

Purbasthali college

Department of Bengali

PROGRAM OUTCOMES

CBCS: বাংলা ভাষা ও সাহিত্য

- সাহিত্য মানুষের কথা বলে।সমাজ ও সময়কে ধরে রাখে।অসহায় উপেক্ষিত মানুষের জীবন-ছবি তুলে ধরে।সাহিত্য পাঠের মধ্য দিয়ে মানুষের অনুভব ক্ষমতা বাড়ে।
- স্নাতক স্তরের সাহিত্যে এমন অসহায়,উপেক্ষিত ও নারীদের মধ্যমানবিক অনুভূতি সংযোগ স্থাপনে সহায়তা করে।
- সিবিসিএস পাঠক্রমের ছোট প্রশ্ন উত্তর পরবর্তী ক্ষেত্রে প্রতিযোগিতামূলক পরীক্ষার প্রস্তুতি নিতে সাহায্য করে।
- সিবিসিএস এর বিষয়বৈচিত্র স্নাতকোত্তরে পড়াশুনায় সহায়তা করে।
- সমকালীনতার সঙ্গে সাজু্য থাকার জন্য ছাত্রছাত্রীরা কাজের বাজারের উপযোগী হয়ে ওঠে।
- Program specific outcomes
- বাংলায় সাম্মানিক স্নাতক ডিগ্রির পাঠ্যক্রম সম্পূর্ণ করার মাধ্যমে
- এক) বাংলাভাষী ছাত্রছাত্রীদের মধ্যে বাংলা ভাষার উৎপত্তি বিবর্তন বৈচিত্র্য এবং সমৃদ্ধির স্পষ্ট ধারণা গড়ে ওঠে।

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- দুই) বাঙালি সাহিত্যিকদের রচনা কর্ম ও বাংলা ভাষায় রচিত বিভিন্ন শিল্পরীতির সাহিত্য— কবিতা, গল্প, উপন্যাস, প্রবন্ধ প্রভৃতির মধ্য দিয়ে নান্দনিক রস সৃষ্টির ক্ষমতা গড়ে ওঠে।
- তিন) সাহিত্য পাঠের মধ্য দিয়ে ছাত্রছাত্রীরা প্রতিভাবান সাহিত্যিকদের সঙ্গে ঘনিষ্ঠ সম্পর্ক যুক্ত হয়ে সৃজনশীল নান্দনিকতা লাভ করে।
- চার) বাংলা ভাষার বহুমুখী পাঠে ছাত্রছাত্রীরা সাংবাদিক হতে পারে। রেডিও ও টেলিভিশনের সঙ্গে যুক্ত হতে পারে।
- পাঁচ) প্রুফ সংশোধন ও বিজ্ঞাপন রচনা করে আর্থিকভাবে স্বাবলম্বী হতে পারে।
- ছয়) বাংলা পাঠ্যক্রম থেকে বাঙালি জাতির উৎপত্তি, সংস্কৃতির ইতিহাস, ভূগোল, মানসিকতা সম্পর্কে সুস্পষ্ট ধারণা করতে পারে। ব্যক্তিত্ব নির্মাণের ভিত্তিও গড়ে তোলে।

Course Outcomes

SEMESTER-1

- CC-1
- ক) প্রাচীন যুগের সাহিত্য — ইতিহাসের পাঠ্যাংশ চর্যাপদ ভারতীয় ধর্ম ইতিহাসের শিক্ষা দেয়। বৌদ্ধ ধর্মের অবক্ষয়, সহজিয়া বৌদ্ধদের নিজ ধর্ম চর্চার পরিসর নির্মাণের প্রয়াসী হয়ে গৃঢ় তত্ত্বকথাগুলি লিপিবদ্ধকরণ। শুধু তাই না একইসঙ্গে রচনাগুলির সাহিত্যিক সৌন্দর্য উপভোগের অবকাশ।
- খ) মধ্যযুগের সাহিত্য— শ্রীকৃষ্ণ কীর্তন মঙ্গল কাব্যগুলিতে সমকালীন সমাজ চিত্রের বাস্তব পর্যবেক্ষণ অনুসারী সাহিত্যের মধ্যে ধ্রুপদী ভারতীয় সাহিত্য গুলির আনন্দন ও বাঙালিয়ানার প্রক্ষেপে স্বতন্ত্রতা। ইসলামী বাংলা সাহিত্য ও চৈতন্য জীবনীকাব্যগুলিতে মানুষে কথা।

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- CC-2
- ক) ছন্দ শাস্ত্রে নিবিড় পাঠের মধ্য দিয়ে কাব্য কবিতার বহিঃসৌন্দর্যের অনুধাবন।
- খ) অলংকারের আস্থাদানে সংস্কৃত বাংলা সাহিত্যের উপাদানগত বিশেষত্ব আস্থাদান।


Semester -II

- CC-3
- ক) বৈষ্ণব ও শাক্ত পদাবলী সাহিত্যের একাধিক কবির রচনায় কলাকৈবল্যের পাশাপাশি সমাজ জীবনের প্রতিফলন। একইসঙ্গে পরমাত্মা-জীবাত্মার অন্যান্য সম্পর্কের অনুভূতিপ্রবণ চিত্র।
- CC-4
- ক) অন্নদামঙ্গল কাব্যের অনুপুঞ্জ পাঠে যুগরুচির পরিচয়। রামায়ণের লঙ্কাকাণ্ডের ইতিকথায় ধর্ম-অধর্মের সংঘাতে ধর্মের বিজয়নীতি ঘোষণার পাশাপাশি বাঙালি সত্তার সহজ উদ্ভাস।

Semester III

- CC-5
- ক) আধুনিক যুগের সাহিত্য— ইতিহাসের গভীর পর্যবেক্ষণের মধ্যে দিয়ে সামাজিক, সাংস্কৃতিক, প্রশাসনিক, অর্থনৈতিক, ধর্মীয় অবস্থার প্রেক্ষাপটে সৃষ্টিশীল রচনার সংযোগ বীক্ষণ।
- CC-6
- ক) সাহিত্যের মাধ্যম ভাষা। ভাষাতত্ত্বের রূপতাত্ত্বিক ও ধ্বনিতাত্ত্বিক বৈশিষ্ট্য সমূহ অবগত হওয়ার প্রয়োজনে এই পাঠ্যক্রমে বিশেষ গুরুত্ব আরোপ।

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- CC-7
- ক) বীরাঙ্গনা কাব্য ও সারদামঙ্গল —মাইকেল মধুসূদন ও বিহারীলাল সম্পর্কে ছাত্র-ছাত্রীদের অবহিত করা এবং উনিশ শতকের এই দুই শ্রষ্টার সাহিত্যে কিভাবে নবজাগরণের ছাপ পড়েছে এবং গীতিকবিতার আভাস পাওয়া যাচ্ছে সে সম্পর্কে ছাত্র-ছাত্রীদের জানানো।

Semester -IV

- CC-8
- ক) রবীন্দ্র কবিতা ও আধুনিক কবিতার রসাস্বাদনের মধ্য দিয়ে কাব্য সৌন্দর্যের উৎসেচন।
- CC-9
- দীনবন্ধুর নীলদর্পণ ও রবীন্দ্রনাথের শারদোৎসব বিভিন্ন ধর্মী নাটকের মধ্য দিয়ে প্রচলিত দ্বারা নাটক এবং সাংকেতিক তথ্যধর্মী নাটকের প্রভেদ সম্পর্কে ধারণা।
- CC-10
- বঙ্কিমচন্দ্রের চন্দ্রশেখর ও তারাশঙ্করের গণদেবতা পাঠের মধ্যে দিয়ে দুই ভিন্ন সময়ের ঔপন্যাসিকের দৃষ্টিভঙ্গির প্রভেদ মাত্রা।

Semester -V

- CC-11
- ছোট গল্পের আঙিনায় রবীন্দ্রনাথের গল্পগুলির আস্বাদন ও একালের গল্পগুলির পাঠাভ্যাস- এর মধ্যে দিয়ে তাদের পার্থক্য এবং বাংলা গল্পের বৈচিত্র্য সম্পর্কে অভিজ্ঞতা লাভ।
- CC-12

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- সাহিত্যের রূপ রীতি তত্ত্বালোচনা মধ্যে দিয়ে সাহিত্যের শৈলী সম্পর্কে শিক্ষার্থীদের অবগত করা।

Semester -VI

- CC-13
- সংস্কৃত ইংরেজি সাহিত্যের ইতিহাসে সুনির্দিষ্ট বিষয়গুলি অবগত হয়ে শিক্ষার্থীরা বাংলা সাহিত্যের সঙ্গে অন্য ভাষার সাহিত্যের তুলনামূলক আলোচনা করতে পারে।

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Department of Education

Course Outcome and Programme Outcome

(Honours)

Three year B.A Degree course Under CBCS Semester system

Semester-I (Honours)

Core Course (CC-1): Educational Philosophy -1

After completion of the course, learners will be able to

- ❖ Explain the concept of education and its relationship with philosophy.
- ❖ List areas of philosophy and narrate their educational implications.
- ❖ Describe the contribution of philosophy to the field of education.
- ❖ Evaluate the impact of Western philosophies on Indian education.

Core Course (CC-2): Educational Psychology-1

After completion of this course, learners will be able to

- ❖ Establish relationship between education and psychology.
- ❖ Explain the application of educational psychology in teaching learning process.
- ❖ Understand individual difference from intelligence, creativity, and personality point of view.
- ❖ Explain the concept of learning and factors affecting learning.

General Elective (For Other Discipline) G.E-1: Principles of Education

After the completion of the course the learner will be able to:

- ❖ Discuss the meaning, nature, scope, aims, factors and functions of Education.
- ❖ Develop an idea about curriculum and Types of curriculum.
- ❖ Analyze the Principles of curriculum construction.
- ❖ Understand the meaning and characteristics of Child Centric Education.
- ❖ Understand the concept of Discipline, Self Discipline and Freedom.
- ❖ Discuss the needs of Discipline and Application of Discipline in Educational Institution.

Semester-II (Honours)

CC-3: Educational Philosophy-2

After completion of the course the learner will be able to:

- ❖ Acquire knowledge of the Western Schools of philosophy and their impact on Education.
- ❖ Understand contribution of some great educators and their impact on Education.
- ❖ Understand about Education for Democracy, National Integration and International Understanding.
- ❖ Discuss Education for empowerment of different categories of people.

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CC-4: Educational Psychology-2

After completion of the course the learner will be able to:

- ❖ Understand the concept and definition of Intelligence.
- ❖ Discuss and recognize the basic ideas and contribution on education of Spearman's Two Factor theory, Thurston's Group Factor theory, Guilford's theory of Intelligence in Education.
- ❖ Describe the meaning, nature of Creativity and characteristics of creative person.
- ❖ Discuss the nature of Personality and development of Personality.
- ❖ Analysis Types and Traits, Psychoanalytical theory of Personality and assessment of Personality.
- ❖ Explain the meaning, concept and types of Memory and process of memorization.
- ❖ Acquire knowledge about various theories of Cognitive development and its educational implication.

General Elective (For Other Discipline) G.E-2: Educational Psychology

After the completion of the course the learner will be able to:

- ❖ Understand the Meaning, Nature and Scope of Educational Psychology.
- ❖ Realize the relation between Education and Psychology.
- ❖ Acquire knowledge about stages of development of a child-Infancy, Childhood and Adolescence and their Physical, Intellectual, Emotional and Social aspect of development.
- ❖ Discuss the concept, definition of Personality.
- ❖ Analyse the types and Traits Approaches of Personality.
- ❖ Understand the concept and definition of Intelligence.
- ❖ Discuss the Spearman's Two Factor theory, Thustone's Group Factor theory, Guilford's theory of Intelligence and their contribution on Education.

Semester-III

CC-5: Educational sociology-1

After completion of the course the learner will be able to:

- ❖ Understand the meaning, nature and scope of Educational Sociology.
- ❖ Discuss the meaning, nature of Sociology of Education.
- ❖ Realize the relation between Sociology and Education and distinguish between Sociology of Education and Educational Sociology.
- ❖ Explain social change and its factors and problems in the Indian context.
- ❖ Explain Education as a social sub- system.
- ❖ Identify and analyse the relation between Education and Community, effect on each other.
- ❖ Describe the concept, meaning, nature of Social Stratification and its impact on education.

CC-6: Education in ancient & medieval India

After completion of the course the learner will be able to:

- ❖ Develop an idea of education in ancient and medieval India.
- ❖ Discuss the features, aims, curriculum, method of teaching and role of teacher of the Vedic and Brahmanic period of education.
- ❖ Discuss the features, aims, curriculum, method of teaching and role of teacher of the Buddhistic period of education.
- ❖ Compare between the Bramanic and Buddhist system of education.

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CC-9: Education in British India

After completion of the course the learner will be able to

- ❖ Develop an idea of education in British India
- ❖ Discuss the missionary educational activities in India during early 19th century
- ❖ Analyze the Adams Report, Macaulay's Minute and Wood Despatch
- ❖ Discuss Bengal Renaissance and its influence on Indian Education
- ❖ Describe National Education Movement and its impact on Education
- ❖ Evaluate the education system during British India with special emphasis on the commissions and committees

General Elective (For Other Discipline) G.E-2: Educational Sociology

After the completion of the course the learner will be able to

- ❖ Understand the Meaning & Concept of Educational Sociology and Sociology Of Education
- ❖ Realize the relationship between Education and Sociology,
- ❖ Learn to concept, nature of social change and Various Factors to influence Social Change
- ❖ Understand social control's meaning and types and agencies of social control
- ❖ Know about the Role of Family, School, State and Mass media in the society to development
- ❖ Justify education as a sub-system of society and how other sub systems affect education
- ❖ Get an idea of social development and role of Education

SEC-1: Value Education

After completion of the course the learner will be able to:


- ❖ Explain the meaning, nature and needs of Value Education
- ❖ Discuss the needs of morality and its role of parents and teachers to facilitate children's Moral Development
- ❖ Explain the inculcation of values among the students
- ❖ Describe the meaning, aims and features of Peace Education
- ❖ Know about Human Rights Education.

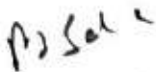
Or

SEC- 1: Computer application in Education-I

After completion of the course learner will be able to:

- ❖ Develop an understanding of the concept of Computer and its uses
- ❖ Understand the concept of MS Word, MS Power Point, MS Excel
- ❖ Develop an understanding of the concept of ICT and its components.
- ❖ Analyze the challenges of Integration of ICT in school
- ❖ Describe the aims, objectives of National Policy on ICT in school education
- ❖ Discuss the components and objectives of NMFICT.


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Semester- IV (Honours)

Core Course: CC-8: Educational Sociology-II

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

- ❖ The factors of socialization and Role of the Parents and the Teachers in the process of Socialization.
- ❖ Understand the meaning of social control and various Agencies of Social Control.
- ❖ Acquire the knowledge about Causes and factors of Social Mobility and also know the effect of Mobility in present society of Indian.
- ❖ Acquaintance with the concept of culture, cultural lag and the relevance of education for living in multicultural society
- ❖ Learn the Educative role of the Family School state mass media as social agency

Core Course: CC-9: Development of Education in Post Independence Period

After successful completion of this course the Learners will be able to:

- ❖ Understand about the Recommendations of University Education Commission and mudaliar commission
- ❖ Learn the Kothari Commission's report and its Recommendation
- ❖ Know about the present position of elementary education in India
- ❖ Development a concept of language policy in education has recommended by different committee and commission
- ❖ Acquire the knowledge about various constitutional reforms relating to education

Core Course: CC-10: Educational Management and Administration

After successful completion of this course the Learners will be able to:

- ❖ Develop the concept, nature, Scope of educational management and its need in Modern Education.
- ❖ Know the meaning and principles of educational organization.
- ❖ Learn the role of educational manager in education system.
- ❖ Understand the importance of leadership in management.
- ❖ Develop the concept about difference between inspection and supervision.
- ❖ Understand the importance of Educational Planning and Strategies of Man Power Planning.


Generic Elective (For other Discipline) GE-4: History of Education in India

After successful completion of this course the Learners will be able to:

- ❖ Understand the educational activities of missionaries in education
- ❖ Know about Charter Act-1813 and Macaulay's Minute
- ❖ Understand the concept about Recommendations of Wood Despatch (1854)
- ❖ Understand the National Education Movement in East India British Period
- ❖ Know about the Sadler Commission (1917) and Surgery Plan (1944)
- ❖ Understand National Education Policy-1986 and Revised Education Policy of 1992


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Skill Enhancement Course

SEC-2: Educational Thought and Ideas of Great Indian Educators

After successful completion of this course the Learners will be able to

- ❖ Understand Philosophical life of Raja Rammohan Roy and his ideas on Education & Women Education.
- ❖ Develop concept on Philosophical life of Vidyasagar and his contribution on Method of Instruction, Education Activities & Women Education
- ❖ Develop Ideas about Philosophical life of Vivekananda and his contribution on Method of Instruction, Education Activities, Curriculum & Women Education
- ❖ Know about the Philosophical life of Aurobindo and his contribution on Method of Instruction, Education Activities, Curriculum & concept of Teacher.
- ❖ Understand Philosophical life of Rabindranath Tagore and his contribution on Method of Instruction, Education Activities, Curriculum & Santiniketan School
- ❖ Understand Philosophical life of Mahatma Gandhi and his contribution on Method of Instruction, Education Activities, Curriculum & Basic Education.

OR

SEC-2: Computer Application in Education-II

After successful completion of this course the Learners will be able to:

- ❖ Develop manipulation skills on E-mail, Info-Savvy Skills, Digital Age Skills etc.
- ❖ Know about various Educational Resources and their function in the education field
- ❖ Learn about Educational Platforms such as E-portfolio of learner, Evaluation Rubrics, Digital lesson designing, Learning guidance and Counselling etc.

Semester- V (Honours)

Core course-(CC-11) Educational Guidance and Counselling

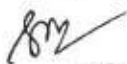
After completion of his paper, students shall be able to

- ❖ Demonstrate familiarity with established knowledge in the field of counselling and awareness of current development therein.
- ❖ Use relevant skills learnt in this counselling area for professional and personal development.
- ❖ Cooperate with others and apply knowledge in a socially responsible manner for the progress of nation.
- ❖ Apply basic managerial and entrepreneurial skills in relevant fields.

Core course (CC-12) Educational Technology

After completion of this paper, students shall be able to

- ❖ Plans develop, communicate, implement and evaluate technology infused strategic plans.
- ❖ Maintain and manage a variety of digital tools and resources for use in technology rich learning environment.
- ❖ Demonstrate field experience in a working environment where educational technology services and programs are used or developed.
- ❖ Motivate them-selves to self learning through some self learning instrument like teaching machine and related some technical devices.


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- ❖ Apply design-thinking to address issues of social justice within the field of educational technology.
- ❖ Student will create products [radio style audio story and a multimedia screenshot] that demonstrate their skills at multimedia production.

DSE-1/2: Yoga Education

After completion of the course the learner will be able to

- ❖ Understand the basis of Yoga and principles of Yoga.
- ❖ Brief analysis of Patanjala Yogasutra, Hathayoga Pradipika with examples.
- ❖ Describe the concept and misconception of Yoga.
- ❖ Discuss about Eight Fold Path of Yoga and its implications in Education.
- ❖ Understand and analysis theories of Yoga Practices - Asana, Pranayama, Kriyas, Dhyana.
- ❖ Understand and develop Personality through Karma Yoga.
- ❖ Learn and practices of Eight Step Method, Asana, Pranayam and Relaxation Techniques.

DSE-1/2: Current Issues in Indian Education

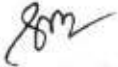
After the completion of the course the learner will be able to:

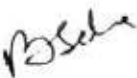
- ❖ Development a concept about last two five year plan at various level of education such as Pre Primary Education, Primary Education, Secondary Education, Higher Secondary Education and Women Education
- ❖ Discuss the Equalization of educational opportunity.
- ❖ Explain the development and problems of Women Education.
- ❖ Discuss the Development of Non-formal Education in India.
- ❖ Describe the concept of Sarbo Siksha Abhijan / Mission, Adult and continuing Education.
- ❖ Discuss the functions of Educational organizations like CIBE, UGC, NCERT, SCERT, and DIET.
- ❖ Know about modern Trends & Contemporary Issues in Education and also known Role of Privatization in Education.

DSE-1/2: Teacher Education

After completion of the course learner will be able to:

- ❖ Explain the meaning, nature, scope and needs of teacher education.
- ❖ Discuss about aim and objectives of teacher education of Elementary Secondary and Higher Secondary Level.
- ❖ Discuss develop of teacher education in India before and after independence.
- ❖ Explain the role of student teaching in teacher education programme Understand Internship and Teaching Practice.
- ❖ Acquire knowledge about Supervision and Evaluation of Student Teaching.
- ❖ Explain teaching as a professional ethics of a teacher understand the characteristics of a good teacher


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Semester-VI Core Course (CC-13): Measurement and Evaluation in Education

After completion of this paper, students shall be able to

- ❖ Understand the difference between Measurement, Assessment and Evaluation
- ❖ Get a clear vision about the importance of measurement, assessment and evaluation in the context of education.
- ❖ Gather knowledge about why is data driven instruction so effective?
- ❖ Know their progress and they can also measure their improvement in a special field by self testing.
- ❖ Learn about various data analysis techniques such as Graphical representation of data, Frequency Polygon, Histogram, Bar Diagram, Pie chart and Ogive.

Core Course (CC-14): Comparative Education

After completion of this paper, students shall be able to

- ❖ Develop a concept on meaning, objectives & scopes of comparative education and also know factors of Comparative Education such as Geographical, Economic, Cultural, Philosophical, Sociological and Linguistic.
- ❖ Know the various method of comparative education such as Descriptive, Historical, Sociological, Analytical and Synthetic.
- ❖ Understand basic structure of the formal education system of U.S.A., U.K and India.
- ❖ Learn about Educational objectives and curriculum of primary and secondary education of U.S.A., U.K and India.


DSE-3/4: Distance Education

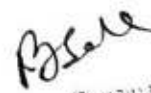
After the completion of the course the learner will be able to:

- ❖ Explain the significance, meaning and characteristics of Distance Education.
- ❖ Know about the Growth and Development of Distance Education.
- ❖ Discuss the designing and preparing self-learning materials in Distance Education.
- ❖ Understand the concept of ICT and their applications in Distance Education.
- ❖ Describe the Self support service and Technical and vocational Programmes through Distance Education.
- ❖ Learn about the Quality assurance in Distance Education and Role of Distance Education Council in education.

DSE-3/4: Educational thoughts and ideas of great western educators

- ❖ Understand Educational Philosophy of Jean Jacques Rousseau and his ideas on Education & Negative Education.
- ❖ Develop concept on Philosophical life of John Heinrich Pestalotzzi and his contribution on Method of Instruction, Education Activities & Concept of Teacher.
- ❖ Develop Ideas about Philosophical life of F.W. August Froebel and his contribution on Curriculum, Method of Instructions & Kindergarten.
- ❖ Know about the Philosophical life of Herbert Spencer and his contribution on Method of Instruction, Education Activities, Curriculum & concept of Teacher.
- ❖ Understand Philosophical life of John Dewey and his contribution on Aims, Curriculum of Instruction of Education, concept of Teacher & Project Method.
- ❖ Understand Philosophical life of Madam Maria Montessori and his contribution on Aims, Curriculum of Instruction of Education, concept of Teacher & Child Centric Education.


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DSE-3/4: Basics of Educational Research and Statistics

After completion of the course learner will be able to:

- ❖ Develop an understanding of meaning, nature and scope of Educational Research.
- ❖ Develop an idea about steps of Research and the types of research in Education.
- ❖ Analyze the Qualitative and Quantitative Research.
- ❖ Explain the concept of Research problem, Objectives and Hypothesis.
- ❖ Understand and describe Historical, Descriptive and Experimental method of Research in Education.
- ❖ Understand and calculate Central tendency and dispersion and their uses.
- ❖ Discuss and apply the concept of product moment and Rank differences.
- ❖ Learn about Inferential data analysis.


DSE-3/4: Special Education

- ❖ After completion of the course learner will be able to:
- ❖ Acquire knowledge about basic concept of Special Education.
- ❖ Discuss the Visual impairment, hearing impairment with special references.
- ❖ Understand the Speech and Language Disorder, Learning Disabilities with special references.
- ❖ Discuss the education of children with Multiple Disabilities.
- ❖ Acquire knowledge about Education of Children with Multiple Disability with reference to prevalence, etiology, identification, intervention, education and prevention of each categories.

PROGRAMME OUTCOME OF EDUCATION

The Bachelor of Arts degree is an academically challenging programme. The aim of the Bachelor of is to assist students become highly skilled, versatile, independent thinkers with the research experience, information literacy, communication and interpersonal skills necessary for an advanced professional career or further academic study. It is the basic tool with which countries, communities, and individual can improve their well-being. But how do societies make sure that their citizens become knowledgeable? How do we expand from infancy through old age? How do we become skilled at throughout our lives? Education helps to answer these questions and more, by providing a critical analysis of educational theories, policies, and practices that promote the understanding of education and its processes. After completing the Graduation course –

- ❖ Students will be able to know the basic concept, nature, major functions and theories of Education.
- ❖ They have an ability to understand the Eastern and Western Schools of Philosophy and contributions of great educators on Education.
- ❖ Students are ability to understand the Educational Psychology from childhood to adulthood and various psychological aspects that effect on Teaching - learning situation.
- ❖ They have ability to develop an idea of Sociological aspect like social change, Socialization, Culture, Social stratification, Social Mobility and Different agencies of education that utilization on Education.
- ❖ Students will be able to discuss about Bramanic, Buddhist and Medieval education in India.
- ❖ They have the ability to understand the pre and post Independent historical development of Indian Education through the ages.


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- ❖ They have to ability to acquire knowledge different kind of Values, Morality and peace Education That makes him ethical, Judgmental
- ❖ They have ability to understand and effective use of computer with different aspect and ICT
- ❖ Students are equipped with the fundamental of statistics how to calculate and use means, median, standard deviation, Ogive, Histogram, Polygon, Bar graph, Product Moment and Rank difference Method.
- ❖ They are acquired knowledge of basics of research, how to undertake different researches and Inferential Data analysis.
- ❖ Students will be able to understand the technique of different measuring tools and Technique involved in Measurement and Evaluation.
- ❖ Students have to understand of technological tools, system approach, Hardware and software approach, programmed learning and TLM with helps them to use in Teaching learning proces.
- ❖ They can undertake project work at ease, they can easily adapt to the situation as they have the pre- requisite knowledge of art of Teaching.
- ❖ They have to ability to acquire knowledge Brief analysis of Patanjala Yogasutra. Hathayoga Pradipika with examples. Describe of Yoga and Eight Fold Path of Yoga and its implications in Education as well as analysis theories of Yoga Practices in your life.
- ❖ Students shall gain knowledge about last two five year plan at various level of education such as Pre Primary Education, Primary Education, Secondary Education, Higher Secondary Education and Women Education and modern Trends & Contemporary Issues in Education and also known Role of Privatization in Education.
- ❖ They understand basic structure of the formal education system, Educational objectives and curriculum at different levels of U.S.A., U.K and India. They also could be comparing between countries by various method of comparative education such as Descriptive, Historical, Sociological, Analytical and Synthetic.
- ❖ They have to ability to acquire knowledge Brief analysis and application of Historical, Descriptive and Experimental method of Research in Education.
- ❖ They Acquire knowledge about Education of Children with Multiple Disability with reference to prevalence, etiology, identification, intervention, education and prevention of each categories.



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PURBASTHALI COLLEGE

Department of Education

(General Course)

Course Outcome and Programme Outcome

Three year B.A Degree course Under CBCS Semester system

Semester-I

CC-1A: Principles of Education

After the completion of the course the learner will be able to:

- ❖ Discuss the meaning, nature, scope, aims, factors and functions of Education.
- ❖ Develop an idea about curriculum and Types of curriculum.
- ❖ Analyze the Principles of curriculum construction.
- ❖ Understand the meaning and characteristics of Child Centric Education.
- ❖ Explain Child Centricism in Education and its significance.

Semester-II

CC-1B: Educational Psychology

After the completion of the course the learner will be able to:


- ❖ Understand the Meaning, Nature and Scope of Educational Psychology.
- ❖ Realize the relation between Education and Psychology.
- ❖ Acquire knowledge about stages of development of a child-Infancy, Childhood and Adolescence and their Physical, Intellectual, Emotional and Social aspect of development.
- ❖ Discuss the concept, definition of Personality.
- ❖ Analyse the types and Traits Approaches of Personality.
- ❖ Understand the concept and definition of Intelligence.
- ❖ Discuss the Spearman's Two Factor theory, Thurstone's Group Factor theory, Guilford's theory of Intelligence and their contribution on Education.

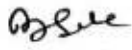
Semester-III

CC-1C: Educational Sociology

After the completion of the course the learner will be able to:

- ❖ Understand the Meaning & Concept of Educational Sociology and Sociology Of Education
- ❖ Realize the relationship between Education and Sociology;
- ❖ Learn to concept, nature of social change and Various Factors to influence Social Change
- ❖ Understand social control's meaning and types and agencies of social control
- ❖ Know about the Role of Family, School, State and Mass media in the society to development.


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Skill Elective (SEC-1): Measurement and Evaluation in Education

After completion of this paper, students shall be able to

- ❖ Understand the difference between Measurement, Assessment and Evaluation.
- ❖ Get a clear vision about the importance of measurement, assessment and evaluation in the context of education.
- ❖ Gather knowledge about why is data driven instruction so effective?
- ❖ Know their progress and they can also measure their improvement in a special field by self testing.
- ❖ Learn about various data analysis techniques such as Graphical representation of data, Frequency Polygon, Histogram, Bar Diagram, Pie chart and Ogive.

Semester-IV

CC-1D: History of Education in India

- ❖ After successful completion of this course the Learners will be able to:
- ❖ Understand the educational activities of missionaries in education.
- ❖ Know about Charter Act-1813 and Macaulay's Minute.
- ❖ Understand the concept about Recommendations of Wood Despatch (1854).
- ❖ Understand the National Education Movement in East India British Period.
- ❖ Know about the Sadler Commission (1917) and Surgery Plan (1944).
- ❖ Understand National Education Policy-1986 and Revised Education Policy of 1992.
- ❖ Understand about the Recommendations of University Education Commission, Mudaliar commission and Kothari Commission.

Skill Elective (SEC-2): Value Education

After completion of this paper, students shall be able to :

- ❖ Full development of child's personality in its physical, mental, emotional and spiritual aspects.
- ❖ Inculcation of good manners and of responsible and cooperative citizenship.
- ❖ Developing respect for the dignity of individual and society.
- ❖ Developing a democratic way of thinking and living.
- ❖ Developing tolerance towards and understanding of different religious faiths.

Semester-V

DSE-1A: Great Educators

After the completion of the course the learner will be able to:

- ❖ Develop Ideas about Philosophical life of Vivekananda and his contribution on Method of Instruction, Education Activities, Curriculum & Women Education.
- ❖ Know about the Philosophical life of Aurobindo and his contribution on Method of Instruction, Education Activities, Curriculum & concept of Teacher.
- ❖ Understand Philosophical life of Rabindranath Tagore and his contribution on Method of Instruction, Education Activities, Curriculum & Santiniketan School.
- ❖ Understand Philosophical life of Mahatma Gandhi and his contribution on Method of Instruction, Education Activities, Curriculum & Basic Education.

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- ❖ Understand Educational Philosophy of Jean Jacques Rousseau and his ideas on Education & Negative Education.
- ❖ Develop Ideas about Philosophical life of F.W. August Froebel and his contribution on Curriculum. Method of Instructions & Kindergarten.

OR

DSE-1A: Women Education

- ❖ After completion of the course the learner will be able to:
- ❖ Know about meaning, concept and problem of Women Education.
- ❖ Discuss the literacy percentage of Women Education.
- ❖ Understand the needs and scope of Education for girls.
- ❖ Explain role of Iswar Chandra Vidyasagar, Mahatma Gandhi and Rabindranath Tagore for Women Education.
- ❖ Discuss recommendation of different committee and commission for Women Education in Independent India.

Generic Elective (For Other Discipline) GE-1: Yoga Education

After completion of the course the learner will be able to

- ❖ Understand the basis of Yoga and principles of Yoga.
- ❖ Brief analysis of Patanjala Yogasutra, Hathayoga Pradipika with examples.
- ❖ Describe the concept and misconception of Yoga.
- ❖ Discuss about Eight Fold Path of Yoga and its implications in Education.
- ❖ Understand and analysis theories of Yoga Practices - Asana, Pranayama, Kriyas, Dhyana.
- ❖ Understand and develop Personality through Karma Yoga.

OR

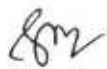
GE-1: Current Issued in Indian Education

- ❖ After the completion of the course the learner will be able to:
- ❖ Understand the Development of Education since 1947.
- ❖ Discuss the Equalization of educational opportunity.
- ❖ know about Backward classes and Women education.
- ❖ Explain the development and problems of Women Education.
- ❖ Discuss the Development of Non-formal Education in India.
- ❖ Discuss the functions of Educational organizations like C.A.B.E, UGC, NCERT, SCERT, and DIET.

Skill Elective (SEC-3): Educational Guidance and Counselling

After completion of his paper, students shall be able to

- ❖ Demonstrate familiarity with established knowledge in the field of counselling and awareness of current development therein.
- ❖ Use relevant skills learnt in this counselling area for professional and personal development.
- ❖ Cooperate with others and apply knowledge in a socially responsible manner for the progress of nation


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OR

Skill Elective (SEC-3): Computer Application in Education-I

After completion of the course learner will be able to:

- ❖ Develop an understanding of the concept of Computer and its uses
- ❖ Understand the concept of MS Word, MS Power Point, MS Excel.
- ❖ Develop an understanding of the concept of ICT and its components.
- ❖ Analyze the challenges of Integration of ICT in school.
- ❖ Describe the aims, objectives of National Policy on ICT in school education

Semester-VI

DSE-3: Educational Technology

After completion of this paper, students shall be able to ;

- ❖ Plan develops, communicate, implement and evaluate technology infused strategic plans.
- ❖ Maintain and manage a variety of digital tools and resources for use in technology rich learning environment.
- ❖ Demonstrate field experience in a working environment where educational technology services and programs are used or developed.
- ❖ Motivate them-selves to self learning through some self learning instrument like teaching machine and related some technical devices.

GE-2: Psychology of mental Health and Hygiene

After completion of this paper, students shall be able to ;

- ❖ Discuss the meaning, concept and characteristics of Mental Health Hygiene.
- ❖ Acquire knowledge about concept need and areas of Adjustment.
- ❖ Know about different mechanism of Adjustment.
- ❖ Explain role of Family and School in effective Adjustment
- ❖ Understand the meaning, definition and causes of Maladjustment.
- ❖ Explain role of Family and School in remedial measures of Maladjustment.

OR

GE-2: Education of children with Special Needs

- ❖ After completion of the course learner will be able to:
- ❖ Acquire knowledge about basic concept of Special Education
- ❖ Discuss the Visual impairment, hearing impairment with special references.
- ❖ Understand the Speech and Language Disorder, Learning Disabilities with special references.
- ❖ Discuss the education of children with Multiple Disabilities.

SEC-4: Distance Education

- ❖ After the completion of the course the learner will be able to:
- ❖ Explain the significance, meaning and characteristics of Distance Education.
- ❖ Know about the Growth and Development of Distance Education.
- ❖ Discuss the designing and preparing self-learning materials in Distance Education.
- ❖ Understand the concept of ICT and their applications in Distance Education.
- ❖



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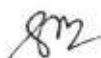
SEC-4: Computer Application in Education-2

- ❖ After successful completion of this course the Learners will be able to:
- ❖ Develop manipulation skills on E-mail, Info-Savvy Skills, Digital Age Skills etc.
- ❖ Know about various Educational Resources and their function in the education field
- ❖ Learn about Educational Platforms such as E-portfolio of learner, Evaluation Rubrics, Digital lesson designing, Learning guidance and Counselling etc.

PROGRAMME OUTCOME OF EDUCATION

The Bachelor of Arts degree is an academically challenging programme. The aim of the Bachelor of is to assist students become highly skilled, versatile, independent thinkers with the research experience, information literacy, communication and interpersonal skills necessary for an advanced professional career or further academic study. It is the basic tool with which countries, communities, and individual can improve their well-being. But how do societies make sure that their citizens become knowledgeable? How do we expand from infancy through old age? How do we become skilled at throughout our lives? Education helps to answer these questions and more, by providing a critical analysis of educational theories, policies, and practices that promote the understanding of education and its processes. After completing the course the student will be able to –

- ❖ Reflect on one's cultural identities and values.
- ❖ Demonstrate intercultural awareness and competence.
- ❖ Analyse, synthesize and integrate knowledge and critically evaluate the validity arguments and conclusions.
- ❖ Recognize and appreciate the real world context of knowledge. 5] Practice creative thinking and expression.
- ❖ Identify, locates, comprehend, and critically evaluate quantitative and qualitative information using visual, numerical, oral, aural and textual sources.
- ❖ Communicate concepts and information clearly and in various formats equally engage effectively with audiences from different backgrounds.
- ❖ In the context of research, identify the imitation in the existing literature and get a clear concept of research process.
- ❖ Recognize the value, use and limits of multidisciplinary learning. 10] Collaborate respectfully with others, individually and in teams.
- ❖ Show leadership in professional environments while recognizing diversity. 12] Manage time effectively and ensure personal organization.



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Purbasihali College
Parulia Purba Bardhaman



DEPARTMENT OF ENGLISH PURBASTHALI COLLEGE

ESTD: 2009

Vill + P.O.: Parulia, Dist.: Purba Bardhaman, Pin No- 713513


Contact No. 8617647363

Email: purbasthalicollege@gmail.com

Program Outcome of Three-year B. A. General Program in English (CBCS)

On completion of all the prescribed courses the students will be able to—

1. develop a basic understanding of English language and literature;
2. comprehend specificities of different generic forms in literature through detailed study of representative poems, dramas, novels, essays, and short stories;
3. learn various forms, and components of English language along with style and features of literary language;
4. critically ponder over the issues of gender based violence and gender inequality, especially in Indian scenario;
5. grasp the conventions of academic writing and become aware about content writing and editing;
6. acquire knowledge about the growth and development of Indian literature and the representation of the marginalized section of the society;
7. enhance English language proficiency in terms of reading, writing, listening, and speaking.


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DEPARTMENT OF ENGLISH PURBASTHALI COLLEGE

ESTD: 2009

Vill + P.O.: Parulia, Dist.: Purba Bardhaman, Pin No- 713513

Contact No. 8617647363

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Course Outcome of Three-year B. A. General Program in English (CBCS)

Semester I

CC – IA/ GE1— Poetry and Short Story


On completion of the prescribed course the students will be able to—

- understand specificities of different genres and different periods of English literature;
- acquire knowledge about canonical works by selected poets from the Elizabethan Age (William Shakespeare), Romantic Age (John Keats), and Modern Age (Wilfred Owen);
- gain knowledge about the prose works of Charles Lamb and H. E. Bates.

L1-1— Language, Variety and Stylistics

On completion of the prescribed course the students will be able to—

- comprehend the distinctness of human language and its importance;
- distinguish between standard and non-standard, formal and informal language;
- understand collocation and style of English language.


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Semester II

CC-1B/ GE2— Essay, Drama and Novel

On completion of the prescribed course the students will be able to—

- gain knowledge about the major essayists, dramatists, and novelists of English Literature across ages;
- develop reading skill through study of monumental works of English Literature written by British, Indian, and American writers from different ages;
- critically examine features of essay, drama, and novel, and learn how social and ethical concerns are addressed in the texts.


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Semester III

CC1C/GE 3— Contemporary India: Women and Empowerment

On completion of the prescribed course the students will be able to—

- critically analyze the conception of social construction of Gender and performativity;
- understand the concepts about sexuality, rights of the transsexuals, and different forms of violence against women;
- gain knowledge about the history of women's movement in India and legal rights of women guaranteed by the Constitution of India and other laws as applicable;
- critically analyze how these issues are addressed in the writings of Indian women writers.

L1-2— Language, Imagination and Creativity


On completion of the prescribed course the students will be able to—

- distinguish between plain language and figurative language;
- understand the use of language to express emotion by using different figures of speech and its literary use;
- comprehend the uses of foregrounding devices like parallelism and deviation to escape from banality, and usefulness of ambiguity in literary works.

SEC I— Translation Studies

On completion of the prescribed course the students will be able to—

- comprehend different theoretical concepts of translation and importance of translation in a multi-lingual and multi-cultural country like India;
- understand problems of translation and various tools of translation;
- learn about different issues related to translation, like gender, electronic and print media.


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Semester IV

CC -1D/GE 4— Academic Writing and Composition


On completion of the prescribed course the students will be able to—


- learn the conventions of academic writing and its various processes;
- use the methods of summarizing, paraphrasing, synthesis, analysis, and evaluation;
- structure their arguments properly and cite various sources.

SEC 2— English Language Teaching

On completion of the prescribed course the students will be able to—

- understand the structures of English language;
- comprehend different methods of teaching English language;
- analyze the language skills of the learners and use technology for teaching English language.


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Semester V

DSE 1A— British Literature


On completion of the prescribed course the students will be able to—

- gain knowledge about the canonical works of British writers;
- enhance their reading skill through the study of the novel *The Strange Case of Dr. Jekyll and Mr. Hyde*;
- become familiar with the great works of William Shakespeare and critically analyze *As You Like It* in terms of theme and structure;
- understand and analyze poetry of Thomas Hardy and essay of Robert Lynd.

SEC 3— Technical Writing

On completion of the prescribed course the students will be able to—

- understand distinct features of speech, distinct features of writing, formal and informal writings.
- develop their writing skills so that common errors can be avoided while writing;
- gain knowledge about writing for specific academic purposes.


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Semester VI

DSE 2— Indian Literature in Translation


On completion of the prescribed course the students will be able to—


- understand the specific features of Indian writing through detailed study of the works of Indian writers in translation;
- critically appreciate Rabindranath Tagore's masterpiece "Streer Patra" and describe the ways Tagore deals with the woman question;
- learn about the writings of post-Independence Indian writers— Vijay Tendulkar, Mahasweta Devi, and Amrita Pritam— and understand how the social issues, mainly the problem of women, are addressed by them.

SEC 4— Soft Skills

On completion of the prescribed course the students will be able to—

- understand the necessity of cultivating soft skills for their professional development;
- gain knowledge about the skills of teamwork and emotional intelligence;
- learn essential soft skills of adaptability, leadership, and problem solving.


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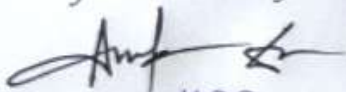
DEPARTMENT OF HISTORY

PROGRAM OUTCOME

COURSE: GENERAL

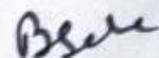
Being a subject of social science, history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and others. As the core course deals with the Indian history, the phases and socio-economic culture of that time would enrich the students. The course will provide the students the scientific way of learning history. Student will understand and evaluate historical ideas, arguments and point of views. This course would help the students to assess primary evidence, sources and critical analysis. The program will enable the students with the significant developments and changing culture scenario in India. Unity in diversity is the main concept of Indian history, this phenomenon is clear here. Students will analyze the Indian culture and civilization - ancient, medieval and modern. The student will understand the ethical values, religious differences etc.

As the DSE papers deals with the history of transforming Europe and Modern Europe, the young minds will be curious to understand the changes. Feudalism, Reformation Capitalism, Renaissance Scientific Revolution etc. will create the sense of understanding among the students. The Europeanized world and its effects upon the world during the world wars make the students feel the heavy impact of wars. The difference between the socio-economic sectors of India and Europe will be clear to the pupil. The student will be able to learn a basic narration of historical events in a specific region of the world. Students will learn how to maintain documentary, visual and material remains of the past. They will be encouraged to undertake collections, documentation and exhibitions of such materials in their localities and colleges. They will understand towards the important and significance of the museum and archives to build the history of India. Thus, education tour to the national archives and national museum in an integral part of the history students. Students to understand the different facts of heritage and their significance. They understand the legal and institutional frameworks for heritage protection in India as the challenges facing it.



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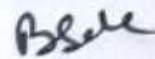


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They can examine towards the implications of the rapidly changing interface between heritage and history. They will gather knowledge about the heritage through project and visit to museum and archives. They will gather knowledge towards the popular culture through audio visual expression like folk art, photography, theatre, music, songs by performance and participation in real life. They can realize about the impact of the internet and audio-visual media on popular culture of the world. Students will learn about the Indian art from ancient to contemporary times, in order to understand and appreciate its diversity and its richness. Students will equip with the abilities to understand art as a medium of cultural expression. Make the students aware about women studies, gender relations in precolonial and colonial India, women education, health, women participation in environmental issue and national movement. Students will gather knowledge about the basic concept of women studies and its emergence. It will give a proper idea that how gender, society and culture is related with each other. Students will get to learn about the development of education in ancient medieval and modern India, contribution of Christian missionaries and East India Company, and the very important point is literacy programme in India. Students will gather knowledge regarding the present scenario of the modern women education system.



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DEPARTMENT OF HISTORY

HISTORY GENERAL

COURSE OUTCOME OF THE CURRICULUM



History General (Core Course)

Paper : I A

Course title : History of India (From Earliest Times up to 300 CE)

The students would be able to understand the following on the completion of the course :-

- Sources; Prehistory and Proto-historic cultures
- The Vedic Period
- Jainism and Buddhism
- Rise of Magadha
- The Mauryan Empire
- Post Mauryan Period

History General (Core Course)

Paper : I B

Course title : History of India (300 to 1206 CE)

The students would be able to understand the following on the completion of the course :-

- The Rise & Growth of the Guptas
- Harsha & His Times
- Towards Early Medieval: North India - Palas, Senas, Pratiharas and the rise of Rajputs
- Towards Early Medieval: South India
- Society, Economy and Culture in Early Medieval
- Arrival of Islam in India

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History General (Core Course)

Paper : I C

Course title : HISTORY OF INDIA FROM 1206-1707

The students would be able to understand the following after the completion of the course :-

- Political History of the Delhi Sultanate
- Regional Political Formations
- Mughal ascendancy till the time of Akbar (1605 CE)
- Mughal Power in the post Akbar Era (1606-1707 CE)
- Economy and Society
- Religion, Art and Architecture

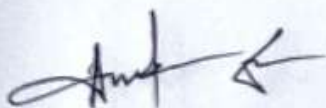
History General (Core Course)

Paper : I D

Course title : HISTORY OF INDIA FROM 1707 - 1950

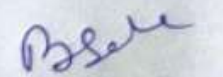
The students would be able to understand the following after the completion of the course :-

- Regional States and rise of the Company's rule
- Land Settlements, peasant and Tribal revolts upto 1857
- Socio- Religious Reform Movements in the 19th Century
- 1857 and its aftermath
- Indian National Movement
- Partition Of India and the establishment of Indian Republic



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History General (DSE)

Paper : I A

Course title : SOME ASPECTS OF SOCIETY & ECONOMY OF MODERN EUROPE:
15-18 CENTURY

The students would be able to understand the following after the completion of the course :-

- *Political and Economic Structure of the Feudal Era*
- *Renaissance & the Rise of Modern Europe*
- *European Reformation*
- *European Economy in the 16th Century*
- *Science & Technology*
- *Transition from Feudalism to Capitalism*

History General (DSE)

Paper : I B

Course title : SOME ASPECTS OF EUROPEAN HISTORY (1789-1945)

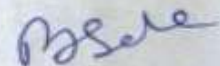
The students would be able to understand the following after the completion of the course :-

- *The French Revolution*
- *Napoleon Bonaparte and aftermath*
- *The revolutions of 1830 and 1848*
- *Age of Nationalism*
- *Europe between 1914-1939*
- *Second world war*



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History General (GE)

Paper : I

Course title : Some Perspectives on Women's Rights in India

The students would be able to understand the following after the completion of the course :-

- **Definition of Human Rights**
- **Indian Constitution and Women's Rights**
- **Preventive Acts**
- **Issues of Violence against Women and Remedial Measures**
- **Role of Non-Government Institutions**

- **Present Status**

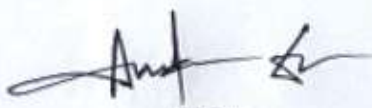
History General (GE)

Paper : II

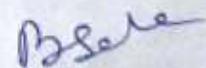
Course title : Gender & Education in India

The students would be able to understand the following after the completion of the course :-

- **Historiographical Trends**
- **Education in Early and Medieval Times**
- **Colonial Period**
- **Role of Schools and Colleges in colonial and post-colonial period**
- **Contours of female literacy since 1950**
- **Present Scenario**



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History General (SEC)

Paper : I

Course title : Archives and museums in India

The students would be able to understand the following after the completion of the course :-

- Definition and history of development (with special reference to India)
- Types of archives and museums
- Museum Presentation and Exhibition
- Museums, Archives and Society


History General (SEC)

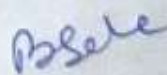
Paper : II

Course title : Understanding Heritage

The students would be able to understand the following after the completion of the course :-

- Defining Heritage
- Evolution of Heritage Legislation and the Institutional Framework
- Challenges facing Tangible and Intangible Heritage
- Evolution of Heritage Legislation and the Institutional Framework
- Challenges facing Tangible and Intangible Heritage
- Heritage and Travel


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History General (SEC)

Paper : III

Course title : Understanding Popular Culture

The students would be able to understand the following after the completion of the course :-

- Defining elite and popular culture
- Visual Expressions
- Performance and Participations
- Popular Culture in a globalized world

History General (SEC)

Paper : IV

Course title : Art Appreciation: An Understanding to Indian Art

The students would be able to understand the following after the completion of the course :-

- Prehistoric and protohistoric art
- Indian art (c. 600 BCE – 600 CE)
- Indian Art (c. 600 CE – 1200 CE)
- Indian art and architecture (c. 1200 CE – 1800 CE)
- Modern and Contemporary Indian art and Architecture



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DEPARTMENT OF HISTORY

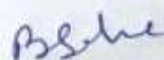
PROGRAM OUTCOME

COURSE: Honours

Programme Specific Outcomes (PSO) From the Academic Session 2017-18 CBCS was introduced by the BURDWAN University, which is our affiliating university at present. The first batch of student under the newly introduced semester system is, therefore, supposed to complete graduation in the year 2019. It thus appears difficult to measure programme specific outcomes on definite terms. Besides, the University itself is yet to provide concrete Programme Specific outcomes to its affiliated Colleges. However, our esteemed teachers of the Department of History pondered over the current syllabus and tried to chalk out some specific outcomes of B.A. three year, six semesters Honours Degree Programme of their own. Such expected Programme Specific Outcomes may be listed as follows: Sound Knowledge of different Historical Periods: Under the CBCS papers in each semester are devoted to the study of particular Historical phase in the historical in the events along with the study of a few major works by some master Historians of that period. These not only help the students to understand a historical period better, but also reduce the load of study in the concerned area. Knowledge of the Development of Historical perspective: While pursuing Honours course of studies in History it is mandatory that a student develops proper knowledge of the historical events. In this sphere also the present syllabus appears to be illuminating, as it's provides the students with standard and upto date knowledge of historical events, impact, war and history, result. The students may acquire knowledge of the historical events of the Ancient, Medieval, Modern and European history in new aspects. Development of the Historical Perspectives: The current syllabus is well chosen to represent different events from different angles. They are not only meant to make the students familiar with the dominant events of different ages, but also to open out new perspectives, the student may acquire a knowledge of the changing nature of politics or kingdoms of the changing times.



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DEPARTMENT OF HISTORY

HISTORY HONOURS

COURSE OUTCOME OF THE CURRICULUM



History Honours (Core Course)

Paper : I

Course title : History of India (From Earliest time to 600 A.D)

The students would be able to understand the following on the completion of the course :-

- The main concept of History along with the Early Indian notions of History.
- Various source and tools for historical reconstruction.
- Different phase of pre - historic cultures.
- One of the most ancient Indian urban civilization i.e. Indus Valley Civilization, its various stages, town planning, extent, socio-political organization etc. From this learners will be able to set up a connection between modern urban civilization and Indian glorious past.
- The Aryan Debate, Vedic literature, religion, philosophy, economy and society which focus on an overall condition of contemporary India. In this context how Religious protest movement challenges the vedic ritualistic tradition.
- How India became a 'nation' from 'Janapadas'.
- From Magadha how a pan Indian Empire formed by Chandragupta Maurya and Ashoka glorify it world wide.
- How post maurya phase witnessed some regional power like Sakas, Kusanas, Satbahanas. Almost after 200 years India witness another pan Indian empire called Gupta.
- On the whole in this course learners would be able to understand the main changeable theme of Indian Society, Economy, Culture & Religion.

History Honours (Core Course)


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Paper : II

Course title : Social formation and cultural patterns of the ancient World.

The students would be able to understand the following on the completion of the course :-

- *The evolution of human society, from food gathers to pastorals and food producer.*
- *The advent of Bronze Age in the world. In this context emergence of different civilization with special reference from Mesopotamian to Addadian Empire.*
- *Advent of Bronze age to iron age.*
- *Rise of Greek City state, Its character, features, stratification specially Spartan and Athenian Class struggle.*
- *Learners would have a clear concepts about confederacy of Delos, Mytilenes Revolt, Periclian war strategy, Sicily expedition.*
- *The Glorious ancient Greece culture, role of sophists and Socrates.*
- *Greek games , drama, art, religion etc.*

History Honours (Core Course)

Paper : III

Course title : History of India II (600 – 1206 AD)

The students would be able to understand the following after the completion of the course :-

- *Various Sources of Early Medieval India ; its political, Social and agrarian structure with special focus on trade and commerce. The learners also understand the Religions and cultural development including Bhakti, tantricism, puranic tradition, Buddhism and Jainism.*

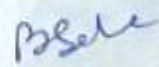
History Honours (Core Course)

Paper : IV

Course title : Social Formation and Cultural Pattern of the Medieval World



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The students would be able to understand the following after the completion of the course :-

➤ Ancient glorious Roman Republic its Religion, Culture, Literature and philosophy. The main Economic development between 7th to 14th centuries. This course also give special emphasis on Feudalism and its various features & social changes and cultural diversity of Medieval world.

History Honours (Core Course)

Paper : V

Course title : History of India III (1206 – 1525 AD)

The students would be able to understand the following after the completion of the course :-

➤ This course give special focus on the sultanate era of medieval Indian history. The various historical source, political dynasties , new cultural and architectural tradition, new economic policies , sufi and bhakti saints and their universal messages for mass is the special features of this course.

History Honours (Core Course)

Paper : VI

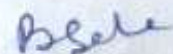
Course title : Rise of the Modern West I (15th & 16th Centuries)

The students would be able to understand the following after the completion of the course :-

➤ This course basically create a special knowledge about the transformed Europe. How feudalism fall and capitalism fill the gap, how voyages discover new 'land of investment', how Renaissance create a new enlightenment, various aspect of economic development of Europe is the main outcome of this paper.



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History Honours (Core Course)

Paper : VII

Course title : History of India IV (1526 – 1757 AD)

The students would be able to understand the following after the completion of the course :-

- *This paper emphasis on Mughal era of Indian history specially Mughal Administrative, political, social and cultural area. Learners also get expertise on Mughal Art, Architecture and paintings. This course also highlights the structure of Regional politics from 1526 - 1757 AD.*

History Honours (Core Course)

Paper : VIII

Course title : Rise of modern west II (17th & 18th Centuries)

The students would be able to understand the following after the completion of the course :-

- *In this course learners will receive a clear idea about 17th centuries European crisis , major issues of English Revolution , How modern science spread influence on contemporary European society etc. On the whole how Europe transformed to a modern society, economy and culture this course mainly focus on it.*

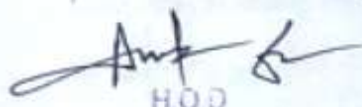
History Honours (Core Course)

Paper : IX

Course title : History of India V (1757 – 1857 AD)

The students would be able to understand the following after the completion of the course :-

- *From this course learners gain knowledge about the 1st half of colonial India specially How company rule established in India,*



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various acts approved by British Parliament, company's economy, trade and industrial policies. Not only that learners also get a clear idea about Indian Renaissance and renowned social reformers and how popular Resistance formed against company's rule.

History Honours (Core Course)

Paper : X

Course title : History of India VI (1858 – 1964 AD)

The students would be able to understand the following after the completion of the course :-

- This course highlight on the Indian freedom movement, Gandhian era , communal politics and India's internal policy after independence.

History Honours (Core Course)

Paper : XI

Course title : History of Modern Europe II (1789 – 1870)


The students would be able to understand the following after the completion of the course :-

- Here the main focus is about history of modern Europe specially the French Revolution, Napoleon Bonaparte, Various Revolution of Europe which were inspired by French revolution. This course also focus on industrialization and socio - economic transformation and the age of Nationalism. The main theme of this course is the downfall of Dictatorship and how democratic idea emerged by the inspiration of French Revolution.

History Honours (Core Course)

Paper : XII

Course title : Studying History Writing : Indian & Western


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The students would be able to understand the following after the completion of the course :-

- This course is about Historiography. The main theme and process of historical writing, importance of source in History, philosophy of history, Indian and western historiography, relation of History with other disciplines & Process of Historical Research.

History Honours (Core Course)

Paper : XIII

Course title : History of Modern Europe II (1871 – 1945)

The students would be able to understand the following after the completion of the course :-

- Imperial expansion of Europe and its result i.e. First world war and second world war. In this connection students also able to know how league of nation and U.N.O try to established peace in the world.

History Honours (Core Course)

Paper : XIV

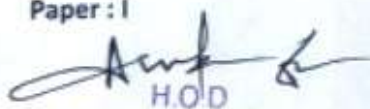
Course title : Making of the Contemporary World (1946 – 2000)

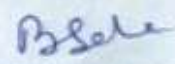
The students would be able to understand the following after the completion of the course :-

- Post World War development and emerge of Cold War, Decolonization process and the concept of Third world, Globalization, Crisis of socialist world & emergence of information revolution.

History Honours (Discipline Specific Elective)

Paper : I


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Course title : Life & Culture in Pre-Colonial Bengal

The students would be able to understand the following after the completion of the course :-

- *Pre - Colonial Bengals historical geography, society, political development, economic development , religion literature and various regional culture.*

History Honours (Discipline Specific Elective)

Paper : II

Course title : Life & Culture in Colonial Bengal

The students would be able to understand the following after the completion of the course :-

- *Establishment of East India company rule, changing scenario of social and economic life, the overall impact of company rule and Bengal renaissance, literature & nationalism.*

History Honours (Discipline Specific Elective)

Paper : III

Course title : History of Modern East Asia (1840-1919)

The students would be able to understand the following after the completion of the course :-

- *History of Pre-Colonial China & Japan Specially Anglo Chinese relation & various Rebellion of China , pre Meji Japan, Meji restoration and expansion of japan up to the first world war.*

History Honours (Discipline Specific Elective)

Paper : IV

Course title : History of China and Japan (1919 – 1939)



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The students would be able to understand the following after the completion of the course :-

- Growth of nationalism in China, The Kuomintang and the nationalist government & the communist victory in China, rise of modern Japan and Japan's imperialistic policy on second world war.

History Honours (Skill Enhancement Courses)

Paper : I

Course title : Archives and Museums in India

The students would be able to understand the following after the completion of the course :-

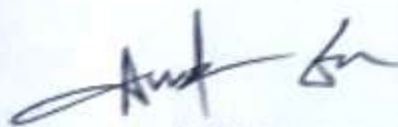
- Definition and history of development (with special reference to India)
- Types of archives and museums, Museum Presentation and Exhibition, Museums, Archives and Society

History Honours (Skill Enhancement Courses)

Paper : II

Course title : Art Appreciation: An Understanding to Indian Art

- The students would be able to understand the following after the completion of the course :-
- Pre-historic and proto-historic art
- Indian art (c. 600 BCE - 600 CE)
- Indian Art (c. 600 CE - 1200 CE)
- Indian art and architecture (c. 1200 CE - 1800 CE)
- Modern and Contemporary Indian art and Architecture


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PROGRAMME OUTCOMES B.A. PHILOSOPHY HONOURS

Programme Outcome

Philosophy is generally known as the subject of systematic and critical thinking about all human problems which initiates a trend of reflective thought process for the learners. The scope of philosophy is very broad which covers Logic, Ethics, Religion and especially the problem of knowledge in western and Indian thoughts. It also enquires the real nature of the world. Philosophical training also assists students to search for general explanatory principles, reveal upon what really matters, find out alternatives who widely accepted views and learn to distinguish what is significant from what is not, students will develop ability in critical thinking and understanding of concepts of rights, wrong, good and bad and an understanding of moral principles and their application in everyday life.

The course promotes the students practical value and limits of philosophical and reflective attitude and a lifelong commitment to the learning and enquiry.

The course acquaints students with Greek Philosophy, Indian and Western Philosophy Ethics, Philosophy of Religion, Analytic Philosophy, Logic etc.

Students also become familiar with some of the major figures and schools of thought in the intellectual tradition and develop desire for further study and learning.


The course helps to create awareness to become an enlightened citizen with commitment to deliver one's responsibilities and values to the society.



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COURSE OUTCOME

SL NO	Name of the Course	Sem ester	Course Code	Course Outcome
1	Indian Philosophy - I	1	CC-1	To study the Indian Philosophy, it will be beneficial for the students because it prefaces many notions of Indian philosophy. After completion of the study of this paper students should be able to identify the very fundamental structure of Indian schools of philosophical thoughts with a prior introduction of Upanishadic Philosophy and other philosophical undercurrents of that time. Students also are aware with Indian philosophical methodology of reasoning as well as classification of Six systems of Philosophy as orthodox and heterodox systems. It deals with the knowledge about the definition and division of Orthodox school and Heterodox Schools of Indian Philosophy. Indian Philosophy consists of nine different schools of Indian thoughts, both Āstika and Nāstika systems. Among āstika schools there are Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Mīmāṃsā and Vedānta. On the other hand there are Cārvāka, Jainism and Buddhism as Nāstika schools. Indian Philosophy describes the knowledge about the Epistemology, Metaphysics, Logic, Ethics and Psychology as a whole.
2	History of Western Philosophy - I	1	CC-2	This course facilitates a comprehension study of Ancient Greek Philosophy and Modern Western philosophy. A comprehensive understanding of it is like a foundation course in the Classics and Modern Philosophy. The History of Western philosophy consists of the epistemological and metaphysical perspectives of the philosophers like Thales, Anaximander, Heraclitus, Parmenides Socrates, Plato, Aristotle, Descartes, Spinoza, Leibnitz. This course facilitates a comprehension of Ancient Greek Philosophy. A comprehensive understanding of it is like a foundation course in the Classics. The two great classical traditions, viz., Greek have left a rich legacy of philosophic knowledge that can be pragmatically and scholastically contextualized in the present-day times. Modern western philosophy begins with the renaissance where it left the theistic approach and become analytical with scientific approach. So, the aim of this paper is to impart the learners with basic knowledge of origin and development of Western Philosophy. Students are also acquainted with the salient features of rationalism.


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3	Indian Philosophy – II	2	CC-3	<p>To study the Indian Philosophy, it will be beneficial for the students because it prefaces many notions of Indian philosophy. After completion of the study of this paper students should be able to identify the very fundamental structure of Indian schools of philosophical thoughts with a prior introduction of Upanishadic Philosophy and other philosophical undercurrents of that time. Students also are aware with Indian philosophical methodology of reasoning as well as classification of Six systems of Philosophy as orthodox and heterodox systems. It deals with the knowledge about the definition and division of Orthodox school and Heterodox Schools of Indian Philosophy. Indian Philosophy consists of nine different schools of Indian thoughts, both Āstika and Nāstika systems. Among āstika schools there are Nyāya, Vaiśeṣika, Sāṅkhya, Yoga, Mīmāṃsā and Vedānta. On the other hand there are Cārvāka, Jainism and Buddhism as Nāstika schools. Indian Philosophy describes the knowledge about the Epistemology, Metaphysics, Logic, Ethics and Psychology as a whole.</p>
4	History of Western Philosophy – I	2	CC-4	<p>This course facilitates a comprehension study of Modern Western philosophy. A comprehensive understanding of it is like a foundation course in the Modern Philosophy. Modern western philosophy begins with the renaissance where it left the theistic approach and become analytical with scientific approach. So, the aim of this paper is to impart the learners with basic knowledge of origin and development of Western Philosophy. Students are also acquainted with the salient features of rationalism, empiricism and Kantian and Hegelian philosophy. This paper will help the students to survey the modern philosophy as has been dealt with by the School of Empiricism advocated by Locke, Berkeley, Hume and Kantian and Hegelian philosophy. The outcome of Modern western philosophy is to increase the horizon of western philosophical thoughts. Studying this course, the students will be able to understand the basics of this course and develop new ideas in this course. This course the students will be able to do their research work in deferent areas of western philosophy.</p>


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5	Indian Ethics	3	CC-5	<p>Ethics is a study of moral issues in the fields of individual and collective interaction. The study of Ethics helps a student to gain the ability so that they can make themselves to become a proper social being. Students will be familiar with basic topics and they will be favored by accessing knowledge on Indian Ethics because it shares so many aspects such as dharma, karma, suffering, renunciation, meditation in light of Bauddha, Jaina and Yoga school of Indian philosophy with almost all of them focusing on the ultimate goal of Salvation of the individual through spiritual practices. These topics will help the students to realize the spiritual values in life. The study of Ethics helps a student to gain the ability so that they can make themselves to become a proper social being.</p>
6	Western Ethics	3	CC-6	<p>The study of Ethics helps a student to gain the ability so that they can make themselves to become a proper social being. Students will be benefitted by realizing various learning goals involving ethical decision-making and social responsibility. This course will help the students to develop the potentiality and knowledge needed for them to make ethical decisions in their own careers and for fulfilling the purpose so many institutions are organized across the world. Western Ethics discusses about object of moral judgment and also about the Moral Theories of Plato and Aristotle. Western Ethics also consists of Standards of Morality like Hedonism, Deontological Ethics and also of Theories of Punishment. Moral Philosophy involves systematizing, defending and recommending concepts of right and wrong behavior.</p>


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Indian Logic	3	CC-7	<p>Indian Logic will offer the students a textual reading of the Sanskrit text - Tarkasamgraha , written by Navya Naiyayika Sri Annambhatta Acharya. Students will penetrate into the arena of Indian Logic and gather the concepts of prama, pramana, jnana,buddhi, smriti, karana, hetu etc. Students will learn Indian Logic analysis of Nyāya epistemology in detail.</p>
8 Western Logic-I	4	CC-8	<p>By studying Logic, students get acquainted with the use of logical rules for identifying a valid argument. Along with these, they also learn existential import, symbolic interpretation, constructing formal proof of validity, proving invalidity, Quantification theory. Study of this paper helps them to be aware of Mill's different experimental methods, Science and Hypothesis and also different theories of probability. From this course students will get the knowledge about traditional and Aristotelian logic. Having completed the course of Western Logic, students demonstrate proficiency in critical thinking and understanding of deductive and inductive reasoning and competence in the basic analytical methods of logic. Identify premises and conclusions in both formal as well as informal proofs, and demonstrate an awareness of the limits of deductive forms as well as linguistic ambiguities. The student not only gains knowledge of traditional Aristotelian logic but also of symbolic logic-the use of symbols, the truth-functions and using truth-tables for testing the validity of arguments and statement-forms. It helps to develop a critical and logical mental attitude. After the completion of course, the students will be capable to understand logic and to apply in comparison between traditional logic and symbolic logic and will be well acquainted with the fundamental terminologies, premises and conclusions.</p>


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		4	<p>CC-9 The study of Psychology gives the opportunity for the students to learn about brain states, different personality traits, the sub-conscious and conscious reasons for human. The students are introduced to the definition, nature and scope of psychology. Students will learn the basic concepts of the field of psychology with an emphasis on application of psychology in every day. They become acquainted with its different methods like introspection and extrospection. Sensation, perception, illusion and hallucination, different levels of mind, Freud's theory of dream, measurement of Intelligence, different tests of intelligence regarding I.Q. measurement. are the important topics in this paper. Emphasis is given on analyzing and clarifying the different theories of learning, philosophical theories of mind, consciousness, intelligence and personality and etc.</p>
10	Philosophy of Religion	4	<p>CC-10 The students will be familiar with philosophical study of the meaning and nature of religion. It includes the prime analysis of religious concepts, beliefs, arguments, terms, and practices of religious adherents. This course helps the students to understand the different religious traditions and their implications. They are introduced to the theories of orthodox and heterodox schools of philosophy. Arguments for the existence and non-existence of God, the religious language etc. Basic tenets of Christianity and Islam and Hinduism are explained and analyzed. The main motive of this course is to create awareness about the comparative nature of the different religions objectives.</p>
11	Socio-Political Philosophy	5	<p>CC-11 Social and Political Philosophy consists of nature and scope of both social and political philosophy and their relation. This paper aids the students to have a primary concept of social and political philosophy like society, community, family, state, Association, caste, class, Democracy, socialism. The student become familiar with the theories reading relation between individual and society, social change and progress etc. and also be aware of political ideologies like Democracy, Socialism. This course is designed to develop interest among the student about the Contemporary social issues and theories like Ambedkar, Gandhiji's Satyagraha, Sasobodaya. This paper also develops intercultural competence, knowledge of civic responsibility in students and ability to engage them effectively in society.</p>


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12	Western Logic- II	5	CC-12	By studying Logic, students get acquainted with the use of logical rules for identifying a valid argument. Study of this paper helps them to be aware of Mill's different experimental methods, Science and Hypothesis and also different theories of probability. This paper is framed for learning the standard forms of Formal reasoning. It provides the scope to learn the basic logical concepts and gives a clear understanding of the structure of inferential reasoning.
13	Philosophy in the Twentieth Century: Indian	6	CC-13	This paper creates an understanding on contemporary problems in Philosophy. It deals with the different questions of life and world dealt by several modern Indian philosophers. It is actually designed to share those ideas which are sprung from the minds of the great philosophers of the modern Indian world. This paper introduce the thinkers of modern period like Vivekananda, Sri Aurabindo, Mahatma Gandhi, Rabindranath, S. Radhakrishnan, Iqbul, etc. and their contributions to the philosophical richness of contemporary Indian thought. Students will be provided newer ideas and the philosophical thought of contemporary Indian philosophy which will enlighten the students regarding the reality of life.
14	Philosophy in the Twentieth Century: Western	6	CC-14	This paper deals with the different approaches of life and world dealt by some modern western philosophers. This course is designed to share the ideas that sprung from the minds of the great philosophers of the modern western world. This paper introduce the thinkers of modern period like Moore, Russell, Sartre, Ryle, Ayer, Wittgenstein, Heidegger and their contributions to the philosophical richness of contemporary Indian thought. Students will be able to access the collection of essays by the eminent modern thinkers which will increase their receptivity and free mindedness. They will be provided newer ideas and the philosophical thought of contemporary Western philosophy which will enlighten the students regarding the reality of life.



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	Philosophy	3	SEC-1	After completion of Philosophy in Practice a student should be able to understand and explain Philosophically important theories and concepts that have historically been used to organize and explain human experience. This course is the application of ethical rules and principles which can apply for wellbeing of the society.
16	Philosophy	4	SEC-2	The paper provides the student with the capacity to identify issues and problems relating to realisation of human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems. It is also develops investigative and analytical skills. It outcomes to respecting and promoting human rights governments bear the primary responsibility. However, every individual owes it to themselves and their communities to promote human rights. Human rights are basic rights that belong to all of us simply because we are human. Identify and evaluate the historical, philosophical, political and cultural developments establishing human rights as a set of global norms, agreements, and procedures. Explore global human rights institutions, law, and processes, and assess the impact of their interaction with national and local cultural practices and norms. Reflectively evaluate the effectiveness of human rights practice on local, national or international humanitarian efforts.


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Katha Upanishad is the most beautiful Upanishad that answers the basic questions of end of human life. This paper deals with the question of the meaning of life and death, the question of immortality, the question of the meaning of dharma and adharma, the question of knowledge and ignorance. Katha Upanishad has been acclaimed as the most popular one as per the structure in the form of a dialogue between Nachiketas and Yama. The Upanishad tells the story of Nachiketas, the son of Vajashrava, who learns the teachings imparted by Yama. Starting with the story, the Upanishad unfolds the profound philosophical truths. It reveals the truths of this world and the other world that is beyond human comprehension.

18 The Problems of
Philosophy

5


DSE-2

Students will get the knowledge on the distinction between appearance and reality. They will learn the way how Russell used Logic to clarify issues in Philosophy and they will also learn to establish a rational consensus on problems for answering the question. Russell explains in the Preface that he has not dealt equally with the whole field of philosophy, but has treated rather of the Theory of Knowledge, where a positive contribution seemed more readily made, than of Metaphysic, where results might be more negative. Focusing on problems he believes will provoke positive and constructive discussion, Russell concentrates on knowledge rather than metaphysics: If it is uncertain that external objects exist, how can we then have knowledge of them but by probability. There is no reason to doubt the existence of external objects simply because of sense data. In this paper Russell has provided an intelligible and stimulating guide to a branch of knowledge which is often mistakenly considered too abstruse for the lay mind. He has confined himself chiefly to those problems of philosophy concerning which he thought it possible to say something positive and constructive. For this reason, theory of knowledge occupies a larger space than metaphysics and some topics much discussed by philosophers are treated briefly.

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19	Rabindranath Tagore: Sadhana	6	DSE-3	This paper seeks to study the collection of Tagore's lectures in the book <i>Sadhana</i> which deals with his philosophy of life. At various instances in his lectures Tagore repeatedly emphasizes on the Indian philosophy of oneness of Being that is the cause for the progress of the soul towards the union with the Brahman. The collection is compiled of eight lectures, based on ideas of the individual's relation to the universe, soul consciousness, evil, self, of love, of action and of beauty and finally the nature of union with the Infinite. The Infinite can be attained through endless means of activities found in joy and love. His <i>sadhana</i> has been in writing poetry and in living his life in all its hues and colors and thereby attaining realization of life.
20	An Enquiry Concerning Human Understanding	6	DSE-4	This paper helps the students to understand the detailed knowledge about the views of David Hume, a modern Western Empiricist, from both epistemological, metaphysical and ethical perspectives through his book <i>An Enquiry Concerning Human Understanding</i> . Hume's <i>Enquiry</i> is one of the most important philosophical works addressing central questions of human life and knowledge. The course begins by exploring Hume's explanation of how we come to know what (we think) we know, before moving on in the second module to look more specifically at the justification for beliefs that are not based on immediate or past sensory experience (e.g. the belief that the sun will rise tomorrow).


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PROGRAMME OUTCOMES
B.A. PHILOSOPHY GENERAL

Programme Outcome

Philosophy is generally known as the subject of systematic and critical thinking about all human problems which initiates a trend of reflective thought process for the learners. The scope of philosophy is very broad which covers Logic, Ethics, Religion and especially the problem of knowledge in western and Indian thoughts. It also enquires the real nature of the world. Philosophical training also assists students to search for general explanatory principles, reveal upon what really matters, find out alternatives who widely accepted views and learn to distinguish what is significant from what is not, students will develop ability in critical thinking and understanding of concepts of rights, wrong, good and bad and an understanding of moral principles and their application in everyday life.


The course promotes the students practical value and limits of philosophical and reflective attitude and a lifelong commitment to the learning and enquiry.

The course acquaints students with Greek Philosophy, Indian and Western Philosophy Ethics, Philosophy of Religion, Analytic Philosophy, Logic etc.

Students also become familiar with some of the major figures and schools of thought in the intellectual tradition and develop desire for further study and learning.

Create awareness to become an enlightened citizen with commitment to deliver one's responsibilities and values to the society.


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PURBASTHALI COLLEGE
DEPARTMENT OF PHILOSOPHY
PROGRAMME OUTCOMES




BA PHILOSOPHY GENERAL
COURSE OUTCOME

SL NO	Name of the Course	Semester	Course Code	Course Outcome
1	Indian Philosophy	1	CC-1A	To study the Indian Philosophy, it will be beneficial for the students because it prefaces many notions of Indian philosophy. After completion of the study of this paper students should be able to identify the very fundamental structure of Indian schools of philosophical thoughts with a prior introduction of Upanishadic Philosophy and other philosophical undercurrents of that time. Students also are aware with Indian philosophical methodology of reasoning as well as classification of Six systems of Philosophy as orthodox and heterodox systems. It deals with the knowledge about the definition and division of Orthodox school and Heterodox Schools of Indian Philosophy. Indian Philosophy consists of nine different schools of Indian thoughts, both Āstika and Nāstika systems. Among āstika schools there are Nyāya, Vaiśeṣika, Sāṅkhya, Yoga, Mīmāṃsā and Vedānta. On the other hand there are Cārvāka, Jainism and Buddhism as Nāstika schools. Indian Philosophy describes the knowledge about the Epistemology, Metaphysics, Logic, Ethics and Psychology as a whole.


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2	Western Philosophy	2	CC-1B	<p>This course facilitates a comprehensive study of Western philosophy. A comprehensive understanding of it is like a foundation course in the Classics and Modern Philosophy. The History of Western philosophy consists of the epistemological and metaphysical perspectives of the philosophers like Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume and Kant. Western philosophy begins with the renaissance where it left the theistic approach and become analytical with scientific approach. So, the aim of this paper is to impart the learners with basic knowledge of origin and development of Western Philosophy. Students are also acquainted with the salient features of rationalism and Empiricism.</p>
3	Logic	3	CC- 1C	<p>By studying Logic, students get acquainted with the use of logical rules for identifying a valid argument. Along with these, they also learn existential import, Ven Diagram, symbolic logic. From this course students will get the knowledge about traditional and Aristotelian logic. Having completed the course of Western Logic, students demonstrate proficiency in critical thinking and understanding of deductive and inductive reasoning and competence in the basic analytical methods of logic. Identify premises and conclusions in both formal as well as informal proofs, and demonstrate an awareness of the limits of deductive forms as well as linguistic ambiguities. The student not only gains knowledge of traditional Aristotelian logic but also of symbolic logic-the use of symbols, the truth-functions and using truth-tables for testing the validity of arguments and statement-forms. It helps to develop a critical and logical mental attitude. After the completion of course, the students will be capable to understand logic and to apply in comparison between traditional logic and symbolic logic and will be well acquainted with the fundamental terminologies, premises and conclusions.</p>


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4	Contemporary Indian Philosophy	4	CC- 1D	This paper creates an understanding on contemporary problems in Philosophy. It deals with the different questions of life and world dealt by several modern Indian philosophers. It is actually designed to share those ideas which are sprung from the minds of the great philosophers of the modern Indian world. This paper introduces the thinkers of modern period like Vivekananda, Sri Aurabindo, Mahatma Gandhi, Rabindranath, S. Radhakrishnan, Iqbul, etc. and their contributions to the philosophical richness of contemporary Indian thought. Students will be provided newer ideas and the philosophical thought of contemporary Indian philosophy which will enlighten the students regarding the reality of life.
5	Philosophy of Religion	5	DSE- 1A	The students will be familiar with philosophical study of the meaning and nature of religion. It includes the prime analysis of religious concepts, beliefs, arguments, terms, and practices of religious adherents. This course helps the students to understand the different religious traditions and their implications. They are introduced to the theories of orthodox and heterodox schools of philosophy. Arguments for the existence and non-existence of God, the religious language etc. Basic tenets of Christianity and Islam and Hinduism are explained and analyzed. The main motive of this course is to create awareness about the comparative nature of the different religions objectives.


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6	Tarkasamgraha (saptapadārtha)	6	DSE- 1B	Indian Logic will offer the students a textual reading of the Sanskrit text - Tarkasamgraha , written by Navya Naiyayika Sri Annambhatta Acharya. Students will penetrate into the arena of Indian Logic and gather the concepts of prama, pramana, jnana,buddhi, smriti, karana, hetu etc. Students will learn Indian Logic analysis of Nyāya epistemology in detail.
7	Philosophy in Practice	3	SEC- 1	After completion of Philosophy in Practice a student should be able to understand and explain Philosophically important theories and concepts that have historically been used to organize and explain human experience. This course is the application of ethical rules and principles which can apply for wellbeing of the society.
8	Philosophy of Human Rights	4	SEC- 2	The paper provides the student with the capacity to identify issues and problems relating to realisation of human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems. It is also develops investigative and analytical skills. It outcomes to respecting and promoting human rights governments bear the primary responsibility. However, every individual owes it to themselves and their communities to promote human rights. Human rights are basic rights that belong to all of us simply because we are human. Identify and evaluate the historical, philosophical, political and cultural developments establishing human rights as a set of global norms, agreements, and procedures. Explore global human rights institutions, law, and processes, and assess the impact of their interaction with national and local cultural practices and norms. Reflectively evaluate the effectiveness of human rights practice on local, national or international humanitarian efforts


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9	Philosophical Analysis	5	SEC-3	<p>The course is based on John Hospers' Introduction to Philosophical Analysis. The book offers a comprehensive view of philosophy in the 20th century. It has eight chapters that cover numerous problems in eight fundamental branches of philosophy. Each chapter contains a description of essential issues in the field under discussion, offers some philosophical dialogues and ends with exercises. Student will acquire basic information about leading philosophers in the history of Europe and they will develop an opinion about the relationship between philosophy, arts and sciences and will acquire basic philosophical vocabulary and will learn to see individual philosophical issues against the background of leading philosophical opinions and will be able to identify major philosophical topics. Student will learn how to use the Internet to find answers to philosophical questions and they will attempt to participate in philosophical discussion in a rational manner and will be able to detect logical connections between different theoretical claims and will learn the methods of fair criticism and will be able to compare the rationality of different philosophical arguments.</p>
10	Ethics in Practice	6	SEC-4	<p>It helps students understand practically the importance of trust, mutually satisfying human behavior and enriching interaction with nature. They help build a positive character with traits such as compassion, respect, kindness, and humility. They can make students distinguish between right and wrong or good and bad and identify the multiple ethical interests at stake in a real-world situation or practice. Students will be able to demonstrate understanding of criteria for choosing between conflicting ethical theories, moral disagreement, the justification of moral judgments, and the application of ethical standards to practical decision-making and ethical questions that arise in everyday life.</p>


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DEPARTMENT OF POLITICAL SCIENCE

PROGRAM OUTCOME

The program outcome of the general course in Political Science helps students in comprehending not only the political concepts but other interrelated fields based on the specialized papers. Further the programme helps in developing skills to formulate and construct logical arguments through empirical and theoretical method which further helps in having a research outlook in future. In addition to this, the programme intends to enlighten not only about India but also the world as a whole. The course also gives a glimpse of contemporary issues of the nation and world and will familiarise the students with different approaches to study of politics who are opting for the course. The programme will also develop an ability of the students to find a solution to the contemporary collective and political problems of the country. The students will develop and be able to demonstrate academic proficiency in the subfields of Indian government and politics, comparative government and politics, political theories, public policies, public law, globalization etc. This will help them further to develop and demonstrate skills in analytical and critical thinking. After completion of the programme, students will be able to formulate and construct logical arguments about socio- political phenomena and be able to evaluate these through empirical and theoretical methods. The Programme further intends to enrich the students with their understanding of how political institutions emerge, how they operate, interact with their external environments and in turn can shape the individual and collective behaviour. In addition to this the students will be able to enhance their knowledge of the basic factual information about politics and will be democratically aware of the happenings around the globe. As directed by the university the alternative semesters are designed in such a manner that there will be continuity of the learning process and by the end of the course the students will not only be able to comprehend the political structure but will also be aware of their democratic rights and can educate and enlighten others as well.

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Course Outcome

SYLLABUS FOR B.A (GEN) IN POLITICAL SCIENCE UNDER SEMESTER WITH CHOICE BASED CREDIT SYSTEM

Semester I

Western Political Thought (6 Credit Theoretical-5Credits, Tutorial1 Credit)

Western political thought concentrates principally on the history of the west and different issues comforting it. Political thought is of great importance as it consists of political institution and social practices. The course is the reflection of how best one can adjust in collective life

1.Ancient Greek Political Thought: Main Features- The course intends to examine the political thought though the classical, Renaissance, and enlightenment period based on the works of Plato, Aristotle emphasizing on their concept of justice and state respectively.

2.Medieval Political Thought: Main Feature- The course provides knowledge of key thinkers of the west and analyses the ideas of them and their thoughts on political phenomenon of ancient and medieval period.

3.Machiavelli: Concept of statecraft and power politics-The aim of the course to understand Machiavelli's concept of power and his aim to separate from religion in the back ground of Renaissance

4.Hobbes, Locke and Rousseau: Concept of sovereignty-the study compares and contrasts the concept of sovereignty, state, government, private property and general will in the work of social contractalist like Hobbes Locke Rousseau.

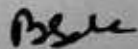
5.Marx and Engels: Dialectical and Historical Materialism; Revolution; Lenin; ImperialismThe course explains Karl Marx's world view, with particular regard to his critique of democracy and the modern politically liberal state, how it came to be, and its fundamental link to capitalism and imperialism.

6.J.S Mill: Concept of Liberty-The study intends to explain John Stuart Mill how he applies it to society and the state.



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Semester II

CC-1B: POLITICAL THEORY:6 Credit Theoretical-5Credits, Tutorial(1 Credit)

The course on political theory aims to deal with the study of the concepts and principles of the subject and intends to, elucidate and assess the political procedures and happening in the political organization.

1.The meaning of Politics and Political Theory: Importance of Political Theory-The aims is to understand the significance of politics and political theory. the course also aims to acquaint the student with the conceptual aspects, principals and theoretical ideas approach of political theory. Further it aware the student of the procedure of different theoretical ideas while studying politics.

2.Different Approaches:(a) Traditional (b)Behavioural and post -Behavioural (c)Marxist- The aims is to comprehended various traditional and modern theories of political science evolution.

3.The Concept of Sovereignty:(a) Monistic (b)Pluralist (c)Popular -The course provides an understanding of the meaning of sovereignty, types and characteristics.it also emphasizes on the fact that how different forms have arrived and what is most favourable from in today's democracy.

4.Liberty and Equality: Meaning and their Inter -relationship-The most vital part of the course is to have an understanding of the concept of liberty and equality which takes a potent position today's democratic world. the inter -relationship between the two gives an ability to formulate and construct logical argument about the two vital concept and also aware the students with rights of equality and liberty which every democratic constitution enshrines.

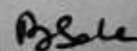
5.Liberalism and Neo-Liberalism-Student will know about liberalism and Neo -liberalism, individual rights, and market free economy.

6.Theories of State (a)Idealist (b)Liberal (c)Marxist (D)Gandhian: -To study the basic philosophies of the origin of state based on the understanding provides by Marx Gandhi and other western thinker.

7.Political parties and pressures group: Concept and role-The course examine political parties and role of pressure group in political system.


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Semester III

CC-1C: INDIAN POLITICAL THOUGHT

The course on political thought signifies a shift away from excessive reliance upon Eurocentric views methods and concept to study interpret Indian society and its politics, the major objective of this course is to introduce the student to some of the key modern Indian thinkers and their ideas which helped in shaping the society and politics of modern India.

1. Ancient Indian political thought: Features: kautilya's theory of saptanga and the concept of Dandaniti -The course enables the student in understanding kautilya idea of statecraft and administration with the help of the concept of saptanga and dandaniti.
2. Main Features of Medieval Muslim Political Thought: -The course intends to understand the main features of Muslim political thought.
3. Rammohun Roy: perception of British colonial rule and their role as Modernizers-This part helps analyzing the nationalist thought of Raja Rammohun Roy.
4. Bankim, Vivekananda: Nationalism-The study helps to create value in younger generation by assessing the nationalist thought of Bankim and Vivekanda and helps to have a strong perception about their ideas of patriotism and nationalism.
5. Gandhi: Satyagraha: trusteeship-The course analyses the Gandhian movements and his conception on satyagraha, trusteeship etc.
6. Tagore: State, society and Nation-The study helps in acquiring the knowledge about the spirit of Tagore conception of state, society nationalism and internationalism.
7. B.R Ambedkar: Social Justice-the course describes the movements against caste and untouchability, Ambedkar's view on social justice and the depressed classes.

SEC-1: Legislative Practices and Procedures

These courses are based upon the contents that lead to knowledge enhancement. They are value based or skill-based courses, and are aimed at providing hands on training, competence, skill, etc. student may choose an SEC paper from different of course on offer in each semester. The course of Legislative Practice and Procedure is taught in Purbasthali College. The course explained the process of law making or the legislative process in relation to parliament. The course content is as follows.

1. Power and functions of people's representative at different tiers of governance member of parliament, state legislative assemblies, functionaries of rural and urban local self-government from zila parishad, municipal corporation to panchayat /ward- The course explained about local self-government, center and state legislative etc.
2. Supporting the legislative process-how a bill becomes law, role of the standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations-The course intends to examine how a bill become law, importance standing committee etc.
3. Supporting the legislative committees types of committees in reviewing government finance, policy programs, and legislation-The course explained about the types of committee, government, finance, policy and program etc.

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4. Reading the budget document overview of budget process, role of parliament in reviewing the union budget, rail way budget examination of demands for grants of ministries, working of ministries. The course described what is budget, budget process, union budget, railway budget, working of ministries.

5. Supporting in media monitoring and communication type of media and their significance for legislators: basics of communication in print and electronic media. The course intends to explain about what is media, types of media, print media and their role of present political situation.

Semester IV

CC-1D : INDIAN GOVERNMENT AND POLITICS:

The course enables the student with understanding of the constitution and its needs in a democratic society. The Indian constitution further elucidates the historical evolution of democracy and the rights of the citizens brought by the freedom struggle. Further it explicates the constitutional structure on which this diversified country stands

1. a) -The Constitution Assembly; its composition and role. b) The preamble and its significance- the course intends to comprehend the overall philosophy of the Indian constitution. The evolution of the constitution enables the students appreciate various phase of Indian national movement and to understand arrange of acts of the governments of India. Further this course helps to get an idea of the impact of British rule and the phases of struggle through which the Indian constitutional has evolved.

2. (a) Fundamental Rights and Duties (b) Directive Principle of State Policy: The course helps in understanding the fundamental rights and duties and the directive principle state policy .it further provided an awareness of the rights and duties enshrined in our constitution .

3. Nature of Indian Federalism: Centre-State relation-legislative, administrative and financial The course gives a perspective on the Indian Federalism and also on the centre state relation of the quasi -federal country.

4. Union Legislature :Lok Sabha and Rajya Sabha-Organization, Functions and Lawmaking procedures; the speaker ;procedure of constitutional amendment- The course explained Indian federalism and center state relation of the quasi federal country.

5. Union Executive: President and Prime Minister: Power and functions; governor and chief minister; Power and function-The study intends to give an idea of the constitutional ordering and institutional arrangements with special emphasis on the concept of separation of power .

6. Judiciary: supreme court and high court-Composition and function-The course examine power and function of supreme court and high court.

7. Party system in India: Features and trends, coalition government-The course tries to evaluation, functioning and consequences of political parties in India.

8. Electoral Process: Election Commission; Composition and function -; Electoral Reforms The study intends to know the salient features and composition of election commission and to identify how electoral rules and procedures affect election outcomes of India.

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SEC- 2 Public Opinion and Survey Research

This skill enhancement course helps in having an understanding of Public Opinion, its importance in democracy. This course further helps in understand the methodology of Public Opinion research. The course content is as follows.

1. Definition and Characteristics of Public Opinion
2. 2 Measuring Public Opinion: Methods and Types of Sampling
- 3 Interviewing: Types- structured, unstructured, focused
- 4 Questionnaire: Question wording; fairness and clarity
- 5 Prediction in polling research: possibilities and pitfalls

Semester V

DSE-1A: SELECT COMPARATIVE POLITICAL THOUGHT (taught in Purbasthali College) to have a clear understanding and comparative aspect of both Western and Indian Political thoughts. Light is also thrown on the recent political thoughts which aims to highlight the evolution of political thought with the course of time.

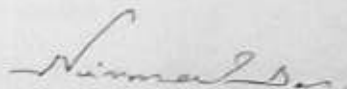
The course content is as follows.

- 1 Distinctive features of Indian and Western political thought
- 2 Western Thought: Thinkers and Theme
 - a) Aristotle on Citizenship
 - b) Locke on Rights
 - c) Rousseau on Inequality
 - d) J. S. Mill on liberty and democracy
- 3 Indian Thought: Thinkers and Themes
 - a) Kautilya on State
 - b) Tilak and Gandhi on Swaraj
 - c) Ambedkar on Social Justice
 - d) Nehru and Jayaprakash Narayan on Democracy

SEC-3 : Democratic Awareness Through Legal Literacy :

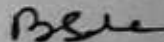
This course is meant to aware the students with the democratic setup of the country. It helps in understanding the rights and law of the land in lieu with the democratic decorum of the country. The course content is as follows.

- 1 Constitution – fundamental rights, fundamental duties, other constitutional rights
- 2 Laws relating to dowry, sexual harassment and violence against women – laws relating to consumer rights and cyber crimes
- 3 Anti-terrorist laws: Implication for security and human rights
- 4 System of courts/ tribunals and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunal



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Generic Elective (FOR THE STUDENTS OF OTHER DISCIPLINES)

GE-1 : INDIAN POLITICAL THOUGHT

Course is meant to acquaint students of other discipline with the Indian political thought. This course helps to have a historical understanding of the Indian thought and becomes easy to compare with the western political thought.

The course content is as follows.

1. Ancient Indian Political Thought : Features ; Kautilya's theory of Saptanga and the concept of 'Dandaniti'.
2. Main features of medieval Muslim Political Thought.
3. Rammohun Roy : perception of British Colonial Rule and their role as Modernizers.
4. Bankim, Vivekananda : Nationalism.
5. Gandhi : Satyagraha; trusteeship
6. Tagore ; State, Society and Nation.
7. Ambedkar : Social Justice

Semester VI

DSE-1B : Understanding Globalization

This course helps in highlighting the conceptual understanding of globalization and new international order. It also tries to focus on the vices of globalization to provide the students with a comprehensive understanding of the globalised world.

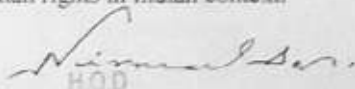
The syllabus is as follows.

1. Globalization: Meaning and debates
2. Impact of Globalization on Indian Economy
3. Globalization and Terrorism
4. Globalization and new international order
5. Globalization and Localization: Dimensions of cultural change.

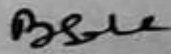
SEC-4 – Human Rights Education

The Skill enhancement course is meant to familiarise students with the human rights as enshrined in the UN and Indian constitution. This course will also aware them with the movements led to ensure the human rights of Indians. Further this helps in building up the required knowledge ,values and proficiency of human rights of which the objective is to develop an acceptable human right culture.

1. Meaning and brief history of human rights (UDHR)- The course described the magna carta and other history related to Human rights.
2. Human rights-Terrorism and counter-terrorism-The course intends to examine what is terrorism and counter terrorism ,impact of terrorism has on human rights .
3. Indian constitution and protection of human rights-The course explained about the Indian constitution and protection of human rights.
4. National human right commission -composition and function-The most vital part of the course where students is familiarized with the concept of national human right commission,its composition and function.
5. Human right movement in India -evolution, nature ,challenges, and prospects-The course explains human rights in Indian context.


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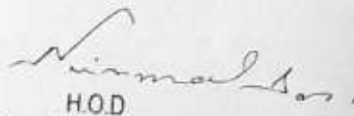
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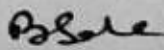
Generic Elective (FOR THE STUDENTS OF OTHER DISCIPLINES)

GE - 2 : INDIAN GOVERNMENT AND POLITICS

The course enables the student with understanding of the constitution and its needs in a democratic society. The Indian constitution further elucidates the historical evolution of democracy and the rights of the citizens brought by the freedom struggle. Further it explicates the constitutional structure on which this diversified country stands

1. a) -The Constitution Assembly: its composition and role. b) The preamble and its significance- the course intends to comprehend the overall philosophy of the Indian constitution. The evolution of the constitution enables the students appreciate various phase of Indian national movement and to understand arrange of acts of the governments of India. Further this course helps to get an idea of the impact of British rule and the phases of struggle through which the Indian constitutional has evolved.
2. (a)Fundamental Rights and Duties (b)Directive Principle of State Policy: The course helps in understanding the fundamental rights and duties and the directive principle state policy .it further provided an awareness of the rights and duties enshrined in our constitution .
3. Nature of Indian Federalism: Centre-State relation-legislative ,administrative and financial The course gives a perspective on the Indian Federalism and also on the centre state relation of the quasi -federal country.
4. Union Legislature :Lok Sabha and Rajya Sabha-Organization ,Functions and Lawmaking procedures; the speaker ;procedure of constitutional amendment- The course explained Indian federalism and center state relation of the quasi federal country.
5. Union Executive: President and Prime Minister: Power and functions; governor and chief minister: Power and function-The study intends to give an idea of the constitutional ordering and institutional arrangements with special emphasis on the concept of separation of power .
6. Judiciary: supreme court and high court-Composition and function-The course examine power and function of supreme court and high court.
7. Party system in India: Features and trends, coalition government-The course tries to evaluation, functioning and consequences of political parties in India.
8. Electoral Process; Election Commission: Composition and function -; Electoral Reforms The study intends to know the salient features and composition of election commission and to identify how electoral rules and procedures affect election outcomes of India.


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SANSKRIT HONOURS

PROGRAMME SPECIFIC OUTCOMES (PSO):

- ❖ Sanskrit is a rich language of the IE language group. Sanskrit tells about ancient Indian culture, religion, social life. The academic program of both Honors and General Degree courses not only develops professional skills but also creates a deeper understanding of India's heritage and dynamic contemporary landscape through various Sanskrit lessons.
- ❖ Enhancing basic knowledge of key subject areas.
- ❖ A strong understanding of ancient Indian history, philosophy and literature will develop.
- ❖ Enhance communication skills-Listening, speaking, Reading, writing.
- ❖ Students will be able to write Devanagari script which gives them paleographic knowledge to read modern language scripts like Hindi.
- ❖ Reasonable understanding of Sanskrit literature topics like Vedas, Philosophy, Grammar, Poetry, Smriti Shastra etc.
- ❖ To prepare them for higher education.
- ❖ Develop research skills and independent thinking.
- ❖ After graduation, students can apply for UPSC, WBCS etc. and also they can apply for teaching posts in schools.

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SANSKRIT HONOURS

COURSE OUTCOME

SEM	COURSE CODE	COURSE TITLE	COURSE OUTCOME
Sem-I	CC-1	Classical Sanskrit Literature(Poetry)	The aim of this course is to introduce the students to classical Sanskrit poetry. The course tries to help the students to discuss the text independently. Also the course is designed to- 1.Giving an overall idea of the epic. 2.To enable students to know and appreciate Sanskrit poetry. 3.To create awareness about correct pronunciation and recitation of poetry in a graceful manner.
	CC-2	Critical Survey of Sanskrit Literature	Journey of Sanskrit Literature from Vedic Literature to Puranas. An outline of the various classical traditions of grammar. Learn about the six main schools of Indian poetry – rasa, alamkara, riti, dhvani, bhakrokti and achita.
Sem-II	CC-3	Classical Sanskrit Literature(Prose)	This course aims to acquaint students with Classical Sanskrit Prose literature. The course also seeks to help students negotiate texts independently. The course also helps the students to critically assess the prose texts on a comparative basis. 1. The overall sense of prose literature is increasing day by day. 2. To enable students to understand and appreciate Sanskrit prose literature. 3.To make students understand and appreciate Sanskrit prose and fables. 4.Students will develop a holistic understanding of narrative literature in Sanskrit.
	CC-4	Self Management in the Gita	The purpose of this course is to study the philosophy of Gita. To acquaint the students with the basic teachings of the Bhagavad Gita. The course enables students to appreciate the richness of spirituality and its impact on daily life.
Sem-III	CC-5	Classical Sanskrit Literature (Drama)	The course enables students to experience the aesthetic brilliance of Sanskrit drama and dramatic techniques. This course also reflects poetic excellence but also depict contemporary society

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			and highlight human values. To familiarize the students with Sanskrit Dramas, Bhasa and his Plays and classical performing arts.
	CC-6	Poetics and Literary Criticism	The study of sahyasastra (Sanskrit Poetics) embraces all poetic arts and includes concepts like alankara, rasa, r-rti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetics has flourished with the topics such as definition of poetry, Reason of creating Poetry and its divisions.
	CC-7	Indian Social Institution and Polity	Various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Samhitas, Mahabharata, Purana, Dharma-Sastra, Kautilya's Arthasastra and Brihatsamhita of Varahamihir.
	SEC-1	Basic sanskrit	Essential Sanskrit grammar through the multiple example method with emphasis on students constructing themselves sentences. Sanskrit Noun Declensions, Genders, Numbers and Cases.
Sem-IV	CC-8	Indian Epigraphy and Chronology	This course aims to acquaint the students with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time. General Introduction to Ancient Indian Chronology. The course also seeks to help students to know the system of Dating the Inscriptions (Chronograms).
	CC-9	Modern Sanskrit Literature	They will be able to know about Siddheshwar Chattopadhyay and his Contribution to the field of Sanskrit literature.
	CC-10	Sanskrit and World Literature	Spread & influence of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times. Upanisads and Gita in World Literature. Ramayana and Mahabharata in South East Asian Countries. Kalidasa's Literature in World Literature and Sanskrit Studies across the World.
	SEC-2	Political Thought in Sanskrit Literature	Various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Samhitas, Mahabharata, Purana, Dharma-Sastra, Kautilya's Arthasastra and Various Brihatsamhita of Varahamihir.
Sem-V	CC-11	Vedic Literature	Students will gain extensive knowledge of Vedic culture, literature and grammar. There are many Vedic institutes in India like Puri, Belur, Tirupati etc. where students will get employment. Students can get some kind of spiritual knowledge from Agni Sukta etc. which will be useful for their life journey.
	CC-12	Sanskrit Grammar	Students will gain detailed knowledge of types and examples of samas and analyze Paninian grammar.
	DSE-1	Dramaturgy Sahityadarpana	Sahityadarpana is the ancient literature of rhetoric which gives us the basic concepts of rasa in


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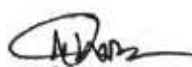
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		Chapter- VI	drama, the setting of drama for the protagonists and the aesthetics of considering rasa as the dwarf image of Brahmasva.
	DSE-2	Elements of Linguistics	Sanskrit is not only literature but also a rich language which has grown with the mixture of non-Sanskrit languages and European languages. But our literature and language also developed in the West, as evidenced by the study of philology in linguistics. Linguistics and the history of the origin of Sanskrit language will be known in detail.
Sem- VI	CC-13	Indian Ontology and Epistemology	It introduces students to important topics in Indian philosophy. Through Tarkasahagraha will understand the basic principles of Nyaya-Vaishika philosophy. It also makes them want to understand essential aspects of Indian philosophy.
	CC-14	Sanskrit Composition and Communication	Ability to write creatively and appreciate literature will increase. Students can learn essays and other related information based on Laghu Siddhantkaumudi Prakatirtha publication. Students will be able to write an essay in Sanskrit. Students can get used to Sanskrit conversation.
	DSE-3	Fundamentals of Ayurveda	The discussion course will enable the students to understand the principles of Indian medical system which focuses on not only physical health but also a healthy lifestyle including diet, preventive medicine, medicinal plants available in their surroundings.
	DES-4	Art of Balanced Living	Theories of the art of living enshrined in Sanskrit literature and apply them to a better life. Work on human resource management to deliver better results. Methods of self-presentation, yogic listening, reflection and meditation concepts, practice and unemotional restraint of fluctuations as well as methods of improvement of behavior can be realized through: Jnana-yoga, Dhyana-yoga, Karma-yoga and Bhakti-yoga etc.


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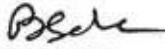
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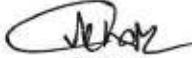
SANSKRIT GENERAL

PROGRAMME SPECIFIC OUTCOME(PSO):

- A strong understanding of ancient Indian history, philosophy and literature will develop.
- Enhance communication skills-Listening, Speaking, Reading, writing.
- Students will be able to write Devnagari scripts which provide them the paleographical knowledge.
- Students will be able to write Devanagari script which gives them paleographic knowledge to read modern language scripts like Hindi.
- Students will demonstrate the skill needed to participate in conversation that builds knowledge with collaboration.
- Students will gain knowledge of the major traditions of literatures written in Sanskrit.
- To make them eligible for higher education.
- After graduation, students can apply for UPSC, WBCS etc. and also they can apply for teaching posts in schools.

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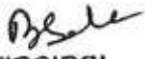
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SANSKRIT GENERAL

COURSE OUTCOMES

SEM	COURSE CODE	COURSE TITLE	COURSE OUTCOME
Sem-I	CC-1	Sanskrit Poetry	The aim of this course is to introduce the students to classical Sanskrit poetry. The course tries to help the students to discuss the text independently. Also the course is designed to- 1. Giving an overall idea of the epic. 2. To enable students to know and appreciate Sanskrit poetry. 3. To create awareness about correct pronunciation and recitation of poetry in a graceful manner.
Sem-II	CC-2	Sanskrit Prose	This course aims to acquaint students with Classical Sanskrit Prose literature. The course also seeks to help students negotiate texts independently. The course also helps the students to critically assess the prose texts on a comparative basis. 1. The overall sense of prose literature is increasing day by day. 2. To enable students to understand and appreciate Sanskrit prose literature. 3. To make students understand and appreciate Sanskrit prose and fables. 4. Students will develop a holistic understanding of narrative literature in Sanskrit.
Sem-III	CC-3	Sanskrit Drama	The course enables students to experience the aesthetic brilliance of Sanskrit drama and dramatic techniques. This course also reflects poetic excellence but also depict contemporary society and highlight human values. To familiarize the students with Sanskrit Dramas, Bhasa and his Plays and classical performing arts.
	SEC-1	Yogasutra of Patanjali	Theories of the art of living enshrined in Sanskrit literature and apply them to a better life. Work on human resource management to deliver better results. Methods of self-presentation, yogic listening, reflection and meditation concepts, practice and unemotional restraint of fluctuations


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			as well as methods of improvement of behavior can be realized through: Jnana-yoga, Dhyana-yoga, Karma-yoga and Bhakti-yoga etc.
Sem-IV	CC-4	Sanskrit Grammar	Students will gain detailed knowledge of types and examples of samas and analyze Paninian grammar.
	SEC-2	Dramaturgy-Sahityadarpana-Chapter- VI	Sahityadarpana is the ancient literature of rhetoric which gives us the basic concepts of rasa in drama, the setting of drama for the protagonists and the aesthetics of considering rasa as the dwarf image of Brahmasva.
Sem-V	DSE-1	Philosophy,Religion and Culture in Sanskrit Tradition	Journey of Sanskrit Literature from Vedic Literature to Puranas. An outline of the various classical traditions of grammar. Learn about the six main schools of Indian poetry – rasa, alamkara, riti, dhvani, bhakrokti and achita.
	GE-1	Indian Social Institution and Polity	Various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Samhitas, Mahabharata, Purana, Dharma-Sastra, Kautilya's Arthasastra and Brihatsamhita of Varahamihir.
	SEC-3	Basic Sanskrit-Part-II	This course aims to acquaint students with Classical Sanskrit Prose literature. The course also seeks to help students negotiate texts independently. The course also helps the students to critically assess the prose texts on a comparative basis. 1. The overall sense of prose literature is increasing day by day. 2. To enable students to understand and appreciate Sanskrit prose literature. 3.To make students understand and appreciate Sanskrit prose and fables. 4.Students will develop a holistic understanding of narrative literature in Sanskrit..
Sem-VI	DSE-2	Literary Criticism	The study of sahyasastra (Sanskrit Poetics) embraces all poetic arts and includes concepts like alankdra, rasa, r-rti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetics has flourished with the topics such as definition of poetry, Reason of creating Poetry and its divisions.
	GE-2	Ethical Issues in Sanskrit Literature	This course aims to acquaint students with Prose literature. Origin and development of prose, Important prose romances and fables Sanskrit are also included here for students to get acquainted with the beginnings of Sanskrit prose literature. The course also seeks to help students negotiate texts independently. The course also helps the students to critically assess the prose texts on a comparative basis. 1. To give an overall understanding of Ethical Issues in Sanskrit Literature. 2. To enable students to understand the poetic

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			works in Sanskrit. 3. To enable the Students to understand Hitopadesa- Mitralabha. 4. To make students understand and appreciate Pancatantra Mitrabheda Katha.
	SEC-4	Moral Values In Sanskrit Literature	This course aims to acquaint students with Prose literature. The course also seeks to help students negotiate texts independently. The course also helps the students to critically assess the prose texts on a comparative basis. 1. To give an overall understanding of Moral values in Sanskrit Literature. 2. To enable students to understand the poetic works in Sanskrit. 3. To enable the Students to understand Danavirah Karnah katha. 4. To make students understand and appreciate Sasakasimhakatha Katha from Pancatantra.

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D. Saha

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