)*

**Course Learning Outcomes:**

After completion of this course students will be able to -

**Theory Outcome:-**

1. Gain knowledge about microbial diversity.
2. Learn about the pigmentation, thallus organization and food reserves of Algae.
3. Learn about the structure, pigmentation, food reserves and methods of reproduction of Fungi.
4. Know about the Economic importance of algae, Fungi, Bryophyte, Pteridophyte, Gymnosperm, Mycorhyza and lichen.

5. Study and impart knowledge about the occurrence, distribution, morphology, anatomy, method of reproduction and life history of lower plants such as Algae, Fungi, Lichens, Bryophytes, Pteridophytes and Gymnosperms.
6. Learn the phylogeny and evolutionary concepts in lower group of organisms.
7. To understand the stelar evolution and seed formation habit in Pteridophytes.
8. Learn symbiotic association in Lichens and Mycorhyza.

### **Practical Outcome:-**

1. Learn the microscopic technique.
2. Learn about Gram staining method of bacteria.
3. Learn about the microscopic observation and identification of algae, Fungi, bryophytes, pteridophytes , gymnosperm , lichens and mycorhyza .
4. Learn about different microbe's structure and Reproduction.

*Semester- I*

*Course Type – GE-1*

*Course Title - Biodiversity (Microbes, Algae, Fungi and Archegoniate)*

### **Course Learning Outcomes:**

After completion of this course students will be able to -

## **Theory Outcome:-**

1. Gain knowledge about microbial diversity.
2. Learn about the pigmentation, thallus organization and food reserves of Algae.
3. Learn about the structure, pigmentation, food reserves and methods of reproduction of Fungi.
4. Know about the Economic importance of algae, Fungi, Bryophyte, Pteridophyte, Gymnosperm, Mycorhyza and lichen.
5. Study and impart knowledge about the occurrence, distribution, morphology, anatomy, method of reproduction and life history of lower plants such as Algae, Fungi, Lichens, Bryophytes, Pteridophytes and Gymnosperms.
6. Learn the phylogeny and evolutionary concepts in lower group of organisms.
7. To understand the stellar evolution and seed formation habit in Pteridophytes.
8. Learn symbiotic association in Lichens and Mycorhyza.

## **Practical Outcome:-**

1. Learn the microscopic technique.



2. Learn about Gram staining method of bacteria.
3. Learn about the microscopic observation and identification of algae, Fungi, bryophytes, pteridophytes , gymnosperm , lichens and mycorhyza .
4. Learn about different microbe's structure and Reproduction.

*Semester- II*

*Course Type - DSC-1B*

*Course Title - Plant Ecology and Taxonomy .*

**Course Learning Outcomes:**

After completion of this course students will be able to -

**Theory Outcome:-**

1. Students learned about the interaction between biotic and abiotic components of the environment.
2. Learn about plant community and Phytogeography.
3. To identify diversity of life forms in an ecosystem.
4. Know about the concept of energy flow in the ecosystem.
5. Know about different pollutions, consequences in the environment and its mitigation.
6. Learn the types of classifications- artificial, Natural and phylogenetic.
7. Know about the National and International Herbaria and Botanical gardens.
8. Learn about system of classification with merits and demerits.

9. Learn the taxonomic evidences from molecular, numerical and chemicals.
10. Learn rules of ICBN and Binomial nomenclature.
11. Study of the some families of plant.
12. Familiarize with the methods of plant Identification.
13. Learn the types of classifications- Artificial, Natural and Phylogenetic.

### **Practical Outcome:-**

1. Students will develop field skill pertaining to vegetation analysis.
2. Student will know about different instruments used to measure microclimatic variables.
3. Student will be able to determination of pH, and analysis of two soil samples for carbonates, chlorides, nitrates, sulphates and organic matter.
4. Student will be able to learn about plant adaptation on different environment.
5. Student will be able to gain practical knowledge about measurement of soil bulk density, porosity and rate of infiltration of water in soil.
6. Student will be able to gain practical knowledge about identification of different plant family.
7. Student will be able to prepared herbarium sheet.

*Semester- II*

*Course Type – GE-2*

*Course Title - Plant Ecology and Taxonomy.*

## **Course Learning Outcomes:**

After completion of this course students will be able to -

### **Theory Outcome:-**

1. Students learned about the interaction between biotic and abiotic components of the environment.
2. Learn about plant community and Phytogeography.
3. To identify diversity of life forms in an ecosystem.
4. Know about the concept of energy flow in the ecosystem.
5. Know about different pollutions, consequences in the environment and its mitigation.
6. Learn the types of classifications- artificial, Natural and phylogenetic.
7. Know about the National and International Herbaria and Botanical gardens.
8. Learn about system of classification with merits and demerits.
9. Learn the taxonomic evidences from molecular, numerical and chemicals.
10. Learn rules of ICBN and Binomial nomenclature.
11. Study of the some families of plant.
12. Familiarize with the methods of plant Identification.
13. Learn the types of classifications- artificial, Natural and phylogenetic.

### **Practical Outcome:-**

1. Students will develop field skill pertaining to vegetation analysis.

2. Student will know about different instruments used to measure microclimatic variables.
3. Student will be able to determination of pH, and analysis of two soil samples for carbonates, chlorides, nitrates, sulphates and organic matter.
4. Student will be able to learn about plant adaptation on different environment.
5. Student will be able to gain practical knowledge about measurement of soil bulk density, porosity and rate of infiltration of water in soil.
6. Student will be able to gain practical knowledge about identification of different plant family.
7. Student will be able to prepared herbarium sheet.

*Semester- III*

*Course Type - DSC-1C*

*Course Title - Plant Anatomy and Embryology*

**Course Learning Outcomes:**

After completion of this course students will be able to -

**Theory Outcome:-**

1. On Completion of this Course students will be able to gain knowledge of plant cells, meristems and non meristematic tissues and their functions.
2. Understand external and internal structure of plants.

3. Student will be able to learn about Adaptive and protective systems of plant.
4. Student will be able to know about Structural organization of flower.
5. Student will be able to know about Embryo & Endosperm of plant.
6. Student will be known about pollination and fertilization mechanism of plant.
7. Student will be able to learn about Apomixes and polyembryony.

### **Practical Outcome:-**

1. Students able to understand the external and internal structure of monocot and dicot plant (stem leaf and root).
2. Student will be able to learn about Adaptive anatomy of plant.
3. Students get knowledge in internal structure of anther, types of ovule, and types of pollination, female gametophyte and isolation of embryo.
4. Student will be able to learn about Structural organization of flower.

*Semester- III*

*Course Type – GE-3*

*Course Title - Economic Botany and Biotechnology*

### **Course Learning Outcomes:**

After completion of this course students will be able to –

## **Theory Outcome:-**

1. Student will be able to know about Origin of Cultivated Plants.
2. Student will be able to know about different Economic plants and their uses.
3. Student will be learning about different plant tissue culture technique.
4. Student will be able to know about various tools & technique of biotechnology.
5. Will be able to gain knowledge about different aspects of the application of biotechnology in different areas of our life.

## **Practical Outcome:-**

1. Student will be able to gain practical knowledge about different Economic plants and their micro chemical test.
2. Student will be Familiarization with basic equipments in tissue culture.
3. Student will be able to know about different tissue culture method.
4. Students will be able to know about different molecular technique that's use to different aspects of our life.
5. Student will able to skill about different molecular technique.

*Semester- IV*

**Course Type - DSC-1D**  
**Course Title - Plant Physiology and Metabolism**

**Course Learning Outcomes:**

After completion of this course students will be able to –

**Theory Outcome:-**

1. To become knowledgeable in plant and its water relations.
2. Students will be able to gain knowledge on role of Mineral nutrition in plant growth.
3. Students will be able to learn about **Translocation in phloem**.
4. To understand the process of Photosynthesis, Respiration and Nitrogen metabolism.
5. To understand the mechanism of enzyme action and inhibition.
6. To acquire knowledge in plant growth regulator and its uses, understand the physiology of flowering and photoperiodism.

**Practical Outcome:-**

1. Students are capable to become practical knowledgeable in Determination of osmotic potential of plant cell sap, to study the effect of environmental factors on transpiration , Calculation of stomatal index and stomatal frequency & Separation of amino acids by paper chromatography.
2. Students will be able to know about Hill reaction, effect of light intensity and bicarbonate concentration on O<sub>2</sub> evolution in photosynthesis, Mechanism of enzyme catalysis and enzyme inhibition & Comparison of the rate of respiration in parts of a plant.

3. Students will be able to know about Bolting, Effect of auxins on rooting, Suction due to transpiration, R.Q. & Respiration in roots.

*Semester- IV*

*Course Type – GE-4*

*Course Title - Plant Anatomy and Embryology*

**Course Learning Outcomes:**

After completion of this course students will be able to -

**Theory Outcome:-**

1. On Completion of this Course students will be able to gain knowledge of plant cells, meristems and non meristematic tissues and their functions.
2. Understand external and internal structure of plants.
3. Student will be able to learn about Adaptive and protective systems of plant.
4. Student will be able to know about Structural organization of flower.
5. Student will be able to know about Embryo & Endosperm of plant.
6. Student will be known about pollination and fertilization mechanism of plant.
7. Student will be able to learn about Apomixes and polyembryony.

**Practical Outcome:-**



1. Students able to understand the external and internal structure of monocot and dicot plant (stem leaf and root).
2. Student will be able to learn about Adaptive anatomy of plant.
3. Students get knowledge in internal structure of anther, types of ovule, and types of pollination, female gametophyte and isolation of embryo.
4. Student will be able to learn about Structural organization of flower.

*Semester- V*

*Course Type – DSE-1A*

*Course Title - Economic Botany and Biotechnology.*

**Course Learning Outcomes:**

After completion of this course students will be able to –

**Theory Outcome:-**

1. Student will be able to know about Origin of Cultivated Plants.

2. Student will be able to know about different Economic plants and their uses.
3. Student will be learning about different plant tissue culture technique.
4. Student will be able to know about various tools & technique of biotechnology.
5. Will be able to gain knowledge about different aspects of the application of biotechnology in different areas of our life.

### **Practical Outcome:-**

1. Student will be able to gain practical knowledge about different Economic plants and their micro chemical test.
2. Student will be Familiarization with basic equipments in tissue culture.
3. Student will be able to know about different tissue culture method.
4. Students will be able to know about different molecular technique that's use to different aspects of our life.
5. Student will able to skill about different molecular technique.

***Semester- VI***  
***Course Type – DSE-1B***  
***Course Title - Genetics and Plant Breeding***

**Course Learning Outcomes:**

After completion of this course students will be able to –

**Theory Outcome:-**

1. Students will be able to learn about mandelian and non mandelian inheritance.
2. To have knowledge on the organization of genes and chromosomes of the nature and function of genes, processes of inheritance, extra chromosomal inheritance.
3. To describe linkage, crossing over and mutations, the role of mutations in plant breeding.
4. Know in detail about breeding systems, techniques of Hybridization.
5. Learn about the selection methods for self pollinated, cross pollinated plants and vegetatively propagated plants.
6. Student will be able to learn about Role of mutations, Polyploidy, Distant hybridization and role of biotechnology in crop improvement.

**Practical Outcome:-**

1. Student will be able to gain practical knowledge about Chromosome mapping using point test cross data.
2. Student will be able to learn about Down's, Klinefelter's , Turner's syndromes ,Translocation Ring, Laggards and Inversion Bridge.
3. Students will be able to learn about mandelian and non mandelian inheritance.
4. Student will be able to gain practical knowledge about Hybridization technique.
5. Students will be able to know about polyploidy conditions in plants.

*Semester- VI*  
*Course Type – SEC-4*  
*Course Title – Medicinal Botany*

**Course Learning Outcomes:**

After completion of this course students will be able to –

## **Theory Outcome:-**

1. Know about history and relevance of herbal drugs in Indian system of medicine.
2. Student will be able to learn about Ethnobotany and Folk medicines.
3. Student will be able to learn about different endangered and endemic medicinal plants and their conservation.

*The End*